



# Y10 Curriculum Overview

| Year 10 Curriculum Overview |  |  |
|-----------------------------|--|--|
|                             | Summer 1   | Summer 2   |
| English                     | Functional Skills  | Functional Skills  |
|                             | Students will focus on preparation for Functional Skills level 1, Reading. They will begin to identify meaning in texts and distinguish between fact and opinion allowing them to interpret explicit and implicit meanings from those texts. They will begin to recognise vocabulary typically associated with specific types and purposes of texts alongside comparing information, writers' ideas and opinions in different texts.   | Students will continue preparing for their Level 1 Reading exam which will be taken when appropriate for each individual. They will also be introduced to the Speaking and Listening element of the exam. They will learn about the key features of a good presentation and plan and prepare their own. Running alongside this will be an opportunity to look at the Writing element for students who progress to this element in Term 6.  |
| Maths                       | Shape and Space  | Mathematical reasoning and Problem Solving   |
|                             | Students will be working on topics related to shape and space. They will be developing their knowledge of shapes including creating nets and calculating their surface area. They will also be looking at plans and elevations of combined shapes. They will then move on to extracting information from and creating scale drawings, followed by reading and drawing bearings. These skills will then be used to problem solve in a range of practical contexts.  | Students will develop their mathematical problem solving and reasoning skills through a variety of mathematical challenges. This topic will build on and reinforce maths skills learned earlier in the year while also supporting students to develop their confidence and resilience. Students will need to select relevant information, break problems down into steps and consider different approaches in order to solve more complex problems. These skills will support students in their future maths studies and more generally across the curriculum.   |
| GCSE Science                | Chemical Reactions   | Electrical Acid  |
|                             | This term students complete the forces topic from last term. Then start chemical rates, students focus on surface area, temperature and catalysts. They then study atoms and ions, they focus on reactivity, electrolysis and gas tests. Finally, they study electricity, they focus on current, potential difference and component characteristics. They complete the work by theory, writing frames, experiments and practising past paper GCSE questions with the aim of gaining a GCSE in Combined Science.  | Throughout this term students' study Electricity. They focus on series and parallel circuits, ACDC flow, plugs and electrical power. They then finish the term studying acids and alkali. They focus on making salts, endothermic and exothermic reactions and finally neutralising reactions. Students also complete several required experiments. They complete the work by theory, writing frames, experiments and practising past paper GCSE questions with the aim of gaining a GCSE in Combined Science.   |
| Gateway Science             | Concepts and Techniques in Chemistry   |  |
|                             | Throughout this term we will study the periodic table. We will focus on identifying elements, their symbols and characteristics. We will then study chemical reactions, focusing on simple reactions and factors that affect chemical changes. We finish the year by studying natural resources, focusing on useful Earth resources, the atmosphere and their applications. We do this by modelling, poster work, written reports and writing frames and experiments. The aim is to complete the Gateway L1 certificate in applied science and technology.   |  |
| Art Option                  | Art GCSE A02-3   | Art GCSE A02-3   |
|                             | Students will be encouraged to start producing art work on a variety of scales and, where possible or appropriate, attempt work in 3D or relief. Students will be reminded throughout that, what they may perceive as a final piece can, in fact, become high quality preparatory work. Students will be encouraged to look for opportunities to build upon successes and develop ideas further at every opportunity. Students will be encouraged to attempt larger scale pieces and to incorporate as much of their preparatory learning into these pieces as possible and/or as appropriate in order to develop understanding of composition, visual effect and finesse. | Students will be encouraged to look back through their portfolio of work from Year 10 and identify gaps left in assessment objectives 1-3 ensuring that there is a broad spread of techniques, media, annotation, approaches and relevant research in order to have a solid platform from which to develop a strong final response in term 1 and 2 of year 11. Students will be encouraged to make photocopies of their favourite pieces and develop these further by experimenting with collage and different materials by taking risks with these copies.  |
| BTEC PE                     | Coaching Skills in Sport   | Keeping Active and Healthy   |
|                             | The aim of this unit will introduce Students to some of the skills of sports coaching and will give them chances to practise these skills with others. We will learn about the skills coaches need to do their job, as well as how to plan a coaching session and break down skills and techniques so that they are easier for others to learn. You will learn how to communicate with others, motivate them and give them advice to improve their performance.  | The aim of this unit is understand how to keep healthy and how to reduce the chances of getting some life-threatening diseases. We will learn how we can advise others on how they can keep active and healthy too. We will develop the practical skills needed to plan and present your recommendations to a specific individual. The transferable and sector skills developed in this unit will enable Students to progress to further learning.   |
| Food Option                 | Health and safety in hospitality and catering  | Hospitality and Catering operations  |
|                             | Students will be aware of the responsibilities for personal safety in the workplace of employers and employees. Students will gain knowledge in food safety principles regarding Hazard Analysis and Critical Control Points (HACCP). Students will understand food related causes, symptoms, signs and preventative control measures of food induced ill health. They will know and understand the role and responsibilities of the Environmental Health Officer (EHO). BTEC Level 1 alternative is also available in which this is a continuous assessment and coursework based - term focus is on planning, preparing and cooking a one course meal assessment.         | Students will know and understand working conditions within the industry and the operational requirements in the front and back of house, customer requirements, expectations and the ever changing customer demographics. Mock Non Examination Assessment (NEA) 60% of final grade. Students will plan dishes to meet the needs of customers, have a production plan, practical assessment and review their own performance (12 hours). Students will have the opportunity to complete their Level 2 Food Hygiene Certificate.  |
| Creative Pathway Cheltenham | Personal Project   | Personal Project   |
|                             | During this term, students will be able to describe different recruitment methods. This will allow them to understand employment opportunities within the creative industries as well as how and where to find them. Students will also begin their final piece towards their personal project, following a period of practice, experimentation and refining with their earlier work. This process will allow them to further develop their skills and techniques.   | For the final term, students will outline the skills and qualifications required for different job roles within one of the sectors of the creative industries. Alongside this, students will be finalising their final piece of art work towards their personal project. They will present information and points of view on their initial ideas leading to this artwork, leading to a discussion of ideas and opinions.   |
| Creative Pathway Eastbrook  | A Personal Project   | A personal Project.  |
|                             | We will begin the unit "A personal project" in which students will learn to produce their own artwork project managing themselves. We will create a mind map of ideas and interests, learning to create a self set brief. Students will demonstrate evidence of the Formal Elements of Tonal Shading, quality of line, mark-making and colour theory. Students will develop their project by collating both primary photographs and secondary source material. Students will continue to explore the various sectors and career opportunities within the Creative Industries.  | Students will continue with their "Personal Project". We will learn to annotate their aims for their project and they will look at the time available and the Guided Learning Hours needed to successfully complete the unit. We will plan out the sequence of activities needed and create a plan. Students will begin their final pieces using their chosen medium. They will annotate the progression of their work identifying successes and improvements. Students will continue to explore the various sectors and career opportunities within the Creative Industries.  |
| Hospitality Pathway         | Career Opportunities and Customer Service  | Food Preparation, Menu Planning & Using Equipment  |
|                             | This term we will learn about the different types of outlets and services offered within the Hospitality industry. Students will be introduced to career opportunities within the industry, learning the different job roles, working patterns, dress codes and training opportunities. We will learn about good customer service and be able to recognise examples in different outlets. We will be visiting a range of hospitality outlets to recognise and rate the customer services on offer.   | Students will continue to increase their knowledge and confidence in food preparation and presenting basic dishes. They will learn to safely use kitchen equipment and gain knowledge and understanding of cleaning, storing and maintaining small and large items of equipment. Students will identify factors that need to be considered when planning a menu and produce a three-week rotational menu.  |
| Sport Pathway               | Improving Physical Fitness   | Improving Physical Fitness   |
|                             | During this term, students will develop an understanding of exercise adherence and its importance in maintaining a healthy lifestyle. They will explore common barriers to participating in sport and physical activity, such as time constraints, motivation, or access to facilities. Additionally, students will learn strategies to overcome these barriers, including goal setting, creating supportive environments, and building routine habits. This knowledge will equip students with the tools to support adherence to exercise programs and promote long-term engagement in physical activity.   | This term, students will focus on implementing, monitoring, and reviewing their personal fitness training programs. They will actively track their progress, evaluate the effectiveness of their chosen methods, and make adjustments as needed to optimize results. Through regular reflection, students will identify strengths and areas for improvement in their fitness, using this insight to refine their goals and training strategies. This process will not only enhance their physical performance but also develop critical thinking and self-assessment skills for lifelong fitness management.                           |
| PSHCE                       | Building relationships   | Digital literacy   |
|                             | This unit explores building relationships and discrimination. Students will develop self-worth, learn to build healthy relationships, and understand boundaries in both romantic and platonic contexts, including online. Topics include puberty, personal hygiene, and managing influences like alcohol and smoking. The unit also addresses various forms of discrimination, including racism, sexism, and homophobia, teaching students to recognise and challenge prejudice. Emphasis is placed on building confidence, promoting inclusivity, and fostering respect for diversity in all aspects of life.   | The term comprises two mini-units: Digital Safety and Responsibility equips students with skills for navigating the digital world. Topics include online safety, identifying biased information, financial security, and gambling risks. Students learn responsible social media use, recognizing online grooming, adhering to age restrictions, and seeking support when needed. Democracy and Citizenship explores British values, including democracy, the rule of law, and individual freedoms. Students examine law-making, policing, and active citizenship, promoting responsible community engagement and civic participation. |

## Individuals Flourishing in Society

A supportive and nurturing School that provides a sense of belonging so that children and staff feel accepted, included and protected to enable them to flourish both in School and in their wider communities.