

## Year 10 at Wexham School

### Curriculum Map

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
English	<p>Unseen Poetry: The GCSE Literature course begins with an exploration of some classic and contemporary poetry.</p> <p>Power and Conflict poetry cluster: we introduce the set texts for this course with three poems considering the reality of war.</p>	<p>A Christmas Carol: we study our 19<sup>th</sup> century text as Dickens delivers his 'sledge hammer blow on behalf of the poor man's child'.</p>	<p>Writing fiction through reading: we take a moment to remind ourselves of the demands of section A, language paper one. Following this, it's time for a look at our own skills as writers, crafting responses for the highest tariff question in the entire English GCSE!</p>	<p>Power and Conflict: the poetry cluster. We explore a number of different experiences of the many faces of conflict.</p>	<p>Shakespeare: this term is spent tackling one of the most exciting parts of the course: the full Shakespeare text.</p>	<p>Exam rubric: we confidently find our way around the exam, learning the expectations and demands for this most important qualification.</p> <p>We work again as writers but, this time, non-fiction.</p>
Maths	<p>Foundation</p> <p>Unit 1: Number</p> <p>Unit 2: Algebra</p> <p>Unit 3: Graphs, Tables and Charts</p> <p>Higher</p> <p>Unit 1: Number</p> <p>Unit 2: Algebra</p> <p>Unit 3: Interpreting and representing data</p>	<p>Foundation</p> <p>Unit 4: Fractions and percentages</p> <p>Unit 5: Equations, inequalities and sequences</p> <p>Higher</p> <p>Unit 4: Fractions, ratio and percentages</p> <p>Unit 5: Angles and trigonometry</p>	<p>Foundation</p> <p>Unit 6: Angles</p> <p>Unit 7: Averages and range</p> <p>Unit 8: Perimeter, Area and volume 1</p> <p>Higher</p> <p>Unit 6: Graphs</p> <p>Unit 7: Area and Volume</p> <p>Unit 8: transformations and constructions</p>	<p>Foundation</p> <p>Unit 9: Graphs</p> <p>Unit 10: Transformations</p> <p>Higher</p> <p>Unit 9: Equations and inequalities</p> <p>Unit 10: Probability</p>	<p>Foundation</p> <p>Unit 11: Ratio and proportion</p> <p>Unit 12: Right-angles triangles</p> <p>Unit 13: Probability</p> <p>Higher</p> <p>Unit 11: Multiplicative Reasoning</p> <p>Unit 12: Similarity and Congruency</p> <p>Unit 13: More trigonometry</p>	<p>Foundation</p> <p>Unit 14: Multiplicative Reasoning</p> <p>Unit 15: Construction, loci and bearings</p> <p>Higher</p> <p>Unit 14: Further statistics</p> <p>Unit 15: Equations and Graphs</p>
Science	<p>B1 Cell biology, microscopy and osmosis</p> <p>B2 Organisation, Food tests and Enzymes</p>	<p>B3 Infection and response, understanding spread of disease in populations</p> <p>B4 Bioenergetics and effect of factors on photosynthesis</p>	<p>C1 Atomic structure and Periodic table</p> <p>C2 Bonding structure and matter</p>	<p>C3 Quantitative Chemistry - calculations</p> <p>C4 Chemical Changes – making salts and electrolysis</p> <p>C5 Energy Changes and measuring temperature changes</p>	<p>P1 Energy and measuring specific heat capacity</p> <p>P2 Electricity, resistance and IV characteristics of components</p> <p>P3 Particle Model and density</p> <p>P4 Atomic structure</p>	<p>B5 Homeostasis and response, measuring human responses</p> <p>B7 Ecology and investigating the environment – Field work</p>

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Geography	The Challenge of Natural Hazards  Earthquakes and volcanoes.  Risks and risk management.  Weather and climate.	The Challenge of Natural Hazards  Tropical storms, hurricanes, cyclones and typhoons.  Their effect on people and the environment.  Managing climate change.	The Living World  Ecosystems and Biomes.  Deforestation has economic and environmental impacts.  Tropical rainforests need to be managed to be sustainable.	The Living World  Investigate a cold environment case study.  Opportunities and challenges of cold desert environments.	Physical Processes (Coasts and Rivers)  Coastal and river landscapes and landforms. Different management strategies to protect these.	Geographical Fieldwork Enquiry  Selecting, measuring and recording data appropriate to the chosen enquiry.  Selecting appropriate ways of processing and presenting fieldwork data.
History	Paper 1 Section B  Conflict and Tension in Europe 1945-1973   Part 1: Why did the Cold War break out 1945-1949	Paper 1 Section B  Conflict and Tension in Europe 1945-1973   Part 2: how did the Cold War develop and escalate 1950-1960	Paper 1 Section B  Conflict and Tension in Europe 1945-1973   Part 3: transformation of the Cold War 1960-1973	Paper 1 Section A  America 1840-1895:  Expansion and Consolidation   Part 1: Expansion and Consolidation	Paper 1 Section A  America 1840-1895:  Expansion and Consolidation   Part 2: Conflict across America:   Part 3: Consolidation-forging a nation:	Paper 2 Section A  Health and the People  Part 1: medicine Stands still- medieval medicine:
RE	Christianity: Pupils to explore the different beliefs within Christianity. Pupils will assess different attitudes to nature of God and the life of Jesus.	Christianity: Pupils will have an in-depth study on different practices within Christianity. Pupils will study the different ways in which baptism and Holy Communion are celebrated.	Islam: Pupils to explore the different beliefs within Islam. Pupils will assess the different beliefs on life after death and the importance of prophets within Islam.	Islam: Pupils will have an in-depth study of different practices within Islam. Pupils will study the importance of the 5 Pillars and different festivals within Islam.	Theme A – Relationships: Pupils to explain contrasting beliefs on contraception, sexual relationships before marriage and homosexual relationships.	Revision: Pupils to learn key revision techniques such as mind maps, exam technique and talk for writing strategies.
French	Qui suis-je: revising family, places in town, activities and times, talking about friends, family relationships and role models	Le temps des loisirs: talking about sport, technology, books, television programmes, actors and films	Jours ordinaires, jours de fete: talking about food and meals, discussing what to wear and shopping for clothes, describing family celebrations, festivals and traditions	De la ville à la campagne: talking about where I live, finding out tourist information, discussing plans according to the weather and describing community projects	Le grand large: talking about holidays (past, present and future), talking about an ideal holiday, booking and reviewing hotels, ordering in a restaurant and talking about holiday disasters	Les Choristes: exploring characterisation, key themes and social and cultural setting in a French film.

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Art	<p><b>Component 1 – portfolio</b>            Students are given a choice of topics and select one to develop into a sustained project.</p> <p>They must cover all four assessment objectives through their research, development of ideas, use of media and realisation of intentions (final piece)</p>		
Photography	<p>Getting to know a DSLR            Explore the functions of a DSLR camera through guided tasks which cover:</p> <ul style="list-style-type: none"> <li>- Camera settings</li> <li>- Aperture</li> <li>- ISO.</li> <li>- Shutter speed</li> <li>- Focusing</li> <li>Depth of field</li> </ul>	<p>Photoshop and editing techniques</p> <ul style="list-style-type: none"> <li>- Learn the functions and tools of Photoshop to edit photographs</li> <li>- Explore image manipulation through collage, paper cutting and ripping</li> <li>- How to present a sketchbook and annotate work</li> </ul>	<p><b>Component 1 – Colour project</b>            Students explore the theme of colour and develop a project through researching artists, planning and conducting photoshoots and editing images.</p> <p>They must cover all four assessment objectives through research, idea development and realisation of intentions (final piece)</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.            AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.            AO3: Record ideas, observations, and insights relevant to intentions as work progresses.            AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>
Drama	<p>Practitioners and Genres:            Developing on from the skills learnt in Year 9, students will take a more in-depth look at Practitioners and Genres used in the Drama GCSE course.</p>	<p><b>Component 2 Practice:</b>            This half term allows students to work in small groups on a scripted piece, with some direction from the teacher. Students will learn lines, organise costume and set and perform in front of a small audience.</p>	<p>“Caucasian Chalk Circle” – As an actor: As we begin to focus on the set text used at GCSE, students will focus this half term from the perspective of an actor and bring this text to life during practical lessons.</p> <p>“Caucasian Chalk Circle” – As a director: Students will now focus on the set text from the perspective of a director and designer.            Students will have a chance to direct each other in small groups using the set text.</p> <p>Component 1: As part of the GCSE course, students will begin their Component 1 exam. They will be given stimulus from the exam board and will devise their final piece from this.</p> <p>Final exam will take place before the summer holidays.</p>

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Core PE	<p>Activities taught on rotation: Basketball, Handball, Football, Badminton, Dodgeball, Touch Rugby, Fitness Training</p> <p>PHYSICAL ME: Activity specific techniques</p> <p>THINKING ME: Rules and tactics, Fitness training programmes, Self-reflection</p> <p>SOCIAL ME: Respect , Positive relationships</p> <p>MINDSET ME: Intrinsic &amp; extrinsic motivation, Work ethic, Personal best</p>	<p>Activities taught on rotation: Athletics, Cricket, Rounders, Softball, Tennis</p> <p>PHYSICAL ME: Activity specific techniques</p> <p>THINKING ME: Rules and tactics, Self-reflection</p> <p>SOCIAL ME: Respect , Positive relationships</p> <p>MINDSET ME: Intrinsic &amp; extrinsic motivation, Work ethic, Personal best</p>
BTEC PE	<p>Level 1/2 OCR Cambridge National Certificate in Sport Studies</p> <p>Two units are delivered simultaneously for the full duration of Year 10 (Sept – July):</p> <p>Unit R051 – Contemporary Issues in Sport</p> <ul style="list-style-type: none"> <li>• Issues affecting participation in sport</li> <li>• The role of sport in promoting values</li> <li>• The importance of hosting major sporting events</li> <li>• The role of national governing bodies in sport</li> </ul> <p>Unit R052 – Developing Sports Skills</p> <ul style="list-style-type: none"> <li>• Practical techniques and tactics / strategies for individual sports and team sports</li> <li>• Officiating for individual sports and team sports</li> <li>• Different types of practice that can be used to improve practical performance</li> </ul>	

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IT	<i>Option One (D):</i> NCFE Interactive Media  Investigate Interactive Media Production Features of an interactive product. Photoshop editing. Health and Safety in IT.  Option Two: OCR Computer Science J277  1.1 Systems architecture 1.1.1 Architecture of the CPU 1.1.2 CPU performance 1.1.3 Embedded systems  1.2 Memory and storage 1.2.1 Primary storage (Memory) 1.2.2 Secondary storage	Option One: NCFE Interactive Media  Unit 1- Investigate Interactive Media Production Image editing. Flash. animation. Website research.	Option One: NCFE Interactive Media  Unit 1- Investigate Interactive Media Production Image editing. Sound and video editing. Website research. Web development Presentational Skills.	Option One: NCFE Interactive Media  Unit 2- Plan and Prepare for an Interactive Media Product Plan for a website. Storyboard. Use of sketches/ hand drawn designs/ planning. Create a mood board. Plan a timeline schedule. Image file and compression.	Option One: NCFE Interactive Media  Unit 2- Plan and Prepare for an Interactive Media Product Colour combinations and colour wheels. Typography research. Project planning. Testing to ensure usability and functionality. Writing test plans, user testing.	Unit 3- Development and Production of an Interactive Media Product Colour combinations and colour wheels. Typography research. Project planning. Testing to ensure usability and functionality. Writing test plans, user testing.
	1.2.3 Units 1.2.4 Data storage • Numbers • Characters • Images • Sound  2.2.1 Programming fundamentals The use of variables, constants, operators, inputs, outputs and assignments	1.2.3 Units 1.2.4 Data storage • Numbers • Characters • Images • Sound  2.2.1 Programming fundamentals The use of variables, constants, operators, inputs, outputs and assignments	1.1 Network security  2.2.1 Programming fundamentals The use of variables, constants, operators, inputs, outputs and assignments	Option Two: OCR Computer Science J277  2.1 Algorithms 2.1.1 Computational thinking 2.1.2 Designing, creating and refining algorithms 2.1.3 Searching and sorting algorithms	Option Two: OCR Computer Science J277  2.1 Algorithms 2.1.1 Computational thinking 2.1.2 Designing, creating and refining algorithms 2.1.3 Searching and sorting algorithms	Option Two: OCR Computer Science J277  1.3 Computer networks, connections and protocols 1.1 Computer networks, connections and protocols 1.3.1 Networks and topologies
Business	<i>Theme 1 - investigating small business Enterprise and Entrepreneurship</i>  The dynamic nature of business – why and how new business ideas come about	Making marketing decisions  How businesses use market segmentation to target customers Market mapping to identify gaps in the market	Putting a business idea into practice  Business aims and objectives Business revenues, costs and profit Break Even analysis Calculating interest	Putting a business idea into practice continued  Calculation and interpretation of Cash flow forecasts Importance of cash Sources of business finance for start up and for growth	Making the business effective  The options for business ownership structures The concept of limited and unlimited liability Franchising Factors influencing business location	External influences on business  Stakeholders Technology and business Legislation and business The economy and business External influences on business

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	The impact of Risk and reward on business activity The role of business enterprise The role of entrepreneurship Identifying and understanding customer needs Market research	The competitive environment The marketing Mix and the importance of each element (Price, Product, Promotion, Place) The impact of competition, changing customer needs and technology in marketing mix decision	Introduction to cash and cash flow	Business calculations Measuring and Understanding business performance Business calculations for Gross/Net profit and margins Business calculations – percentages and averages	The role and importance of a business plan	
PSHE	Preparing for the future, Human Rights		Money Management, Drug and Alcohol addiction		Looking after yourself, Citizenship	
Food and Nutrition	Food, nutrition and health <ul style="list-style-type: none"> <li>• functions and sources of the following:</li> <li>• Macronutrients</li> <li>• Micronutrients</li> <li>• Antioxidant vitamins and water</li> <li>• Minerals</li> </ul> Nutritional needs and health <ul style="list-style-type: none"> <li>• Healthy eating, the Eatwell Guide</li> <li>• Nutritional needs for different life stages</li> <li>• Planning a balanced meal for specific</li> <li>• The major diet related health risks</li> </ul>		Food science <ul style="list-style-type: none"> <li>• Cooking of food and heat transfer.</li> <li>• Selecting appropriate cooking methods.</li> <li>• Functional and chemical properties of food.</li> <li>• Chemical and mechanical raising agents</li> <li>• Biological raising agents</li> </ul>	Food safety <ul style="list-style-type: none"> <li>• Food spoilage and contamination</li> <li>• Microorganisms in food production</li> <li>• Principles of food safety</li> <li>• Preparing and cooking food</li> </ul>	Food choice <ul style="list-style-type: none"> <li>• Factors affecting food choice</li> <li>• Food labelling and marketing influences</li> <li>• British and international cuisines</li> </ul>	Food provenance <ul style="list-style-type: none"> <li>• Sustainability of food and food security</li> <li>• Food processing and production</li> <li>• Primary and secondary processing.</li> </ul>
Technology	Practical project and theory topic of New and Emerging Technologies.		Complete practical project and start theory topic of Energy; Materials; Systems; Devices.	Continue with theory topic of Energy; Materials; Systems; Devices. Mini course work project used as an introduction to the GCSE course work	Complete mini course work and start theory topic of Materials and their properties.	Practical project and theory topic of New and Emerging Technologies.