

Year 10 Curriculum Overview							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CORE CURRICULUM	English	Students in Year 10 prepare for GCSE English Literature, for which they undertake public examinations in May. Students begin GCSE English Language at the end of the year.					
		<b>Romeo and Juliet</b> - interpreting ideas, characters, themes, plot, language and structure, Elizabethan context	<b>An Inspector Calls</b> - interpreting ideas, characters, themes, plot, language and structure, pre- and post- WW1/WW2 context, capitalism and socialism	<b>Strange Case of and Dr Jekyll and Mr Hyde</b> - interpreting ideas, characters, themes, plot, language and structure, Victorian context	<b>Power and conflict poetry</b> - interpreting meaning, language, form and structure, making thematic links between texts	<b>Unseen poetry</b> - applying language analysis and comparison skills <b>Preparation for GCSE Literature exams</b>	<b>Introduction to GCSE English Language</b> - spoken language features, formal and informal language, Standard English vs slang, analysing, writing and delivering speeches
	Maths	<b>Powers and place value</b> - standard form and indices, <b>algebra and graphs</b> - plotting quadratic and cubic graphs, quadratic equations, <b>transform and measure</b> - compound units, enlargement	<b>Multiplicative relationships</b> - percentage changes, <b>triangles and angles</b> - prisms, trigonometry for right-angled triangles, <b>statistical diagrams</b> - scatter diagrams, lines of best fit, <b>3d into 2d</b> - constructing plans and elevations	<b>Functions</b> - equations of straight lines, polynomial and reciprocal functions, <b>units</b> - compound units, <b>manipulation</b> - simplifying expressions, identities, <b>area and volume</b> - 3d shapes,	<b>Probability</b> - estimating, frequency trees, Venn diagrams, <b>transformations</b> - rotation, <b>indices</b> - standard form, indices in algebra, fractional/negative indices, <b>graphs and formulae</b> - quadratics and cubics, complex formulae	<b>Squares and circles</b> - arcs and sectors, prime factorisation, <b>transformations</b> - similarity, enlargement, <b>sequences</b> - linear and special sequences	<b>Place value and powers</b> - upper and lower bounds, decimals, <b>angles</b> - congruent triangles and proof, <b>lines</b> - solving equations by substitution, perpendicular lines
	Combined Science	All Yr 10 students will follow the Combined Science curriculum covering three areas of Science for a Double GCSE Award in Science, unless they opt for Separate Science where additional content will be covered for three separate GCSEs (below)					
	Chemistry	<b>Fuels and atmosphere</b> - the changing atmosphere, climate change, <b>acids and alkalis</b> - bases and salts, neutralisation, reactions with metals and carbonates		<b>Metals and masses</b> - reactivity, ores, oxidation and reduction, masses and empirical formulae, moles		<b>Groups in the periodic table, rates</b> - rates of reaction, temperature, concentration and pressure, <b>energy</b> - catalysts and activation energy	
	Biology	<b>Health, disease and medicine</b> - pathogens, the immune system, antibiotics, <b>plant structures</b> - photosynthesis		<b>Hormones</b> - metabolic rate, menstrual cycle, control of blood glucose, diabetes		<b>Heart and lungs</b> - effective transport and exchange, circulatory system, cellular respiration,	
	Physics	<b>Waves</b> - wave speeds, refraction, <b>light and electromagnetic spectrum</b> - ray diagrams, EM waves, long wavelengths		<b>Electricity</b> - circuits, energy, charge, current, resistance, power		<b>Electricity</b> - transferring energy, electrical safety, <b>electromagnetism</b> - magnets and magnetic fields,	
	PE	Yr 10 students will have access to a range of sports and activities throughout the year, with opportunities to develop confidence, apply physical skills and engage in cooperative and competitive activity with others.					
		<b>Football, rugby, gymnastics, netball, basketball, badminton, dodgeball, fitness, longball, handball, hockey</b>	<b>Football, rugby, gymnastics, netball, basketball, badminton, dodgeball, fitness, longball, handball, hockey</b>	<b>Football, rugby, gymnastics, netball, basketball, badminton, dodgeball, fitness, longball, handball, hockey</b>	<b>Football, rugby, gymnastics, netball, basketball, badminton, dodgeball, fitness, longball, handball, hockey</b>	<b>Dodgeball, fitness, longball, cricket, rounders, softball, tennis, athletics</b>	<b>Dodgeball, fitness, longball, cricket, rounders, softball, tennis, athletics</b>
	RE/PSHE	<b>Christian belief and teachings</b> - nature of God, the Trinity, Jesus, biblical accounts of creation	<b>Christian Practices</b> - worship, sacrament, prayer, public and private acts of worship	<b>The existence of God</b> - the question of God, experience of God, the nature of reality	<b>Relationships and family</b> - the role of men and women, Christian and Islam views on gender equality	<b>Islamic beliefs and teachings</b> - core belief, six articles of faith, nature of Allah, prophethood, books	<b>Islamic practices</b> - five pillars of Islam, importance of practices, public and private acts of worship, Shi'a and Sunni Muslims
	3 x Yr 10 PSHE lessons will be delivered at the teacher's discretion throughout the year. A further series of PSHE lessons are delivered to Yr 10 students through the tutor time curriculum in the Summer Term.						
	<b>Body health and sexual health</b> - body image, physical wellbeing, teenage relationships, sexting, STIs		<b>Physical health and mental health</b> - mental wellbeing, importance of sleep and hydration, exercise and diet		<b>Sexual health and contraception</b> - consent and the law, relationships, methods of contraception and emergency contraception, sexual exploitation		
SUBJECTS - Students select at least one as a compulsory option	Separate Science	Students opting for Separate Science will study for three GCSEs in Chemistry, Physics and Biology respectively.					
	Chemistry	<b>Masses and metals</b> - calculations, empirical formulae, conservation of mass, moles, <b>electrolytic processes</b> - compounds, solutions, using electrolysis		<b>Groups, rate and energy</b> - groups in the periodic table, rates of reaction, heat/energy changes in chemical reactions		<b>Quantitative analysis and equilibria</b> - reversible reactions, dynamic equilibria, calculations involving volumes of gases, <b>qualitative analysis and materials</b> - tests for ions, bulk and surface properties of materials	
	Biology	<b>Health, disease and medicine</b> - pathogens, the immune system, antibiotics, asepsis/antiseptics, <b>plant structures</b> - photosynthesis, transport in plants, leaf structures, transpiration, plant hormones		<b>Hormones and homeostasis</b> - thyroxine, adrenaline, menstrual cycle, contraception, IVF, diabetes, the kidneys		<b>Exchange and transport</b> - animals, <b>heart and lungs</b> - diffusion in alveoli, blood, circulatory system, cellular respiration	
	Physics	<b>Radioactivity</b> - nuclear energy, fission and fusion, <b>waves</b> - wave speeds, hearing, ultrasound, infrasound, <b>light and electromagnetic spectrum</b> - ray diagrams, colour, lenses, EM waves		<b>Light and electromagnetic spectrum</b> - long/short wavelengths, radiation, <b>electricity</b> - circuits, energy, charge, current, resistance, power, transferring energy, electrical safety		<b>Static electricity</b> - charges and static electricity, dangers, electric fields, <b>electromagnetism</b> - magnetic fields, magnetic forces	
	Computer Science	<b>Hardware</b> - input/output devices, memory, storage, CPU, SSDs, motherboard, computer architecture and storage, <b>logic</b> - binary/denary, binary/hex, logic gates, and/or/not, <b>software systems</b> - operating systems, firewalls, encryption, defragmentation	<b>Ethical, legal, cultural and environmental issues</b> - hardware disposal, exposure to chemicals/materials, religious/cultural problems, Government surveillance, VPNs for security, phishing/pharming and internet dangers	<b>Programming</b> - Python skills and commands (if, else, elif, print, input), iteration, sequence, selection, data constructs, string manipulation lists, arrays, data dictionaries	<b>Computational thinking</b> - pattern recognition, abstraction, decomposition, algorithm development	<b>Robust programming</b> - considerations of software design, minimising security risks, testing, software lifecycle	<b>Networks and networking</b> - wired and wireless networks, protocols and protocol stacks, networking equipment, types of networks, topology, packet switching, the internet and its protocols
	History	<b>Living under Nazi rule, 1933-1945: Dictatorship, 1933-1934</b> - Hitler and the Nazi party, establishing power, <b>Control and opposition, 1933-1939</b> - the SS, the Gestapo, concentration camps, propaganda, opposition to Nazi rule including the Left, church leaders, youth groups, <b>Changing Lives, 1933-1939</b> - impact on men, women and young people, persecution of Jews, racial policy, <b>Germany in War, 1939 - 1945</b> - war economy, opposition to war, impact on German people, <b>Occupation</b> - eastern and western Europe, ghettos, death camps, Einsatzgruppen			<b>Viking Expansion, c.750 - 1050</b> : Scandinavian homelands, Volga vikings (settlement and trade), raiders and invaders (British Isles and France), Danelaw, settlers (Iceland, Greenland, North America), Viking Kings		<b>History around us: Pendennis Castle</b> - location and creation, change and use through history, significant times in the site's past, significance of physical remains, how the site reveals everyday life/attitudes/values in history, artistic reconstructions of remains, challenges of studying historic environments
	Geography	<b>Urban issues and challenges (Bristol fieldwork)</b> - patterns of urban change, LICs and HICs, focus on Rio de Janeiro and Bristol, urban growth, social/economic/environmental opportunities, regeneration, urban planning and quality of life, sustainable cities		<b>Resource management</b> - the role of food, water and energy to economic and social wellbeing, demand and provision of resources, food supply, irrigation, sustainable approaches, organic farming, permaculture, sand dams and water problems		<b>Natural hazards</b> - plate tectonics, global distribution of volcanoes and earthquakes, primary and secondary impact, immediate and long-term responses, monitoring/ prediction/ planning, weather hazards, tropical storms, climate change, extreme weather	

EBACC SUE	French	<b>Marriage and partnerships</b> - personal and future relationships, immediate future and future tense	<b>Food and eating out</b> - discussing food and meals (at home and abroad), different cuisines, using verbs + infinitives, quantities	<b>French customs and festivals</b> - French celebrations compared with own, describing international festivals, revision of perfect tense, imperfect tense, mixing past tenses	<b>Social issues and healthy living</b> - describing charity/voluntary work, comparing lifestyles and diets, pluperfect tense, <i>en</i> + present participle	<b>Holidays and travel</b> - describing holiday destinations and preferences, describing holiday activities, discovering areas of France, revision and use of all tenses in context		
	Spanish	<b>Spanish customs and festivals</b> - Spanish celebrations compared with own, describing international festivals, preterite and imperfect tenses	<b>Home and town</b> - house, furniture, chores, types of houses, surroundings, ideal town, position of adjectives, prepositions, complex sentences	<b>Social issues and healthy living</b> - describing charity work, comparing lifestyles and diets, conditional, negatives, present subjunctive	<b>Global issues</b> -discussing environment issues and solutions, social issues, poverty, helping others, pluperfect using <i>si</i> , modal verbs, reflexives	<b>Holidays and travel</b> - describing holiday destinations and preferences, describing holiday activities, discovering areas of Spain, revision and use of all tenses, word order		
OPTIONS SUBJECTS - students select up to three of these to complete their four options	Animal Care	<b>Animal handling</b> , - safe handling and restraint (Unit 2), <b>Animal housing and accommodation</b> - selection of appropriate housing, preparing and maintaining accommodation, cleaning out (Unit 4) - collating evidence and research to independently complete coursework tasks for both units			<b>Animal health</b> (Unit 1) - signs of good and ill health, common diseases (causes, transmission, treatment), signs and symptoms of common parasites (prevention and treatment)			
	Art	<b>Project Work</b> (titles change and evolve each year) - currently ' <b>Altered State</b> ' and ' <b>Who are you?</b> ' - revisiting observational drawing and different media e.g. pencil/pen/watercolour/pastel/acrylic, revisiting print methods, textile techniques, artist research and individual enquiry		<b>Print development</b> - screen printing of aspirational figures, linked with observational drawing and artist research		<b>Responding to brief</b> - personal response using inspiration from experimentation, research and observational studies completed so far, planning for final outcomes		
	Business Studies	<b>Costing a business proposal (RO65)</b> - researching and costing a business proposal, market research, presenting data, using idea generation tools, seeking and acting on feedback		<b>Pitching a business proposal (RO66)</b> - develop brand identity, investigate promotion of product, planning and preparing a pitch, reviewing performance and business proposal, self-evaluation				
	Construction and the Built Environment	<b>Construction Technology</b> - understand structural elements of low-rise building, construction of sub-structures and super-structures	<b>Scientific and mathematical applications</b> - understand the effects of forces and temperature on materials, use mathematical techniques to solve problems	<b>Exploring joinery and carpentry techniques and principles</b> - understand tools, materials and equipment, practical skills to produce a timber frame	<b>Exploring brickwork and blockwork techniques and principles</b> - understand tools, materials and equipment, practical and safe skills to produce brick and block work	<b>Exploring painting and decorating techniques and principles</b> - understand tools, equipment and materials, safe techniques to complete surface preparation tasks and apply surface finishes		
	Dance	<b>Introduction to Jazz</b> - origins of Jazz, Jazz choreography and technique	<b>Mary Poppins</b> - Supercali choreography and rehearsal, musical theatre workshops	<b>Refining Jazz</b> - rehearsing and polishing jazz work, physical skills, interpretative skills, reflection and self-evaluation	<b>Interpreting Contemporary Dance</b> - constituent features, purpose, intentions, roles, themes, issues, contextual influences, physical setting, accompaniment, contemporary technique	<b>Interpreting Ballet</b> - technique, Swan Lake phrases, constituent features, purpose, intentions, roles, themes, issues, contextual influences, physical setting, accompaniment, linking with street dance	<b>Cornwall School Games</b> - devise, rehearse and perform, work on Research Log	
	Drama	<b>Texts in practice 1: The Railway Children</b> - research and exploration of extracts of plays/film/script, explore staging ideas	<b>Texts in practice 2</b> - rehearsing and performing, exploring different stylistic performance methods	<b>Hansel and Gretel/ Blood Brothers</b> - lighting/ set/ costume design workshops, practice and improvement exam questions	<b>Devising drama 1: WW1</b> - exploring stimuli e.g. TIME, exploring new practitioners, devise original drama, devising workshops	<b>Devising drama 2</b> - rehearsing and performing devised piece, consider technical effects, lighting, sound and cues, devising log	<b>Reflecting and exam preparation</b> - revision for mocks and reflection/ improvement, writing own model answers	
	Food Preparation and Nutrition	<b>Fruit</b> - enzymic browning and oxidation, introduction to NEA practical and theory expectations, investigation of fruit coatings to decrease browning	<b>Butter, oils, margarine</b> - oxidation, using different fats in sponge cakes to evaluate best results and texture	<b>Eggs</b> - denaturation and coagulation of protein molecules, meringue making, investigating different methods to create best meringue structures	<b>Cereals</b> - gluten formation, bread flour, structure of bread dough, investigating best flour for bread making	<b>Milk</b> - chemical and physical structure of milk, comparison of UHT milk and fresh milk	<b>Nuts</b> - thickening liquids using nuts compared with starch, evaluating the effectiveness of ground nuts as a thickener	
	Graphic Products	<b>Design principles</b> - materials/ components, forces/stresses, sources/ origins, stock forms/types/sizes, scales of production, specialist techniques/ processes, surface treatments and finishes	<b>Designing products</b> - social/ecological footprint, sketching, perspective, 2D/3D, annotated drawings, conventions/scale/ dimension, computer based tools, modelling	<b>Energy and mechanisms</b> - how power is generated from oil, gas and coal, for/against use of fossil fuels, how energy is generated and stored, power systems	<b>Materials and their working properties</b> - categorisation of paper and board/ textiles/ timbers/ polymers, selecting appropriate techniques for material, safe and accurate use of materials for making prototypes	<b>Tools, equipment and processes</b> - investigation of how to use appropriate tools and methods for materials, safe usage to shape materials	<b>The impact of new and emerging technologies</b> - automation and robotics in the workplace, buildings/place of work, tools and equipment	
	Hair and Beauty	<b>Blow drying and finishing hair</b> - application of skills and knowledge to practical tasks, development of personal skills and professional presentation		<b>Creating a hair and beauty image based on a theme</b> - exploration of creative skills		<b>Basic manicure and eyebrow shaping</b> - application of skills and knowledge to practical tasks, development of personal skills and professional presentation		
	Health and Social Care	<b>Human lifespan development</b> - human growth across life stages, how factors affect development, investigation into how individuals handle different life events			<b>Health and social care services and values</b> - different types of health and social care services, barriers to accessing care, understanding care values, reviewing own practice			
	Media Studies	<b>LEGO Movie</b> - study in relation to media industries e.g. Warner Bros, intertextuality between media products	<b>LEGO marketing</b> - study of how media organisations target audiences e.g. promotional posters, trailers, video games	<b>Music industry media</b> -in depth study of MOJO magazine, BBC Radio 1 Live Lounge, media industry and audiences, social/ cultural contexts	<b>Music videos</b> - a comparative study of a pair of music videos, media language, audiences, representations	<b>Controlled Assessment</b> - based on a brief released by the exam board on the 1st March		
	Music	<b>Traditional music: blues music</b> - 1920s to 1950s, <b>fusion music</b> - influences of African and Caribbean music, <b>music theory</b> - ledger lines, time names/values, time signatures, <b>solo performance</b>	<b>Traditional music: contemporary latin music and contemporary British folk music, music theory</b> - triplets, groupings of notes, 4 bar rhythms, <b>ensemble performance</b>	<b>Haydn's Symphony no. 101 in D Major: The Clock</b> - set study of elements of music and composition, <b>music theory</b> - groupings of rests, scales and key signatures, <b>solo performance, free composition</b>	<b>Haydn's Symphony no. 101 in D Major: The Clock</b> - set study of elements of music and composition, <b>music theory</b> - intervals, tonic triads, <b>ensemble performance, free composition</b>	<b>Sgt Pepper's Lonely Hearts Club Band</b> - set study of three Beatles songs, historical and cultural context, <b>music theory</b> - degrees of the scale, tempo markings, <b>solo performance, free composition</b>	<b>Sgt Pepper's Lonely Hearts Club Band</b> - set study of three Beatles songs, historical and cultural context, <b>music theory</b> - style and mood markings, <b>ensemble performance, free composition</b>	
Students opting for PE in KS4 will be coursed appropriately for either GCSE PE or Vcert Health and Fitness depending upon sporting and academic ability								

O	PE (GCSE)	<b>Applied Anatomy and Physiology</b> - movement analysis, lever systems, planes of movement, axes of rotation, <b>practical moderation</b> - football, rugby, netball	<b>Applied Anatomy and Physiology - cardiovascular and respiratory systems</b> , aerobic and anaerobic exercise, <b>practical moderation</b> - basketball, hockey	<b>The effects of exercise on the body</b> - short and long term effects, <b>practical moderation</b> - badminton	<b>Sports Psychology</b> - characteristics of skilful movement, classification of skills, goal setting, mental preparation, types of guidance and feedback, <b>practical moderation</b> - skiing		<b>Health, fitness and well-being</b> - diet and nutrition, <b>practical moderation</b> - athletics, tennis	
	Health and Fitness (VTCT)	<b>Components of fitness</b>	<b>Principles of training</b>	<b>Exam preparation</b> - revision of fitness, training and lifestyle factors		<b>Diet and nutrition</b>	<b>Fitness testing</b> - training methods	
	Photography	<b>Transform</b> - workshop skills, research and experimentation	<b>Workshop skills</b> - still, gif, moving image, based on own experiences, hobbies, family, awareness campaign	<b>Mock exam preparation</b> - students begin personal response to exam paper, study of artists Bret Harvey and Hannah Backland	<b>Mock exam development</b> - experimentation with ideas and techniques to mock up final pieces	<b>Mock exam outcomes</b> - creation of final pieces based on research and experimentation, develop and present work	<b>Student choice</b> - students encouraged to build up own portfolio based on mock exam research and creation, personalisation of work, further research and experimentation	
	Product Design	<b>Mechanical Product</b> - working prototype using two mechanical principles, plastics, mechanisms and forces, mechanical advantage, mechanical systems, scale of manufacture, tolerance and dimensioning, interpreting and producing technical drawings		<b>Educational Children's Toy</b> - woods/plastics, applying finishes, environmental issues, prototyping methods, communication of ideas, ensuring accuracy		<b>Design Project</b> - brief released by AQA, research and development, responding to brief, material properties and processes, impact on society and the environment, the work of other designers and companies, identifying client wants and needs		
	RE (GCSE)	<b>Developing understanding of Christian teachings and practices</b> - core beliefs, the nature of God, the Trinity, biblical accounts of Creation, Jesus, incarnation, crucifixion, resurrection, ascension, the problem of evil and suffering, <b>Christian practices</b> - worship, sacrament, prayer, pilgrimage, festivals and special days, mission, Christianity in the wider world			<b>Developing understanding of Islamic teachings and practices</b> - core beliefs, nature of Allah, prophethood, Qu'ran, angels, eschatological beliefs, life after death, <b>Islamic practices</b> - private and public acts of worship, Zakat, Sawm and Hajj (Five Pillars of Islam), festivals and special days, (Eid and Ramadan), understanding Jihad (striving)			
	Textiles	<b>Design project: costume design</b> - response to design brief, using design processes to create costume, exploring 3D visual language and working practices, recording formal elements within specialist pathways, the role of costume designers, researching designers, analysis of chosen film and character, designs, prototypes and samples, evaluation			<b>Design project: fashion from 1900 to 2000</b> - investigate historical and contemporary art, craft and design practices, research of a selected time period, create mood board/ sketches and drawings, research social influences of time, develop designs, evaluate final design against designers of the time			

ASTORAL	Occupational Skills	<b>Working with others</b> - teamwork, problem solving, communication, trust, sharing ideas and roles	<b>Healthy lifestyles and personal well-being</b> - exercise, diet, drug abuse, relationships, mental health, e-safety	<b>Action planning to improve performance</b> - setting targets, recognising personal areas of strength and development both within and outside of college	<b>Workplace and vocational skills</b> - identifying and researching potential study and career pathways, possible work placements	<b>Community studies and local history</b> - gain knowledge of Bodmin and surrounding area, significant history and geographical factors, future developments	<b>Managing money and personal finance</b> - managing a budget, understanding financial concepts e.g. tax, savings, , payslips, bank accounts, credit
	Careers	<b>Employer visits/assembly, investigating different careers</b>	<b>Tutor time activity</b> - exploring post-16 and apprenticeships	<b>Careers Fair</b> - January, Career pilot workshop, exploring labour market information	<b>Assembly</b> - challenging careers-based stereotypes e.g. gender	<b>Business Enterprise, Employability Workshops</b>	