

YEAR 10 CURRICULUM OVERVIEW



**MARICOURT
CATHOLIC
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	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
SCIENCE BIOLOGY	<p>Photosynthesis In this section we will explore how plants harness the Sun's energy in photosynthesis in order to make food. Both animals and plants use this oxygen to oxidise food in a process called aerobic respiration which transfers the energy that the organism needs to perform its functions. Building on their ks3 knowledge of photosynthesis and plant structure, pupils will look at the adaptations of the plant on a microscopic level to perform photosynthesis and transport materials around, into and out of the plant. They will also look at the transport processes in detail.</p>	<p>Photosynthesis (cont) Human Organ systems Building on their ks3 knowledge of respiration, pupils In this section we will learn about how the human respiratory system works with the circulatory system to move dissolved materials quickly around the body. They will learn about the structure of the circulatory system and its adaptations to ensure that materials are transported quickly around the body. They will learn that damage to either of these systems can be debilitating if not fatal. They will look at preventions, treatments and cures related to any damage.</p>	<p>Human Organ Systems (cont) Building on their ks3 knowledge of respiration, pupils In this section we will learn about how the human respiratory system works with the circulatory system to move dissolved materials quickly around the body. They will learn about the structure of the circulatory system and its adaptations to ensure that materials are transported quickly around the body. They will learn that damage to either of these systems can be debilitating if not fatal. They will look at preventions, treatments and cures related to any damage.</p>	<p>Ecology Part 1 Building on their ks3 knowledge of ecology and biodiversity, pupils will look at how organisms compete for biotic and abiotic factors, leading to a range of adaptations and biodiversity. Pupils will study how organisms are classified into groups and how this compares with previous methods. Pupils will go onto study a range of sampling techniques that can be used to measure biodiversity and look at the relationship between where organisms are found and the biotic and abiotic factors in the area. Pupils will also explore how humans are threatening biodiversity as well as the natural systems that support it.</p>	<p>Ecology Part 1 (cont) Health Matters Pupils will explore the different types of pathogens and their affect on organisms. They will study the immune system and the ways in which the human body protects itself from the effects of pathogens. They will also learn the different methods of artificial immunity and the stages of drug development.</p>	<p>Health Matters (cont) Pupils will explore the different types of pathogens and their affect on organisms. They will study the immune system and the ways in which the human body protects itself from the effects of pathogens. They will also learn the different methods of artificial immunity and the stages of drug development.</p>

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SCIENCE CHEMISTRY	<p>Atomic Structure and Bonding One of the most important units in the chemistry curriculum, this is a review of ks3 work on atomic structure. Pupils will go on to study the history of the development of the atom and the importance of the scientific method in bringing about accepted new theories. This unit provides more in depth understanding of the patterns of reactivity in the Periodic Table based upon the atomic structure of the elements and the concept of the isotope is introduced. Prior learning on ionic, covalent and metallic bonding is also reviewed in this unit.</p> <p>Quantitative Chemistry Pupils will build on their knowledge of the Periodic Table and balancing equations and will now learn to describe conservation of mass in terms of total relative formula mass of reactants and products. They will begin to explain why some reactions appear to lose mass and will become more familiar with the concept of uncertainty. They will also study the relationship between mass, moles, volume and concentration</p>	<p>Quantitative Chemistry (cont)</p> <p>Chemical Changes After studying the difference in chemical and physics properties and reactivity in ks3, pupils will learn how this determines the methods used for their extraction. Pupils will also study the reactions between metal oxides and hydroxides with acids and the products that are formed. Pupils will look at electrolysis as a method of extraction and the products formed.</p>	<p>Chemical Changes (cont) After studying the difference in chemical and physics properties and reactivity in ks3, pupils will learn how this determines the methods used for their extraction. Pupils will also study the reactions between metal oxides and hydroxides with acids and the products that are formed. Pupils will look at electrolysis as a method of extraction and the products formed.</p>	<p>Chemical Changes (cont) Pupils will build on their ks3 knowledge of energy changes in chemical reactions by drawing reaction profiles. They will become familiar with the term activation energy and bond energies and will identify reactions as endothermic or exothermic. They will look more closely at the method used to investigate the energy change that takes place during neutralisation. Some pupils will determine quantitatively whether reactions are exothermic or endothermic using bond energy calculations</p>	<p>Energy Changes (cont) Pupils will build on their ks3 knowledge of energy changes in chemical reactions by drawing reaction profiles. They will become familiar with the term activation energy and bond energies and will identify reactions as endothermic or exothermic. They will look more closely at the method used to investigate the energy change that takes place during neutralisation. Some pupils will determine quantitatively whether reactions are exothermic or endothermic using bond energy calculations</p>	<p>Revision for end of year exam</p>

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SCIENCE PHYSICS	<p>Energy Following their ks3 work on energy stores and transfers, pupils will become more familiar with energy formulae. They will be able to select energy formulae appropriate to a given situation in order to determine the value of a missing variable. They will also study the relationship between work and power. Energy efficiency is particularly important in today's society and pupils will study factors that effect this and how it can be calculated. By looking at different renewable and non renewable energy sources, developing a greater understanding of our environmental responsibilities.</p> <p>Atomic Structure In this unit, pupils will build on their ks3 knowledge of the atom and its structure and look in more detail at its energy states, and its interactions with other particles and with electric and magnetic fields. They will study the development of the atom and compare the characteristics of different forms of radiation as well as it's uses and dangers. Key terms surrounding radioactivity will allow pupils to make objective decisions when and if they encounter nuclear radiation being used in their everyday lives.</p>	<p>Atomic Structure (cont) In this unit, pupils will build on their ks3 knowledge of the atom and its structure and look in more detail at its energy states, and its interactions with other particles and with electric and magnetic fields. They will study the development of the atom and compare the characteristics of different forms of radiation as well as it's uses and dangers. An understanding of the key terms surrounding radioactivity will allow pupils to make objective decisions when and if they encounter nuclear radiation being used in their everyday lives.</p>	<p>Atomic Structure (cont)</p> <p>Electricity In this unit pupils build upon the knowledge they developed in the year 8 module "magnetism and electrical energy"" and also their energy studies in year 7. Pupils will look at the electrical circuit in detail and understand how changes to the circuit design can have a big effect on the performance of the circuit. Electrical circuit knowledge is integral to an advanced society and pupils will be entering a workplace dominated by electronics.</p>	<p>Electricity (cont) In this unit pupils build upon the knowledge they developed in the year 8 module "magnetism and electrical energy"" and also their energy studies in year 7. Pupils will look at the electrical circuit in detail and understand how changes to the circuit design can have a big effect on the performance of the circuit. Electrical circuit knowledge is integral to an advanced society and pupils will be entering a workplace dominated by electronics.</p>	<p>Electricity (cont) In this unit pupils build upon the knowledge they developed in the year 8 module "magnetism and electrical energy"" and also their energy studies in year 7. Pupils will look at the electrical circuit in detail and understand how changes to the circuit design can have a big effect on the performance of the circuit. Electrical circuit knowledge is integral to an advanced society and pupils will be entering a workplace dominated by electronics.</p>	<p>Revision for end of year exam</p>

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ENGLISH	During this term, students will explore a range of published fiction short stories. They will look at narrative hooks, language for effect, structural methods and how to use a range of sentence and punctuation for effect. Interleaving opportunity- English Language paper one – questions 1-4.	During this term, students will explore a range of published fiction short stories. They will look at narrative hooks, language for effect, structural methods and how to use a range of sentence and punctuation for effect. Interleaving opportunity- English Language paper one – questions 1-4.	During this half term, students will work on descriptive and narrative writing, drawing on their literature texts as inspiration for their own writing.	During this half term, students will begin to explore literary non-fiction in preparation for their GCSE English Language paper two.	During this half term, students will look at a range of transactional writing in preparation for their paper two question five.	Students will prepare for their Spoken Language Endorsement. The speaking and listening element of the course will be prepared for and recorded during this half term. All students will be expected to prepare a presentation on a topic that they feel passionate about.
ENGLISH LITERATURE	Students begin by reading and studying A Christmas Carol. Students will read staves 1-3 and explore the characters and the relationships between characters. Students will draw on the knowledge gained at KS3 regarding issues presented in Victorian literature to address context. Further to this, students will explore the language and structure used by Dickens.	Continuing with A Christmas Carol, students will read staves 4 and 5. Having gained an understanding of the whole text, students will explore a range of key themes. Students will attempt a series of past paper questions.	Students will revisit 'An Inspector Calls'. Students will work on their exam technique in response to a series of past paper questions.	During the course of the two half terms, students will read Macbeth and explore the characters and relationships between characters. Interleaving opportunity- A Christmas Carol – character and theme	Students will draw on their knowledge of Shakespeare's time period from their study at KS3 to explore key issues from the Elizabethan period. In addition to this, students will look at key themes within the play text. Interleaving opportunity- A Christmas Carol – Character and theme.	Students will begin study of the Unseen Poetry Unit. Year 10 exams – English Literature Paper One and Paper Two.

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MUSIC	<p>Pop Music Pupils will learn about key features and characteristics of Pop Music, particularly how the musical elements are used in Pop. They will learn how to create major and minor scales and chords, and will learn how to perform as part of an ensemble. They will complete analysis of a set work: Africa by Toto.</p>	<p>Music For Ensembles Pupils will learn about various musical ensembles including chamber orchestras, string quartets, musical theatre, duets, trios, jazz and blues ensembles.</p>	<p>Musical Forms and Devices. Set Work: Badinerie, Bach. Pupils will learn about the classical forms and devices that are used throughout the classical era (from Baroque to Romantic). They will apply this knowledge and understanding to analysis of Badinerie by being able to score read & analyse musical features & compositional devices that were used by Bach when composing.</p>	<p>Film Music Pupils will develop their learning from Y9 to learn about the history of music in films, mickey-mousing, the use of leitmotifs, compositional devices used in film music and how the elements of music are used across a wide variety of film genres. They will start to develop their writing skills by answering longer questions that describe the use of these elements.</p>	<p>Composition Skills Pupils will learn about compositional techniques and will learn how to apply and develop elements of music in a composition by looking at things such as modulation, augmentation, diminution, textural changes and writing for instruments. They will also learn how to use Sibelius to notate their compositions on (this will be used in unit 6 and through Y11) They will start to compose their 'free composition'.</p>	<p>Composition, Listening and Performance Skills Pupils will develop and complete draft 1 of their 'free composition' through this unit. They will learn how to apply compositional devices learnt through Year 10 to their own composition, ensuring that it meets a 'brief' that they have written. They will also complete listening questions based on all topics covered and will complete a mock performance (solo and ensemble)</p>
ART	<p>Pupils will begin to work on a "Personal Investigation". They will be given the starting point "Identity" and begin to explore initial concepts around this theme. They will produce still life drawings of personal objects and begin to produce initial idea pages in their sketchbooks. They will begin to gather images from other artists that show "Identity" in Art.</p>	<p>Pupils will continue to work on a "Personal Investigation". They will finalise their ideas around the concept of "Identity". They will write a creative statement to clarify their intentions. Pupils will continue to make observational drawing of personal objects. They will take initial photography of subject matter relating to their personal interests. Pupils will begin to research given artists around their chosen subject matter.</p>	<p>Pupils will continue to work on a "Personal Investigation". They will use their own photography to inform large outcomes. Pupils will use aspects of the work of artists to influence their own outcomes. Pupils will begin to write about their chosen artists and will self-evaluate their own outcomes.</p>	<p>Pupils will continue to work on a "Personal Investigation". They will develop outcomes using a range of different materials and experimenting with media. Pupils will use aspects of the work of artists to influence their own outcomes. Pupils will continue to write about their chosen artists and will self-evaluate and improve their own outcomes.</p>	<p>Pupils will continue to work on a "Personal Investigation". They will write a mid-point evaluation of their project and focus their investigations on a specific subject matter and style. They will continue to use different materials and refine their skills. Pupils will self-evaluate and improve their own outcomes.</p>	<p>Pupils will continue to work on a "Personal Investigation". They will continue to produce large outcomes refining and showing skill in their work. Pupils will begin to develop mastery of a specific technique and media. Pupils will use their evaluations to inform their own development. Pupils will compare and contrast the work of artists.</p>

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PERFORMING ARTS	<p>Pupils undertake Component One: 'Exploring the Performing Arts' and Two: 'Developing skills and Techniques in the Performing Arts' concurrently during Year 10 and Year 11.</p> <p>Component 1 Pupils will begin to examine professional practitioners' work and start to explore how a show is created from page to stage. Pupils study one practitioner/style and undertake workshops to embed their understanding.</p> <p>Pupils audit and analyse their skills and set targets for development in a log book. They begin to apply skills in workshops and rehearsals of recognised repertoire.</p>	<p>Pupils develop their knowledge and understanding of professional practitioners through theatre visits and watching examples on video. They start to compare and contrast styles and develop their subject specific language. They study one of three styles of repertoire and begin their portfolio of background and contextual information.</p> <p>Pupils continue developing skills and techniques in workshops and rehearsals, using repertoire which increases in difficulty/challenge. They continue developing their logbooks by analysing strengths and weaknesses in rehearsal and keeping a record of skills and targets.</p>	<p>Pupils continue to develop their knowledge of key practitioners in relation to repertoire. They work on their research journal and continue with workshops in the style of the practitioner they are studying.</p> <p>Pupils continue to use their logbooks to help them improve their own performances. They carry on working in practical workshops and rehearsals. They perform in a milestone assessment.</p>	<p>Pupils learn about themes and stimulus, stylistic qualities, the purpose of the rep, and roles and responsibilities in the theatre. They continue working on their research journal and the first of their rep pieces.</p> <p>Pupils continue to use their logbook and structured target setting, developing technical and interpretative skills with confidence and to a high standard. They will use skills and techniques to successfully communicate intentions and be comfortable discussing performances using the correct drama terminology. They can use this in their written work.</p>	<p>Pupils study the second of their repertoires, either from video or live performance. They continue skills and technique classes specific to the style of performance they are now studying. They go into more detail about the roles and relationships in the theatre. They create a new research journal for this piece of theatre and begin to develop understanding of more styles and genres.</p> <p>Pupils actively engage with all rehearsals and workshops, making progress which is evidenced in logbooks and evaluations, by both teacher and peer. Pupils continue to develop skills in workshops and exercise/practical lessons.</p>	<p>Pupils continue to take part in workshops and discussions on their second piece of professional theatre. They again look at the stylistic qualities and replicate them in rehearsals and workshops. They continue their research journal.</p> <p>Pupils prepare for another milestone performance and evaluate development and set more targets. The pupils will apply feedback and respond to direction in a consistently positive manner. They will demonstrate an organised and highly self-disciplined approach to all sessions.</p>
RELIGIOUS EDUCATION	<p>AQA Religion, Relationships and Families</p> <p>In this unit, pupils will examine four dialogues.</p> <ol style="list-style-type: none"> 1. Relationships and the human condition 2. Perspectives on relationships 3. Families and responsibilities 4. Issues related to gender equality and discrimination. 	<p>AQA Triune God</p> <p>In this unit, pupils consider the Catholic understanding of the mystery of the Trinity. Expressions of this belief in music, scripture and tradition are explored along with the authority and influence of the magisterium and the practice of prayer.</p>	<p>AQA Judaism Beliefs</p> <p>In this unit, pupils will study key beliefs in Judaism about the nature of God. They will examine the significance of the covenants with Abraham and Moses, and the role of mitzvot in Jewish life. Pupils will examine the concept of the sanctity of life, including the concept of saving life - Pikuach Nefesh.</p>	<p>AQA Judaism Beliefs and Practices</p> <p>Pupils conclude their studies of Jewish beliefs by looking at the concept of the Messiah and beliefs about life after death.</p> <p>Pupils start their studies on Jewish practices by examining the role of the synagogue in the Jewish community and acts of worship.</p>	<p>AQA Judaism Practices</p> <p>Pupils continue their study of Jewish practices by examining dietary laws. Pupils look at the significance of Shabbat for families. They study key rites of passage and the origin and importance of key festivals in Judaism.</p>	<p>AQA Church and the Kingdom of God</p> <p>Pupils explore the nature of the Church and its mission to bring about the Kingdom of God as expressed in the Lord's prayer. Catholic understanding of the Church as the pilgrim people of God is explored through the study of dramatised prayer and pilgrimage and the meaning of mission through vocation.</p>

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COMPUTER SCIENCE	<p>Pupils will begin looking at algorithms to introduce the idea of computational thinking. They will look at different types of searching and sorting algorithms. They will begin programming in Python developing understanding of input, outputs, data types and operators. Pupils will use their understanding to interpret, correct or complete algorithms in the form of pseudocode and flow charts</p>	<p>Pupils will be looking at how data is represented in a Computer System including numbers, characters, sound and images. They will learn how data needs to be converted to binary format to be processed by the computer. Pupils will learn methods of converting denary, binary and hexadecimal numbers. They will learn how to add two 8-bit binary integers and Explain overflows errors which may occur. They will continue to develop their understanding of programming in Python looking at the programming constructs selection and iteration as well as the use of the lists and tuples. Pupils will look at the need for compression and the use of check digits</p>	<p>Pupils will look at types of primary memory used in a Computer System including RAM, ROM, Cache, Virtual memory and flash memory. They will then look at the need for secondary storage and the common types of storage including Optical, Magnetic and Solid State. Pupils will investigate the advantages and disadvantages of storage devices using their Understanding of storage device characteristics. Pupils will calculate data capacity requirements. Pupils will represent simple and complex logic diagrams for and or not. They will develop truth tables from given input. Pupils will continue to develop their programming skills including validation of user input searching/sorting and the use of functions.</p>	<p>Pupils will look at characteristics and purpose of different levels of programming languages, including low level languages and the purpose of translators. They will develop understanding of the common tools and facilities available in an IDE. Pupils will continue to develop their Python Programming skills through the Reading and Writing of Files. Pupils will begin to complete their NEA. Pupils will follow the project life cycle. The NEA is a programming project which provides an opportunity for pupils to demonstrate their practical ability in the skills. Pupils will create suitable algorithms which will provide a solution to the problem identified in the task. They will then code their solutions in Python and annotate to describe the process. The solutions must be tested at each stage to ensure they solve the stated problem.</p>	<p>The whole of this half term will involve pupils completing their NEA. Pupils will follow the project life cycle. The NEA is a Programming Project which provides an opportunity for pupils to demonstrate their practical ability in the skills. Pupils will create suitable algorithms which will provide a solution to the problems identified in the task. They will then code their solutions in Python and annotate to describe the process. The solutions must be tested at each stage to ensure they solve the stated problem. They will end with an evaluation of their solution based on the test evidence</p>	<p>Pupils will have internal examinations and completing work experience in this half term. Any lessons which pupils are present for will involve finishing their NEA completing the remaining part of the project life cycle.</p>

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CONSTRUCTION IN THE BUILT ENVIRONMENT						

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FOOD AND NUTRITION	<p>Pupils will be taught about the reasons why we cook food, to make it safer to eat, develop flavour, improve texture and shelf life and to add variety to our diet.</p> <p>They will learn about the three methods of heat transfer - conduction, convection and radiation and the three main methods of cooking - with fat, water and oil.</p> <p>Pupils will apply the correct cooking method and understand how this conserve or modify nutritional value</p> <p>Pupils will then begin to learn about the main macro nutrients in their diet. They will learn about the structure, nutritional functions, effect of deficiency and functional properties of proteins in the diet.</p> <p>Students will make a variety of sweet and savoury dishes which demonstrate the main methods of heat transfer and scientific properties of protein including denaturation, coagulation, foam formation and gluten formation. Pupils will develop their presentation skills and acquire skills to enable them to access marks for high skilled dishes.</p>	<p>Pupils will continue to learn about the main macro nutrients in their diet. They will learn about the structure, nutritional functions and functional properties of carbohydrates in the diet. Pupils will be able to classify carbohydrates into sugar, starches and complex carbohydrates</p> <p>Students will make a variety of sweet and savoury dishes which demonstrate the scientific properties of carbohydrates including gelatinisation, caramelisation and dextrinization .</p> <p>Pupils will continue to develop their presentation skills and acquire skills to enable them to access marks for high skilled dishes in their NEA 2.</p>	<p>Pupils will learn about the main macro nutrients in their diet. They will learn about the structure, nutritional functions, effect of deficiency and functional properties of fats in the diet.</p> <p>Students will make a variety of sweet and savoury dishes which demonstrate the scientific properties of carbohydrates including plasticity, aeration, shortening and emulsification.</p> <p>Pupils will develop their investigation skills in preparation for NEA 1.</p> <p>They will carry out a food investigation with appropriate controls in place.</p>	<p>Pupils will learn about the main micronutrients in their diet. They will learn about the structure, nutritional functions, effect of deficiency of vitamins and minerals in the diet.</p> <p>Students will make a variety of sweet and savoury dishes to develop higher level practical skills and improve their presentation skills.</p> <p>Pupils will develop their investigation skills in preparation for NEA 1.</p> <p>They will carry out a food investigation with appropriate controls in place.</p>	<p>Pupils will learn about how microorganisms can spoil food and make it unsafe to eat, they will learn about the conditions that microorganisms need to grow and how enzymes can spoil the palatability of food products.</p> <p>Pupils will be taught about the main types of bacteria and causes of food poisoning and the beneficial uses of bacteria, yeast and mould in food products.</p> <p>Pupils will learn about the importance of storing food correctly and how to apply the 4 C's of food safety</p> <p>Pupils will develop their investigation skills in preparation for NEA 1.</p> <p>They will carry out a food investigation with appropriate controls in place.</p>	<p>Pupils will carry out a mock NEA 1 in preparation for year 11 and will revise key content from year 10.</p>

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TEXTILES	Skills and techniques: Pupils will be learning several different textile techniques and skills producing a skills booklet. Pupils will be learning about constructive textile techniques and decorative textile techniques in preparation for their portfolio work.	Pupils will choose an area of study and begin work on their portfolio. Pupils will start researching their theme and identify relevant artists or designers. Pupils will analyse this work and make links between this and their own ideas. Pupils will begin to create samples of work based on the designer or artist they are looking at which clearly represent their theme.	Pupils will begin to explore ideas and start selecting and experimenting with different materials and techniques based on the work of their chosen artist. Pupils will explore their own ideas and evaluate them as they move through their portfolio. Pupils will conduct some primary research into their chosen area of study and make links between their starting points.	Pupils will continue to work through the portfolio, developing and refining ideas as they go. Pupils must start to think about their final piece and what they are going to produce in relation to their chosen topic. Pupils will annotate and evaluate their ideas and select the most successful.	Pupils will start work on their final piece. Pupils will produce a meaningful response that realises the intentions and demonstrates understanding of the theme. They will use the majority of this time to make their final product.	Pupils will finish their final product and start to evaluate its impact. Pupils will review, refine and evaluate their portfolio.
MATHEMATICS	<p>Set 1 Surds and indices Fractional and negative indices, complex indices problems to find the value of k Simplifying surds, rationalising the denominator, expanding double brackets involving surds.</p> <p>Drawing graphs and graphing inequalities Use the form $y = mx + c$ to identify parallel and perpendicular lines, Straight line graphs, quadratic and cubic graphs, simple reciprocal functions $y = n/x$ where x is not 0, graphs of exponential functions $y = k^x$ for positive k represent the solution of a single linear inequality in two variables on a graph</p> <p>Solving quadratics expand the product of two or more binomials, factorise and solve a quadratic expression of the form $ax^2 + bx + c$, quadratic formula, completing the square, represent the solution of a quadratic inequality on a graph</p> <p>Set 2 Surds and indices Fractional and negative indices, Simplifying surds, rationalising the denominator, expanding double</p>	<p>Set 1 Arcs and sectors calculate the area of sectors, calculate the length of an arc, calculate the area of a segment.</p> <p>Circle theorems Recall, apply and prove all standard circle theorems</p> <p>Set 2 Arcs and sectors calculate the area of sectors, calculate the length of an arc,</p> <p>Circle theorems Recall and apply all standard circle theorems</p> <p>Set 3 Perimeter and area Find the area and perimeter of compound shapes, find the area of a trapezium, calculate exactly with pi to find the area and circumference of circles, calculate the area of sectors, calculate the length of an arc</p> <p>Set 4 and 5 Perimeter and area Find the area and perimeter of compound shapes, find the area of a triangle, parallelogram and trapezium, find the missing length of a shape when given the area, calculate exactly with pi to</p>	<p>Set 1 Similarity and congruency use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS), apply the concepts of similarity, including the relationships between lengths, areas and volumes in similar figures, prove two triangles are similar in the context of a problem.</p> <p>Transformation of shapes Enlargements using negative and fractional scale factors, reflections, rotations and translations, find a missing side length in two shapes that are similar.</p> <p>Conditional probability Product rule for counting, two way tables, venn diagrams, construct probability tree diagrams including without replacement and find probabilities of combined events from these, form and solve equations from probability problems</p> <p>Set 2 Similarity and congruency use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS), apply the concepts of similarity, including the relationships between lengths,</p>	<p>Set 1 Volume and algebra Volume and surface area of prisms including cylinders, Volume of cones and frustums, apply algebra to the formulae for volume and surface area of a complex solids to solve problems</p> <p>Bounds and compound measures Use inequality notation to specify simple error intervals due to truncation, upper and lower bounds in complex problems, calculate speed, distance and time, calculate density, mass and volume involving mixing materials.</p> <p>Set 2 Volume and algebra Volume and surface area of prisms including cylinders, Volume of cones and frustums.</p> <p>Bounds and compound measures Use inequality notation to specify simple error intervals due to truncation, upper and lower bounds in complex problems, calculate speed, distance and time, calculate density, mass and volume involving mixing materials.</p> <p>Set 3 Drawing graphs Straight line graphs, quadratic and</p>	<p>Set 1 Graphs of circles recognise and interpret the equation of a circle with centre at the origin, solve problems using the equation of a circle, solve problems including find the equation of a tangent to a circle at a given point</p> <p>Linear and quadratic simultaneous equations simultaneous equations in two variables algebraically and graphically, solve two simultaneous equations (one linear, one quadratic) algebraically and approximately graphically.</p> <p>Set 2 Graphs of circles recognise and interpret the equation of a circle with centre at the origin, solve problems using the equation of a circle, find the equation of a tangent to a circle at a given point.</p> <p>Linear and quadratic simultaneous equations simultaneous equations in two variables algebraically and graphically, solve two simultaneous equations (one linear, one quadratic) algebraically and approximately</p>	<p>Set 1 Histograms, cumulative frequency and box plots Construct and interpret box plots and cumulative frequency diagrams, construct a histogram with unequal class widths, apply statistics to describe a population, solve capture and recapture problems.</p> <p>Set 2 Histograms, cumulative frequency and box plots Construct and interpret box plots and cumulative frequency diagrams, construct a histogram with unequal class widths, apply statistics to describe a population, solve capture and recapture problems.</p> <p>Set 3 Averages and the range Find the mode, median, mean and range from a list of data and from a table of values, compare distributions of grouped, discrete or continuous data using mean, mode, median and range</p> <p>Set 4 and 5 Averages and the range Find the mode, median, mean and range from a list of data and from a table of values, find the mode, range, median and mean from a discrete</p>

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	<p>brackets involving surds</p> <p>Drawing graphs and graphing inequalities Use the form $y = mx + c$ to identify parallel and perpendicular lines, Straight line graphs, quadratic and cubic graphs, simple reciprocal functions $y = n/x$ where x is not 0, graphs of exponential functions $y = k^x$ for positive k represent the solution of a single linear inequality in two variables on a graph</p> <p>Solving quadratics expand the product of two or more binomials, factorise and solve a quadratic expression of the form $x^2 + bx + c$, quadratic formula, completing the square,</p> <p>Set 3 Rounding and error intervals Rounding to a given degree of accuracy, estimate calculations, use inequality notation to specify simple error intervals due to rounding.</p> <p>Percentages Find a percentage of an amount, solve a percentage change problem given in context, solve original value problems, compound and simple interest.</p> <p>Ratio and proportion Simplify a given ratio, divide into a ratio when given the share or total, divide into a ratio when given the difference, solve best value problems, solve problems involving recipes, solve direct and inverse proportion problems.</p> <p>Set 4 and 5 Rounding and error intervals Rounding to a given degree of accuracy, estimate calculations,</p> <p>Percentages Find a percentage of an amount, solve a percentage change problem given in context.</p> <p>Ratio and proportion Simplify a given ratio, divide into a ratio when given the share or total, solve best value problems, solve problems involving recipes, solve direct proportion problems.</p>	<p>find the area and circumference of circles,</p>	<p>areas and volumes in similar figures, prove two triangles are similar.</p> <p>Transformation of shapes Enlargements using negative and fractional scale factors, reflections, rotations and translations, find a missing side length in two shapes that are similar.</p> <p>Conditional probability Product rule for counting, two way tables, venn diagrams, construct probability tree diagrams including without replacement and find probabilities of combined events from these.</p> <p>Set 3 Angle and bearings bearings, alternate and corresponding angles, Interior and exterior angles</p> <p>Transformations Similar shapes, enlargements, reflections, rotations and translations, vectors</p> <p>Set 4 and 5 Angle and bearings Basic angle facts, alternate and corresponding angles, Interior and exterior angles .</p> <p>Transformations Similar shapes, enlargements, reflections, rotations and translations, vectors</p>	<p>cubic graphs, simple reciprocal functions $y = n/x$ where x is not 0, graphs of exponential functions $y = k^x$ for positive k</p> <p>Straight line graphs Use and interpret the equation of a line $y=mx+c$, find the equation of a line through two given points. I can read and interpret real life linear graphs (e.g. conversion graphs)</p> <p>Set 4 and 5 Drawing graphs Solve simple problems on a coordinate grid. Straight line graphs, quadratic</p> <p>Straight line graphs Use and interpret the equation of a line $y=mx+c$, I can read and interpret real life linear graphs (e.g. conversion graphs)</p>	<p>graphically.</p> <p>Set 3 Compound measure read speed-time graphs, calculate speed, distance and time, calculate density, mass and volume</p> <p>Probability Complete sample spaces diagrams and calculate probabilities from these, interpret the frequency of outcomes of probability experiments from tables and find relative frequency from these, Construct and find probabilities from a Venn diagram, complete probability tree diagrams and find probabilities of combined events from these.</p> <p>Set 4 and 5 Compound measure read speed-time graphs, calculate speed, distance and time, calculate density, mass and volume</p> <p>Probability place theoretical probabilities accurately on the probability scale, systematically list outcomes, complete sample spaces diagrams and calculate probabilities from these, Construct and find probabilities from a Venn diagram</p>	<p>frequency table.</p>
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INFORMATION TECHNOLOGY	<p>Pupils will be introduced to the project life cycle and gain an understanding of the inputs and outputs of each phase and how each of the phases interact with each other. Pupils will learn about a range of project threats and system vulnerabilities such as hacking, social engineering and denial of service attacks and will look at physical and logical methods of preventing attacks and mitigating against risks which may threaten a project.</p>	<p>Pupils will be taught how to initiate a project by analysing the requirements in a given context. They will learn how to create a range of planning documentation using a variety of IT planning tools such as GANNT and Pert charts, critical path diagrams and flowcharts. They will learn about current IT legislation, its implications and applications as well as ethical and moral issues surrounding the use of IT. They will be taught how to mitigate risks through the planning process and set SMART goals for success of the project.</p>	<p>Pupils will gain an understanding of how to select appropriate software tools and techniques to process data to meet the defined objectives in a given context, including the purpose and suitability, and advantages and disadvantages of different software and tools. They will look at methods of collecting and presenting data based on the objectives that were defined in the initiation phase of the project life cycle. Pupils will look at the features and functions of word processing software to present information, for example, footnotes, indexing, adding table of contents and they will learn how to import information from other software and export information to different formats.</p>	<p>Pupils will look at different ways of collecting data including questionnaires, surveys, interviews, customer panels and will gain an understanding of IT based methods used to collect information e.g. QR codes, barcode scanners, internet of things and wearable technology. They will look at ways of analysing and manipulating data for specific purposes. Pupils will learn about different methods used to store data and information, including cloud storage and physical storage and will identify the benefits and drawbacks of each method. They will look at the various applications of big data.</p>	<p>Pupils will develop their practical spreadsheet skills by learning how to enter, edit and manipulate data in a variety of ways using spreadsheet software, including learning how to import data in various formats, perform calculations using formulae and functions, present data using charts and graphs and manipulate data through sorting and filtering. They will learn how to create dynamic charts and pivot tables and use macros to automate processes.</p>	<p>Pupils will develop their practical database skills by learning how to enter, edit and manipulate data in a variety of ways using database software. They will learn how to import data in various formats and will gain an understanding of the use of data validation methods used to reduce error. They will create a relational database linked using primary and foreign keys, create forms for inputting data and create a range of queries to search for information within databases. They will create reports for presentation of information and investigate ways of keeping data secure.</p>

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HISTORY	<p>Early Modern Crime and Punishment – 1500-1700</p> <p>Changes to religion and its impact due to the monarchy</p> <p>Witchcraft</p> <p>The Gunpowder Plot</p> <p>Vagrancy</p> <p>Oliver Cromwell</p> <p>Bloody Code</p> <p>Transportation</p> <p>Industrial Crime and Punishment – 1700-1900</p> <p>Poaching</p> <p>Smuggling</p> <p>Highway Robbery</p> <p>End of Witchcraft</p> <p>Bloody Code</p> <p>End of Transportation</p> <p>Tolpuddle Martyrs</p> <p>Fielding</p> <p>Bros Robert Peel</p> <p>Gaols Act 1823</p>	<p>Industrial Crime and Punishment – 1700-1900</p> <p>Reforms to the penal system – Pentonville and the reformer – John Howard and Elizabeth Fry.</p> <p>The Separate System</p> <p>Metropolitan Police Act 1829</p> <p>Metropolitan Police Force</p> <p>Criminal Investigation Department.</p> <p>Modern Crime and Punishment – 1700-1900</p> <p>Changing definition of crime</p> <p>Homophobic crime</p> <p>Domestic Violence</p> <p>Abortion</p> <p>Attitudes towards social crimes e.g. Driving offences, drug taking.</p> <p>Terrorism</p> <p>People trafficking</p> <p>Cyber-crime – fraud, copyright, extortion</p>	<p>Developments un policing since 1900 - CCTV, Forensic Science, breathalysers, video surveillance, data management, biometric screening, Dog handling units, Special Branch,</p> <p>Crime prevention – Neighbourhood watch</p> <p>Abolition of the Death Penalty – key cases and role of the government</p> <p>Changes to the prison system – including treatment of young offenders.</p> <p>Conscientious Objectors</p> <p>Historical Enquiry: Whitechapel 1870-1900</p> <p>How police was organised in Whitechapel</p> <p>Types of sources used about Whitechapel</p> <p>Immigration, Overcrowding, workhouses, CID and Commissioner Charles Warren</p> <p>Policing Whitechapel</p> <p>H Division and the Beat police</p> <p>Jack The Ripper Murders</p> <p>Developing policing techniques</p>	<p>Historical Enquiry: Whitechapel 1870-1900</p> <p>Investigating the Murders</p> <p>Police investigations and improvements.</p> <p>Sensationalism of the media</p> <p>Elizabeth 1st and her problems at home</p> <p>Problems with succession</p> <p>Problem with religion</p> <p>Religious settlement</p> <p>Mary Queen of Scots</p>	<p>Elizabeth 1st and her problems at home</p> <p>Revolt of the Northern Earls</p> <p>Ridolfi Plot</p> <p>Throckmorton Plot</p> <p>Babington Plot</p> <p>Death of Mary Queen of Scots</p> <p>Elizabeth 1st t and the problems abroad</p> <p>Problems with France</p> <p>Problems with Spain</p> <p>Elizabeth's involvement with the Netherlands.</p> <p>Reasons for war with Spain</p> <p>The Armada</p>	<p>Elizabethan life</p> <p>Leisure</p> <p>Sport</p> <p>Education</p> <p>Voyages of discovery</p> <p>Walter Raleigh</p> <p>Virginia and colonies</p> <p>Revision</p>

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HEALTH AND SOCIAL CARE	Pupils will be learning the different types of health care services, focusing on primary, secondary, tertiary care and allied health professionals. They will also focus on different social care services for children and young people, the elderly, adults and children with specific needs and informal care services such as friends and family. Pupils will also be exploring the key care values in health and social care such as confidentiality, respect, empowerment and more. Pupils will apply this knowledge to complete coursework tasks.	Pupils will be learning the barriers to accessing health and social care services including physical, sensory, language, environmental, psychology and many more. They will be adding to their understanding of the key care values and applying this to health and social care scenarios and reviewing their application of these values. Pupils will apply this knowledge to complete coursework tasks.	Pupils will be focusing on the growth and development of humans across the different life stages from infancy through to late adulthood. They will be looking at developments in relations to PIES (physically, intellectually, emotionally and socially). Pupils will start to look at factors that may affect the growth of humans across the life stages. These include physical, social, cultural and economic factors that may impact on their growth in relation to PIES. Pupils will apply this knowledge to complete coursework tasks.	Pupils will continue looking at factors that may affect the growth of humans across the life stages. These include physical, social, cultural and economic factors that may impact on their growth in relation to PIES. In addition to this, they will be looking at life events experienced during the life stages and how these impact on PIES. They will look at whether these life events are expected or unexpected. Pupils will apply this knowledge to complete coursework tasks.	Pupils will focus on how individuals deal with the life events they have experienced, looking at sources of support and the types of support they used. Pupils will apply this knowledge to complete coursework tasks. They will then start working on the examined component where they will be focusing factors affecting health and well-being. This includes physical, social, cultural and emotional factors and how they can positively or negatively affect a person's well-being.	Pupils will continue with learning content for the examined component and looking at economic, environmental factors and life events that could impact on a person's health and well-being. Coursework tasks will be on going.
BUSINESS STUDIES	Pupils will be learning all about Business in the real world. They will focus on the following key areas: the purpose and nature of business, business ownership, setting aims and objectives and the different stakeholders. Pupils need to be able to understand the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business.	Pupils will continue learning about the key areas of Business in the real world. In particular they will focus on the following key areas: business location, business planning and expanding a business. Pupils need to be able to understand the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business.	Pupils will be learning all about influences on Business. They will focus on the following key areas: technology, ethical and environmental considerations and the economic climate on business. Pupils will have an understanding on the importance of external influences on business and how businesses change in response to these influences.	Pupils will continue to learn all about influences on Business. They will focus on the following key areas: globalisation, legislation and the competitive environment. Pupils will have an understanding on the importance of external influences on business and how businesses change in response to these influences.	Pupils will be learning all about Business Operations. They will be focusing on the production process and the role of procurement. Pupils should be able to show an understanding of what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.	Pupils will continue to learn all about Business Operations. They will be focusing on the concept of quality and good customer service. Pupils should be able to show an understanding of what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.

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GEOGRAPHY	<p>Ecosystems, biodiversity and management: An overview of the distribution of the world's large-scale ecosystems and their characteristics and to understand the factors that influence their distribution. Pupils will gain an understanding of the resources that they provide and how these resources are being increasingly exploited. This will include the interdependence of biotic and abiotic factors, characteristics of the biodiversity, examples of the goods and services they provide, the various threats, and the sustainable management of these two ecosystems.</p>	<p>Weather hazards and climate change: A focus of how and why the global climate has changed, what the evidence for this change is and how climate change has potentially influenced the severity of the two hydro-meteorological hazards of tropical cyclones and drought. As well as looking at the other causes of these two extreme weather events, learners will develop an understanding of how the impacts of and responses to tropical cyclones and drought vary due to a country's level of economic development.</p>	<p>An overview of the UK's physical landscape which can be sub-divided into: a geological variation in the UK to include differences in rock types, and the role of geology and tectonic processes in the development of upland and lowland areas. a focus on how human and physical processes have helped form these distinctive upland and lowland areas.</p>	<p>River landscapes: A focus on how physical processes combine to create landforms and landscape; how human activities impact upon the landscape; how the physical and human characteristics combine to create a distinctive landscape.</p>	<p>Coastal landscapes: A focus on how physical processes combine to create landforms and landscape; how human activities impact upon the landscape; how the physical and human characteristics combine to create a distinctive landscape.</p>	<p>Geographical Investigations: Fieldwork and UK Challenges. Pupils will develop insights into two contrasting environments (drawing on knowledge gained earlier in the year) and apply this to unknown scenarios. UK challenges provides links to the UK's resource consumption and environmental sustainability, how the population has grown and the economic challenges this may bring. Links will be made to the impacts of climate change on the people and the UK landscape</p>
ENTERPRISE	<p>Pupils will be learning about what an enterprise is. They will be focusing on a small to medium enterprise (SME) and looking at how they face competition, the role of customer service and focusing on why some enterprises fail. They will also learn about the different types and characteristics of SMEs. Pupils will apply this knowledge to complete coursework tasks.</p>	<p>Pupils will be learning about the purpose of enterprises looking at the aims and objectives and the pressures from social and political issues. In addition, pupils will be looking at entrepreneurs in detail, looking at the characteristics and skills needed to become an entrepreneur. Pupils will apply this knowledge to complete coursework tasks.</p>	<p>Pupils will be learning how market research helps enterprises to meet customer needs and understand competitor behaviour. They will focus on customer needs in depth, making use of market research and understanding competitors. Pupils will apply this knowledge to complete coursework tasks.</p>	<p>Pupils will be investigating the factors that contribute to the success of an enterprise. They will focus on both internal and external factors and how to measure the success of a small to medium enterprise. Pupils will apply this knowledge to complete coursework tasks.</p>	<p>Pupils will be planning and pitching for an enterprise activity. In this component they will be generating ideas to pitch for an enterprise activity looking at factors to be considered and completing a skills audit. Pupils will begin planning for a micro-enterprise activity focusing on their aims, identifying a market and looking at methods of communication. Pupils will also begin the examined component content, learners will explore the different methods of promotion used by enterprises, their suitability for different sizes of enterprise, including the factors they consider when choosing the most appropriate.</p>	<p>Pupils will continue with the content for the examined component, this will involve learners considering why an enterprise targets its market, and the impact this has on promotion. They will also consider the factors affecting the choice of promotional method for an enterprise. For the coursework component pupils will start to pitch their enterprise activity focusing on presentation and communication skills.</p>

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BTEC SPORT	<p>The course begins with students learning Unit 2 Fitness for Sport to prepare for the Summer examination and to build a base of knowledge for coursework units 1 and 3. We begin with LO1 where pupils study the Muscular-Skeletal, Cardio-respiratory and vascular systems. They will gain develop a Knowledge of adaptations to these body systems resulting from exercise. Pupils will learn the structure and function of these systems then progress their knowledge to apply it to how the systems are effected by short exercise and what adaptations take place in the body after a period of and long term.</p>	<p>Pupils will learn how the body uses aerobic and anaerobic energy to fuel performance over a short and long period of participation. For LO2 pupils will understand the importance of the components of fitness for different physical activities. They will learn about the 11 components of physical and skill related fitness required for different physical activities. Learn why fitness testing is Important. Learn how to safely carry out fitness tests and use normative data to score a test. Around this time depending on availability we will run a trip to a facility like St. George's Park for pupils to see an elite testing and training facility</p>	<p>For LO3 pupils will gain a complete understanding the role of training in achieving improvements in fitness through a series of practical lessons to experience the effect of each training method. They will learn how to apply the principles of training, Specificity, Progressive Overload (Frequency, Intensity, Time and Type and Variety. They will practically explore the methods of training for most of the components of fitness learnt in LO2. They will also learn about the personal and environmental factors that need to be considered for training.</p>	<p>Now that pupils know how to test fitness, identify strengths and weakness and plan how to improve each component of fitness they will complete LO4 and learn how to plan fitness training programmes. Part of this will be learning how to set appropriate targets to achieve long term goals for an individual. They will also learn how to safely sequence training programme activities. This half term will finish with a Mock Exam using a past paper and then a period of exam preparation and revision in readiness for the May/ June examination.</p>	<p>Pupils will start to study Unit 1, Improving Sports Performance. They will begin with LO1 where they will develop a thorough understanding of factors affecting sporting performance. They will begin by learning the physiological factors affecting performance in sport. Whilst this is in a new unit it will be excellent exam preparation as this will build upon the knowledge gained in Unit 2. They will then learn about Psychological and Technical factors affecting performance in sport. This half term finishes with all learners sitting the Unit 2 Summer examination</p>	<p>In the final term in year 10 pupils will complete the first assignment in Unit 1 then begin to look at LO2 and understand how to measure sporting performance. They will learn about the Physiological procedures used to measure sporting performance. There is less content in this half term as the pupils will 2 weeks off timetable for Work Experience and a 2-week period of Internal end of year exams.</p>

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GCSE PE	<p>Skeletal System</p> <p>Muscular System Pupils will learn to name and locate the major bones of the body, and explain how the skeletal system allows the functions such as posture and protection. Pupils will learn to identify major joints along with the articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints. Pupils will learn the location of the major muscle groups and develop their knowledge of the roles of muscles as agonists, antagonists, fixators and also how they operate as antagonistic pairs.</p>	<p>Movement</p> <p>Cardiorespiratory System Pupils will learn about the three classes of lever. They will become aware of the mechanical advantage provided by levers in movement. Pupils will know the three planes of movement along with frontal, transverse and longitudinal axes of rotation. Pupils will learn about the structure and function of the cardiovascular system. They will learn the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing. Pupils will define aerobic and anaerobic exercise.</p>	<p>Effects of Exercise</p> <p>Pupils will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. They will learn to apply understanding of these effects to examples from a range of physical activities and sports. Learners will be able to collect and use data in this section related to both short-term and long-term effects of exercise.</p>	<p>Components of Fitness</p> <p>Pupils will learn the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. Pupils will be able to define each component and will be able to apply each of them using a range of practical examples from sports. Pupils will also develop their knowledge of suitable tests for each component. Pupils will be able to collect and use data related to the identified components of fitness.</p>	<p>Principles of Training</p> <p>Pupils will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes. Pupils will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training. Pupils will learn the key components and physical benefits of the warmup and cool down applied to physical activities and sports.</p>	<p>Injury</p> <p>Pupils will learn how to prevent injury when participating in physical activities and sport. The potential hazards discussed in a range of physical activities and sports settings. Pupils will learn how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition. Pupils will prepare for the AEP course work during this half term.</p>
CORE PE	<p>B Indoor Leadership/ G Arnold Hall Sports Leaders will begin Unit 1 – Developing leadership skills, and learn the skills and behaviours needed to lead others and know how leadership skills and behaviours can be used in a range of situations</p> <p>Through playing Rugby League/ Union boys will improve their technique and further develop a tactical appreciation of attacking and defending.</p>	<p>B Football Leadership G Sports Hall / Gym Sports leaders will continue with Unit 1 and learn to be able to develop their own leadership skills and understand the roles and responsibilities of a Sports Leader</p> <p>Through playing Small Sided Football game boys will improve their techniques whilst under competitive pressure.</p> <p>Boys will choose an Indoor activity and either</p>	<p>B Tag Rugby Leadership, G Half Sports Hall / Arnold Hall Sports leaders will begin Unit 2 and learn how to Plan, assist in leading and review a sport/physical activity session. They will start with learning how to plan appropriate sport/physical activity</p> <p>By playing the fast paced games of Basketball/ Handball boys will evaluate their tactical decision making when they have little time to</p>	<p>B Football, G Gym / Half Sports Hall In this term Sports Leaders will learn to plan appropriate sport/physical activity and assist in leading appropriate sport/physical activity</p> <p>Through playing Football boys will be expected to plan and constantly evaluate their tactical decision making to ensure they are working effectively as a team.</p> <p>By playing the fast paced games of Basketball/</p>	<p>B Indoor Cricket G Rounders By now Sports leaders will be practicing leading sessions with peers and or visiting primary school pupils and they will review their role in the leading of sport/physical activity</p> <p>Boys will improve their technical skills for Softball and when faced with a game scenario, their quality of decision making will be evaluated to decide how successful they have been</p>	<p>B Softball G Tennis / Rounders Our Sports Leaders will now use their skills to help with the Summer MADCOS SSCo events that are held at Maricourt.</p> <p>Boys will improve their technical skills for Indoor/ Cricket and when faced with a game scenario, their quality of decision making will be evaluated to decide how successful they have been</p> <p>Girls will improve their technical skills for</p>

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	<p>Fitness Testing and PEP Boys will test and identify areas of fitness that require improvement and design and follow a plan to develop their personal fitness and be ready for using a Gym out of school.</p> <p>Girls will choose an activity in the Dance Studio (e.g. Body tone, aerobics) and develop their personal fitness to be ready to attend a Gym class out of school.</p>	<p>continue to develop personal fitness or improve technical and tactical skills through... Basketball/ Dodgeball/ Handball/ Uni-Hoc/ Circuits</p> <p>Fitness Testing and PEP Girls will test and identify areas of fitness that require improvement and design and follow a plan to develop their personal fitness and be ready for using a Gym out of school.</p>	<p>process the information ahead of them.</p> <p>Boys will improve their technical skills for Table Tennis and when faced with a game scenario, their quality of decision making will be evaluated to decide how successful they have been</p> <p>Girls will choose a second activity in the Dance Studio (e.g. Zumba, yogas) and develop a different area of their personal fitness to be ready to attend a Gym class out of school.</p>	<p>Badminton boys will evaluate their tactical decision making when they have little time to process the information ahead of them.</p> <p>PEP Girls will design and follow a plan to develop specific components of their personal fitness and be ready for using a Gym out of school.</p>	<p>Boys will improve their technical skills for Tennis and when faced with a game scenario, their quality of decision making will be evaluated to decide how successful they have been</p> <p>Girls can choose between Tennis or the Fitness Suite for this unit. Girls will either improve their technical skills for Tennis and when faced with a game scenario, their quality of decision making will be evaluated to decide how successful they have been, or they will further develop personal fitness in the Fitness Suite.</p>	<p>Rounders/ Tennis and when faced with a game scenario, their quality of decision making will be evaluated to decide how successful they have been.</p>

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DANCE	<p>Baseline During the first half of the term learners are introduced to the qualification. Learners are given the opportunity to complete a baseline assessment of skills and techniques. Learners have to complete written and practical tasks. These baseline tasks are very fun and engaging, it is a great way to start the course. This process enables each student to create SMART targets. After the baseline is complete each student will have a clear understanding of how they can progress. The baseline also encourages and inspires learners to achieve.</p>	<p>Developing Skills and Techniques in the Performing Arts During this half term learners are introduced to Component 2: Developing Skills and Techniques in the Performing Arts. Working as a dancer requires the application of skills, techniques and practices that enable you to choreograph and interpret dance performance work. For this component learners will acquire skills to enable them to communicate intentions to an audience through a variety of dance disciplines. Learners will develop their dance skills and techniques through technique-based classes. Learners will participate in workshops to develop performance and interpretative skills in dance performance and choreography. Throughout this development process, learners will develop writing skills using new dance terminology to review their own progress and consider how to make improvements.</p>	<p>Responding to a Brief (Choreography) Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a given brief and stimulus. During this half term learners will develop their skills as choreographers. Learners will gain knowledge on how the choreographic process works using choreographic devices. Learners will develop ideas for a workshop performance and apply skills and techniques to communicate their creative intentions to an audience. This half term learners will take part in a variety of workshops, consisting of improvisation and movement techniques. Students will begin the practical development of their choreography.</p>	<p>Developing Ideas in Response to a Brief During this half term learners will understand how to respond to a brief through discussion and practical exploration activities. This is a written task and students will explore ideas through effective discussions of key requirements for the workshop performance. Learners will need to take into consideration the starting points that can be investigated and explored to generate ideas to inform the response to the brief and the given stimulus. Learners will work effectively as a member of the group whilst making an individual contribution and responding to the contributions of others. Learners will also continue with their practical development of their choreography during this half term.</p>	<p>Skill Development and Performance During this half term learners will demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief. Learners will demonstrate effective use of performance skills. Learners will work effectively with others communicating effectively with other performers. Learners will communicate ideas through performance by taking part in/contributing towards a performance for an audience.</p>	<p>Written evaluation, final written task Learners are expected to evaluate the development process and workshop performance outcome. Learners need to reflect on the process and how they contributed to initial ideas and explored activities in response to the brief and the stimulus. Learners will also reflect on the outcome of the performance, effectiveness of the response to the brief, individual strengths and areas for improvement and overall impact of the work of the group. Before the learners finish for Christmas they will be introduced to the 3 set dance works that they will be studying next term for Component 1.</p>

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	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
PSHE	<p>International Politics & Governments which also look at the Commonwealth and the European Union as part of the statutory Citizenship curriculum which builds on knowledge developed in KS3</p> <p><i>Please see the PSHEE & Citizenship Policy for a more detailed breakdown and additional activities that take place as part of the PSHEE programme.</i></p>	<p>Body Image & Self Esteem and the role of the media in influencing our perceptions of body image and examining access to pornographic images.</p> <p>Anti-Bullying and in particular the use of Homophobic language and the treatment of LGBTQ+ individuals with a case study on Alan Turing. The second lesson focuses on Online Safety and Child Sexual Exploitation.</p>	<p>The UK Legal System and how UK laws are made and the different types of courts. A case study using the Hillsborough disaster and the ensuing quest for justice is then used to help examine the justice system and question the idea of a 'free-press'</p>	<p>Volunteering & Participation through Good Shepherd Fundraising activity and a reflection on the skills developed,</p>	<p>Careers Education through a carousel of lessons includes health & safety at work, equal opportunities, leadership skills and general work experience preparation.</p>	<p>Careers Education through a carousel of lessons which continues up until the final work experience assembly and the commencement of the two week voluntary placement.</p>
ASDAN	<p>Introduction to working with others skills unit.</p> <p>Students will work towards the 'Working with others' skills unit. They will also participate in a project designed for sports leaders' award which will be led by EFC.</p>	<p>Planning and carrying out a piece of research unit.</p> <p>Students will undertake research into an area that is of special interest and identify a broad area of interest and divide it up into different sections.</p> <p>They will prepare and present the findings of the research appropriately and review.</p> <p>They will identify a clear format using at least one presentational method and seek feedback from the audience to help review the presentation.</p>	<p>Communication through discussion in a group unit.</p> <p>Judge when to contribute, how much to contribute and communicate clearly in a way that suits the situation. Make contributions demonstrating a manner that suits the situation (e.g. formal/informal, class discussion, discussion with new people). Use words that everyone can understand. Listen and respond appropriately to what others say. Show listening skills in at least one of the following ways: making relevant comments, using appropriate body language. Ask questions confidently to clarify points</p>	<p>Introduction to own learning performance unit.</p> <p>Students will prepare for an additional work experience visit on Monday afternoons</p> <p>They will make sure targets clearly show what they want to achieve and learn about how to identify clear action points and deadlines for each target.</p> <p>Identify how to get the support they need and the arrangements for reviewing their progress.</p>	<p>Introduction to problem solving unit.</p> <p>Check they clearly understand the problem they have been given and identify how they will know the problem has been solved.</p> <p>Come up with different ways of tackling the problem.</p> <p>Help decide how they will try to solve the problem. Plan what they need to do by following their own plan, working safely and using support given by others to help tackle the problem.</p>	<p>Planning and giving an oral presentation unit.</p> <p>Ensure supporting material, such as images or data, is available and prepare any resources needed for the talk. Speak clearly and use language that suits the subject, purpose and situation. Keep to the subject, and structure what is said to help listeners follow the line of thought Vary tone of voice to draw attention to the main points of the talk and give examples to clarify the points made. Use photographs, pictures, diagrams or models to support the talk. Use other methods of support, such as handouts or quotations and identify the purpose of using such methods in an oral presentation</p>

YEAR 10 CURRICULUM OVERVIEW



<p>SPANISH</p>	<p>Identity and Culture Part 1: Relationships with family and friends In this half term pupils will build on the vocabulary they have studied at KS3 on family and friends in order to be able to give more sophisticated and in-depth descriptions and opinions on personal relationships with family and friends.</p>	<p>Identity and Culture Part 1: Relationships with family and friends Pupils will build on the language developed to include descriptions and opinions on future relationships, marriage and having children. Pupils will look at the language that will enable them to convey future personal plans and hopes. In addition, they will begin at the language needed to describe their use of technology.</p>	<p>Identity and Culture Part 2: Technology in everyday life Pupils will throughout this half-term focus on the language needed to understand and produce work on technology in everyday life, including usage and preferences of social media and mobile technology.</p>	<p>Identity and Culture Part 3: Free-time activities Throughout the half-term pupils will build on the language and grammar studied in KS3 on free time to produce more in depth descriptions and opinions on free time activities, as well as understand more complex texts and recordings on this topic.</p>	<p>Identity and Culture Part 4: Customs and festivals Pupils will look at some differences in British and Hispanic culture and celebrations. Pupils will study the language needed to describe and give their opinion on Spanish life and routines, local customs and festivities.</p>	<p>Identity and Culture Part 4: Customs and festivals Pupils will continue to build their cultural language and knowledge through the study of customs and festivals. They will widen their knowledge of Spain and the Spanish speaking world by looking at popular celebrations and customs around the Spanish speaking world.</p>
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MARICOURT
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