



# WALTON HIGH SCHOOL – YEAR 10 CURRICULUM OVERVIEW

Subject		HT1 (Sept-Oct)	HT2 (Nov-Dec)	HT3 (Jan-Feb)	HT4 (March-April)	HT5 (April-May)	HT6 (June-July)
Maths	Main Topics (Foundation)	Basic number (retrieval) Standard form and indices (retrieval) Basic algebraic manipulation (retrieval)	Inequalities Fractions (retrieval and extension) Perimeter and area of 2D shapes Basic percentages (retrieval)	Basic percentages (retrieval) Angles (retrieval and extension) Sequences	Averages (retrieval) Volume Scales and bearings Straight line graphs (retrieval)	Straight line graphs (retrieval) Probability (retrieval and extension) Rounding and bounds	Measures Compuond measures Data representation Ratio and proportion
	Main Topics (Higher)	Advanced number Indices Surds Crossover algebra	Crossover algebra Percentage exponential growth and decay Statical averages and diagrams Linear graphs	Measure of 2D shapes Simultaneous equations Loci geometry	Quadratics	Measure of 3D shapes Quadratic sequences Right angle geometry	Equations and proportionality Bounds extension Probability
English	Main Topics	<b>Unit One</b>  <b>OCR GCSE English Language Paper 1: Communicating Information and Ideas</b>  This unit focuses on the reading of non-fiction texts and the skills for transactional writing. Students will develop the skills required for section A (reading) and B (writing).	<b>Unit Two</b>  <b>OCR GCSE English Literature Paper 2 Section A: Towards a World Unknown Conflict Cluster</b>  Students will build on their analytical skills through their study of the poems within the anthology.	<b>Unit Three</b>  <b>OCR GCSE English Language Paper 2: Exploring Effects and Impacts</b>  This unit focuses on the reading of fiction texts and the skills for creative writing. Students will develop the skills required for section A (reading) and B (writing).	<b>Unit Four</b>  <b>OCR GCSE English Literature Paper 1 Section A: Modern Prose/Drama</b>  Students will build on their analytical skills through their study either prose (Animal Farm) or drama (An Inspector Calls).	<b>Unit Five</b>  <b>OCR GCSE English Literature Papers 1 and 2: Comparative Analysis of an Unseen Text</b>  Students will develop their ability to compare a studied text with an unseen text. Initially, this will focus on the modern prose/drama texts and move onto a development of these skills with the poems from the anthology.	
	Assessment Information	Students will complete a sample paper which will be marked against the exam criteria.	Students will complete a Part B analysis of a single poem.	Students will complete a sample paper (Section A) which will be marked against the exam criteria.	Students will complete a Part B analysis of a key theme or character from their studied text.	Students will complete two Part A responses: one for each paper.	



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Biology	Combined	<b>Cell Biology</b> <ul style="list-style-type: none"> <li>Diffusion, Osmosis and Active Transport.</li> </ul> <b>Human Physiology</b> <ul style="list-style-type: none"> <li>Food tests</li> <li>Digestive System</li> </ul>	<b>Human Physiology</b> <ul style="list-style-type: none"> <li>Enzymes</li> <li>Factors Affecting Enzymes</li> </ul> <b>Health and Disease</b> <ul style="list-style-type: none"> <li>Pathogens and Disease.</li> </ul>	<b>Health and Disease</b> <ul style="list-style-type: none"> <li>The Immune Response</li> <li>Vaccination.</li> <li>Drug Testing</li> </ul> <b>Botany</b> <ul style="list-style-type: none"> <li>Transpiration and Translocation</li> <li>Plant Disease and Deficiency.</li> </ul>	<b>Cell Biology</b> <ul style="list-style-type: none"> <li>The Cell Cycle and Mitosis.</li> <li>Stem Cells</li> </ul> <b>Health and Disease</b> <ul style="list-style-type: none"> <li>Cancer</li> <li>Alcohol and Smoking</li> </ul> <b>Genetics</b> <ul style="list-style-type: none"> <li>Mitosis vs. Meiosis</li> <li>Asexual vs. Sexual Reproduction.</li> </ul>	<b>Ecology</b> <ul style="list-style-type: none"> <li>Quadrats and Sampling</li> </ul> <b>Paper 1 Mock Exam</b> Provides an estimated grade for students as they progress into year 11.	<b>Ecology</b> <ul style="list-style-type: none"> <li>Pollution of Land, Water and Air.</li> <li>Carbon Cycle</li> <li>Deforestation.</li> <li>Global Warming</li> <li>Biodiversity</li> </ul>
	Triple	<b>Cell Biology</b> <ul style="list-style-type: none"> <li>Diffusion, Osmosis and Active Transport</li> </ul> <b>Botany</b> <ul style="list-style-type: none"> <li>Transpiration and Translocation</li> </ul> <b>Human Physiology</b> <ul style="list-style-type: none"> <li>Food tests</li> <li>Digestive System</li> </ul>	<b>Ecology</b> <ul style="list-style-type: none"> <li>Carbon Cycle</li> <li>Decomposition</li> </ul> <b>Human Physiology</b> <ul style="list-style-type: none"> <li>Enzymes</li> <li>Factors Affecting Enzymes</li> <li>Effect of exercise</li> <li>Metabolism</li> </ul>	<b>Health and Disease</b> <ul style="list-style-type: none"> <li>Pathogens and Disease.</li> <li>The Immune Response</li> <li>Vaccination.</li> <li>Antibiotics and Bacterial Growth</li> </ul> <b>Botany</b> <ul style="list-style-type: none"> <li>Plant Disease and Deficiency.</li> </ul>	<b>Health and Disease</b> <ul style="list-style-type: none"> <li>Developing New Drugs.</li> <li>Drug Testing</li> <li>Cancer</li> <li>Alcohol and Smoking</li> <li>Monoclonal antibodies</li> </ul> <b>Cell Biology</b> <ul style="list-style-type: none"> <li>The Cell Cycle and Mitosis.</li> <li>Stem Cells</li> </ul>	<b>Ecology</b> <ul style="list-style-type: none"> <li>Quadrats and Sampling</li> <li>Pollution of Land, Water and Air.</li> <li>Deforestation.</li> </ul> <b>Paper 1 Mock Exam</b> Provides an estimated grade for students as they progress into year 11.	<b>Genetics</b> <ul style="list-style-type: none"> <li>Mitosis vs. Meiosis</li> <li>Asexual vs. Sexual Reproduction.</li> <li>DNA Structure</li> <li>Protein Synthesis.</li> </ul> <b>Ecology</b> <ul style="list-style-type: none"> <li>Global Warming</li> <li>Biodiversity</li> <li>Biomass and Trophic Levels</li> <li>Sustainable Food Production.</li> </ul>



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Chemistry	Combined	<b>Structure and Bonding</b> <ul style="list-style-type: none"> <li>Ions</li> <li>Ionic Bonding</li> <li>Covalent Bonding</li> <li>Metallic Bonding</li> <li>Alloys</li> </ul>	<b>Chemical Change</b> <ul style="list-style-type: none"> <li>Reactivity of Metals</li> </ul> <b>Earth's Resources</b> <ul style="list-style-type: none"> <li>Extracting Metals</li> <li>Phytomining</li> <li>Finite Resources</li> <li>LCAs</li> <li>Reuse, Reduce, Recycle</li> </ul>	<b>Elements and Compounds</b> <ul style="list-style-type: none"> <li>Group 1</li> <li>Group 7</li> <li>Group 0</li> </ul> <b>Structure and Bonding</b> <ul style="list-style-type: none"> <li>Giant Ionic Lattices</li> <li>Simple Covalent</li> <li>Allotropes of Carbon</li> </ul>	<b>Chemical Change</b> <ul style="list-style-type: none"> <li>Electrolysis</li> <li>Molten Salt Electrolysis</li> <li>Aqueous Solution Electrolysis</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>Exothermic and Endothermic</li> <li>Reaction Profiles</li> <li>Investigating Temperature Changes</li> </ul> <b>Full Paper Mock Exam</b> Provides an estimated grade for students as they progress into year 11.	<b>Quantitative Analysis</b> <ul style="list-style-type: none"> <li>Bond enthalpy</li> <li>Chromatography</li> </ul> <b>Earth's Resources</b> <ul style="list-style-type: none"> <li>Potable Water</li> <li>Treating waste water</li> <li>Testing the presence and purity of water</li> </ul>
	Triple	<b>Structure and Bonding</b> <ul style="list-style-type: none"> <li>Ions</li> </ul> <b>Quantitative Analysis</b> <ul style="list-style-type: none"> <li>Testing for Anions</li> <li>Testing for Cations</li> <li>Instrumental Analysis</li> </ul> <b>Structure and Bonding</b> <ul style="list-style-type: none"> <li>Ionic Bonding</li> <li>Covalent Bonding</li> <li>Metallic Bonding</li> </ul>	<b>Elements and Compounds</b> <ul style="list-style-type: none"> <li>Transition Metals</li> </ul> <b>Chemical Changes</b> <ul style="list-style-type: none"> <li>Rusting</li> </ul> <b>Structure and Bonding</b> <ul style="list-style-type: none"> <li>Alloys</li> </ul> <b>Earth's Resources</b> <ul style="list-style-type: none"> <li>Extracting Metals</li> <li>Phytomining and Bioleaching</li> </ul> <b>Chemical Change</b> <ul style="list-style-type: none"> <li>Ionic Equations</li> </ul>	<b>Elements and Compounds</b> <ul style="list-style-type: none"> <li>Group 1</li> <li>Group 7</li> <li>Group 0</li> </ul> <b>Structure and Bonding</b> <ul style="list-style-type: none"> <li>Giant Ionic Lattices</li> <li>Simple Covalent Molecules</li> <li>Allotropes of Carbon</li> <li>Nanoscience</li> </ul>	<b>Chemical Change</b> <ul style="list-style-type: none"> <li>Electrodes</li> <li>Molten Salt Electrolysis</li> <li>Solution Electrolysis</li> <li>Batteries</li> <li>Fuel cells</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>Exothermic and Exothermic</li> <li>Reaction Profiles</li> <li>Investigating Temperature</li> </ul> <b>Paper 1 Mock Exam</b> Provides an estimated grade for students as they progress into year 11.	<b>Quantitative Analysis</b> <ul style="list-style-type: none"> <li>Bond enthalpy</li> <li>Chromatography</li> </ul> <b>Earth's Resources</b> <ul style="list-style-type: none"> <li>Potable Water</li> <li>Treating water from waste water</li> <li>Testing the presence and purity of water</li> </ul>



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Physics	Combined	<b>Motion</b> <ul style="list-style-type: none"> <li>Speed and Velocity</li> <li>Distance-Time Graphs</li> <li>Acceleration</li> <li>Velocity-Time Graphs</li> </ul>	<b>Resistance</b> <ul style="list-style-type: none"> <li>Current-Voltage Characteristics</li> <li>Resistance of a Wire</li> <li>LDRs and Thermistors</li> </ul>	<b>Electromagnetic Waves</b> <ul style="list-style-type: none"> <li>Refraction</li> <li>The EM Spectrum</li> <li>Heat Transfers by Radiation</li> </ul>	<b>Atomic Structure</b> <ul style="list-style-type: none"> <li>Alpha Decay</li> <li>Beta Decay</li> <li>Gamma Decay</li> <li>Decay Equations</li> <li>Half-Life</li> <li>Radioactive Contamination and Irradiation</li> <li>Models of the Atom</li> </ul>	<b>Newton</b> <ul style="list-style-type: none"> <li>Newton's Laws of Motion</li> <li>Terminal Velocity</li> <li>Forces and Braking Distances</li> <li>Centre of Mass</li> </ul> <b>Paper 1 Mock Exam</b> Provides an estimated grade for students as they progress into year 11.	<b>Domestic Electricity</b> <ul style="list-style-type: none"> <li>Alternating and Direct Current</li> <li>National Grid</li> <li>Electrical Power</li> </ul>
	Triple	<b>Motion</b> <ul style="list-style-type: none"> <li>Speed and Velocity</li> <li>Distance-Time Graphs</li> <li>Acceleration</li> <li>Velocity-Time Graphs</li> </ul> <b>Resistance</b> <ul style="list-style-type: none"> <li>Current-Voltage Characteristics</li> <li>Resistance of a Wire</li> <li>LDRs and Thermistors</li> <li>Static Electricity and Fields</li> </ul>	<b>Electromagnetic Waves</b> <ul style="list-style-type: none"> <li>Refraction</li> <li>The EM Spectrum</li> <li>Heat Transfers by Radiation</li> </ul> <b>Atomic Structure</b> <ul style="list-style-type: none"> <li>Alpha Decay</li> <li>Beta Decay</li> <li>Gamma Decay</li> <li>Decay Equations</li> <li>Half-Life</li> <li>Radioactive Contamination and Irradiation</li> <li>Models of the Atom</li> </ul>	<b>Newton</b> <ul style="list-style-type: none"> <li>Newton's Laws of Motion</li> <li>Terminal Velocity</li> <li>Forces and Braking Distances</li> <li>Centre of Mass</li> <li>Momentum</li> <li>Conservation of Momentum</li> </ul>	<b>Domestic Electricity</b> <ul style="list-style-type: none"> <li>Alternating and Direct Current</li> <li>National Grid</li> <li>Electrical Power</li> </ul> <b>Waves</b> <ul style="list-style-type: none"> <li>Sound and Ultrasound</li> <li>Earthquakes</li> <li>Lenses</li> <li>Colour</li> <li>Black Body Radiation</li> </ul>	<b>Atomic Structure</b> <ul style="list-style-type: none"> <li>Medical Applications of Radiation</li> <li>Background Radiation</li> <li>Fission and Fusion</li> </ul> <b>Paper 1 Mock Exam</b> Provides an estimated grade for students as they progress into year 11.	<b>Electromagnetism</b> <ul style="list-style-type: none"> <li>Magnetic Fields</li> <li>Magnetic Fields of Electrical Currents</li> <li>The Motor Effect</li> </ul> <b>Space</b> <ul style="list-style-type: none"> <li>The Solar System</li> <li>Satellites and Circular Motion</li> <li>The Lifecycle of a Star</li> <li>Cosmology</li> <li>Redshift</li> </ul>



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Art	Main Topics	<b>Identity</b> Workshops to introduce the course (supporting Studies) Initial Ideas. Mood board and mind map creation. Initial pieces and experimentations.	<b>Identity Initial Ideas</b> Photography for Development work Finishing Initial pieces and experimentations.	<b>Identity Development</b> Use own photography as starting points for development pieces and further experimentation.	<b>Identity Development</b> Use own photography as starting points for development pieces and further experimentation.	<b>Identity Further Development</b> Develop work further in order to plan a final outcome or more than one final outcome.	<b>Identity Further Development</b> Develop work further in order to plan a final outcome or more than one final outcome.
	Additional information	Students will explore a wide range of materials and techniques such as: drawing, printmaking, Acrylic and watercolour.	Students will explore and develop skills in the medium of Photography. With a view to use photography as a starting point for their own art practice.	Investigate and research the work of contemporary and historical artists Develop their own practice as artists.	Investigate and research the work of contemporary and historical artists Develop their own practice as artists.	Review and refine their own practice in order to create resolved outcomes.	Review and refine their own practice in order to create resolved outcomes.
Business Studies	Main Topics	1. Customer Needs 2. Market Research 3. Market Segmentation 4. Competitors	5. Location 6a. Marketing Mix 6b. Added Value 7. Costs, Revenue and Profit 8. Cash and Cashflow	9. Sources of finance 11. New Business Ideas 12. Risk and Reward of setting up a business 13. Purpose of Business	14. Role of an Entrepreneur 15. Aims and Objectives 16. Ownership 17. Business Plans	17. Stakeholders 18. Technology 19 Legislation	20. Economy 21. Responses to above 22. Understanding Business performance Theme 1 Mock



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Computer Science	Paper 1	<b>1.1 Systems Architecture</b> 1.1.1 Architecture of the CPU 1.1.2 CPU Performance 1.1.3 Embedded Systems	<b>1.2 Memory and Storage</b> 1.1.4 Primary Storage 1.1.5 Secondary Storage 1.1.6 Units 1.1.7 Data Storage 1.1.8 Compression	<b>1.2 Computer Networks, connections and protocols</b> <b>1.2.1</b> Networks and topologies 1.2.2 Wired and wireless networks, protocols and layers	<b>1.3 Network Security</b> 1.3.1 Threats to computer systems and networks 1.3.2 Identifying and preventing vulnerabilities	<b>1.4 Systems Software</b> 1.4.1 Operating Systems 1.4.2 Utility Software	<b>1.5 Ethical, legal, cultural and environmental impacts of digital technology</b> 1.5.1 Ethical / legal / cultural issues / environmental issues / privacy issues 1.5.2 Legislation relevant to Computer Science: 1.5.3 The Data Protection Act 2018 1.5.4 Computer Misuse Act 1990 1.5.5 Copyright, Designs and Patents Act 1988 1.5.6 Software Licenses (Open Source and Proprietary)
	Paper 2	2.1 Algorithms 2.1.1 Computational Thinking 2.1.2 Designing, creating and refining algorithms 2.1.3 Searching and sorting algorithms	2.2 Programming Fundamentals Program Constructs; sequence, selection and iteration	2.2 Programming Fundamentals The use of variables, constants, operators, inputs, outputs and assignment	2.2. Programming Fundamentals Arithmetic operators Boolean operators	2.2 Programming Fundamentals Programming Challenges	2.2 Programming Fundamentals Programming Challenges



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Drama	Main Topics	Blood Brothers	Section B practice questions	Component 2 – devising drama	Devising log/recording practical exam	Theatre roles and terminology	
	Additional information	Design Skills Demonstrated in the Performance Character Motivation and Interaction Social, Cultural and Historical Contexts Interpret Texts Specific Features of the Style/ Genre of the Performance Sub-text and the Creation of Mood and Atmosphere	Spaced Retrieval Practice Questions Detailed Feedback Given on Responses and Time Given to Reflect/Improve Revision Booklets and Practice Questions <i>In-depth study of Theatre Practitioners and their techniques</i> Explore and Communicate Meaning	What messages the company may be trying to communicate <i>Creation of theatre/design elements</i> <i>Carry out research, develop and refinement, analyse and evaluate the process</i> Specific Features of the Style/ Genre of the Performance Create clear connections, between chosen practitioners and dramatic intentions	<i>40% of overall GCSE Drama complete</i> Solidify Dramatic Intentions Carry out research and develop their own ideas Rehearse, refine and amend their work	Use of the Performance Space Relationships realised between Performers and Audience Collaborate with others Stage Positioning & Stage Configuration Drama and Theatre Terminology and how to use it appropriately The Roles and Responsibilities of Theatre Makers in Contemporary, Professional Practice	
French	Main Topics	Media and Technology - My personal world – staying active	My personal world Family, friends and friendship. Role-models and celebrations.	Studying and my future - school life, progress at school, learning languages.	Lifestyle, wellbeing and mental health.	Travel and tourism, including ideal holiday and staycations.	Travel and tourism, including ideal holiday and staycations.
	Additional information	Present, past, future tenses. Skills – preparing roleplay Listening and transcribing in French. Discussing pros and cons	Emphatic and direct object pronouns. Reflexive verbs. Describing a photo Translation into French Extended sentences- sequencers and connectives. Assessment – Listening, Reading, Writing	Comparative adjectives Impersonal verb structures Opinions with reasons Jan. Mock GCSE speaking exam.	Modal verbs- giving advice. Perfect tense of reflexive verbs. Assessment – Listening, Reading, Writing	Conditional tense. Perfect tense of modal verbs. Range of tenses. Relative pronouns.	June – Mock GCSE speaking assessment. Assessment – Listening, Reading, Writing



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Geography	Main Topics	<b>THE LIVING WORLD</b> Small scale ecosystems - Nutrient cycles, food webs and food chains. E.g. Pond How change affects ecosystems <b>TROPICAL RAINFORESTS</b> Environmental characteristics Causes of deforestation in Amazon Impacts of deforestation Managing tropical rainforests Sustainable management of tropical rainforests <b>HOT DESERTS</b> Environmental characteristics Opportunities for development. Case study: Western desert Challenges of development Causes of desertification/threats Reducing desertification/threats CASE STUDY: The Sahel <b>RESOURCES</b> The significance of food, water and energy to Economic and social well-being. An overview of global inequalities in the supply and consumption of resources. Areas of surplus (security) and deficit (insecurity): Global distribution of energy consumption and supply reasons for increasing energy consumption: economic development, rising population, technology Factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors. Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply.		<b>RESOURCES MAY CONTINUED FROM WINTER TERM.</b> Overview of strategies to increase energy supply: Renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy An <b>example</b> to show how the extraction of a fossil fuel has both advantages and disadvantages. Moving towards a sustainable resource future: Individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels An <b>example</b> of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy. <b>THE DEVELOPMENT GAP</b> Our unequal world and measuring development The DTM and population pyramids Causes of uneven development Uneven development: wealth and health, and migration Reducing the gap: aid and intermediate technology, fair trade, debt relief and tourism CASE STUDY Jamaica <b>NIGERIA: A NEWLY-EMERGING ECONOMY</b> Exploring Nigeria Nigeria in the wider world Balancing a changing industrial structure Impacts of Transnational corporations Impact of international aid Managing environmental issues Quality of life		<b>THE CHANGING UK ECONOMY</b> Changes in the UK economy Post-industrial economy UK science and business parks Environmental impacts of industry, Car industry Changing rural landscapes Changing transport infrastructure North-south divide UK and the Wider World.  Unseen fieldwork – paper 3 Practice exam questions for unseen fieldwork  PHYSICAL FIELDWORK – (Carding Mill Valley). Fieldtrip Location Risk assessment Data presentation Data collection methods Conclusions Evaluations Improvements.	





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German	Main Topics	My school – Talking about the school day, school rules and school trips	Free-time – Talking about music, film, leisure time and online activities	My personal world – Talking about family, friends, role models and celebrations	Lifestyle – Talking healthy living, wellbeing and mental health	My area – Talking about where you live, transport, shopping and ideal place of living	My area – Talking about where you live, transport, shopping and ideal place of living
	Additional information	Present and past tenses Modal verbs Word order Skills – preparing to write an 80 word essay	Future tense Expressing advantages and disadvantages Express preferences Skills – Forming questions using question words Practising the role play Exam-style writing	<b>January</b> <b>Mock GCSE speaking test</b> <b>Listening, Reading and Writing assessment</b> Using future, present and past tense Using relative pronouns Skills -Expressing opinions and justifications	Comparative and superlative Using modal verbs in the imperfect tense: Using the conditional Using different tenses to ask questions Skills - Making a complaint / reporting a problem	<b>Listening, Reading and Writing assessment</b> Using prepositions Use a variety of adjectives and qualifiers / intensifiers Using correct word order Using different registers (formal and informal)	<b>June</b> <b>Mock GCSE speaking test</b> Working out the meaning of compound nouns Skills - Ask and answer questions about
History	Main Topics	Elizabethan England/Medieval Heath	Renaissance Health	19 <sup>th</sup> Century Health	20 <sup>th</sup> Century Health	Germany Under The Kaiser and Democracy	Life In Hitler's Germany Part 1.
	Additional information	<ul style="list-style-type: none"> <li>Theatre</li> <li>Exploration</li> <li>War with Spain</li> <li>Medieval ideas of illness</li> <li>Role of Religion in health</li> <li>Medieval surgery</li> <li>Middle ages public health</li> </ul>	<ul style="list-style-type: none"> <li>Medieval surgery</li> <li>Middle ages public health</li> <li>Early Renaissance thinkers- Vesalius/Pare/Harvey</li> <li>Role of science</li> <li>Great Plague</li> <li>Hunter and Jenner</li> </ul>	<ul style="list-style-type: none"> <li>Developments in surgery- Pain</li> <li>Germ Theory</li> <li>Robert Koch</li> <li>Lister and Antiseptic surgery</li> <li>Public health</li> <li>The great stink</li> </ul>	<ul style="list-style-type: none"> <li>Penicillin</li> <li>Treatment after 1945</li> <li>Limitation of modern science: Alternatives</li> <li>WW1 and WW2 impact on health</li> <li>Public Health: Liberal Social Reforms</li> <li>Public Health: Welfare State</li> <li>Assessment</li> </ul>	<ul style="list-style-type: none"> <li>What was Germany in 1890?</li> <li>What problems did the Kaiser face?</li> <li>Germany in WW1 and its short term impact</li> <li>Germany under democracy: Constitution and Versailles</li> <li>Impact of Versailles</li> <li>Crisis of 1923</li> <li>Golden years</li> <li>Depression</li> </ul>	<ul style="list-style-type: none"> <li>Hitler's rise to power</li> <li>Hitler's consolidation of power</li> <li>Police State</li> <li>Propaganda in Nazi Germany</li> <li>Art and culture in Nazi Germany</li> </ul>



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Media Studies	Main Topics	The Media Theoretical Framework Print News - Media industries Media language Media representations Social, cultural, political and historical contexts	Print News - Media industries Media language Media representations Social, cultural, political and historical contexts Music Videos – Representation and Media Language	Online News – Participatory media, Social, cultural and political contexts. Music Magazines – Representation and Media Language	Historical news NEA - Prep	Radio - Media industries Media audiences Social, cultural and political contexts NEA – Planning and Research	NEA – Statement of Intent NEA – Creating front cover Assessment prep – interleaving/ retrieval
	Additional information	<b>Assessment</b> – Print News and core knowledge of the theoretical framework	<b>Assessment</b> – Music Video, Print News, core knowledge	<b>Assessment</b> – Music Magazines and Music Video, News	NEA Briefs released by the exam board.  <b>Assessment</b> – Music (excluding Radio) and News	<b>Assessment</b> –Music and Historical news	<b>NEA</b> – Draft Deadline of Front Cover of the Magazine Brief is end of summer term <b>Assessment</b> – Synoptic of all topics to date – Practice Past Paper 2
Music	Main Topics	Music Theory Composition: Solo and Accompaniment Composition: Ternary Form & Ensemble Performance		Defying Gravity – Wicked Main Theme – Star Wars  Composition: Variations & Solo Performance	Henry Purcell – Music for a while  Composition: Own Choice & Ensemble Performance	Queen – Killer Queen  Coursework Free Composition (15%) & Performance Preparations	Afro Celt Sound System Release  Coursework Free Composition (15%) & Performance Preparations
	Additional information	Introduction to Areas of Study, Key Words, Baseline Tests Notation, Note Reading, Intervals, Chords, Treble Clef, Bass Clef, Chord Progressions, Scales, Key Signatures  Students to be given time in lessons to prepare ensemble performance.		For each set work, you will look at the context of the piece/ song and at how the following elements are used: Melody, Harmony,, Dynamics, Metre, Tempo, Rhythm, Structure, Tonality, Instrumentation		Test to include listening questions on the studied set works, Dictation questions and an unfamiliar Listening question	Test to include listening questions on the studied set works, Dictation questions and an unfamiliar Listening question



# WALTON HIGH SCHOOL – YEAR 10 CURRICULUM OVERVIEW

Subject		HT1 (Sept-Oct)	HT2 (Nov-Dec)	HT3 (Jan-Feb)	HT4 (March-April)	HT5 (April-May)	HT6 (June-July)
PE	GCSE	Applied Anatomy and Physiology		Movement Analysis		Physical training	
	Core	Students complete a rota of activities throughout Year 10 and different sets will complete different activities at different times. Unfortunately, much of the PE curriculum is also weather dependent. Throughout Year 10, students will complete modules in: Outdoor Adventure/Fitness, Handball, Water based activities, Striking & Fielding, Football, Rugby, Netball/Basketball, Table Tennis, Yoga/Dance. Throughout their PE lessons, they will also develop the following skills:					
		Leadership	Communication	Resilience	Self-Management	Teamwork	
		Lead a sport specific Skill or warm up	Be part of a team that faces and tries to outwit opponents in a variety of challenges / in full games/activities.	Be able to work as an individual or as part of a team, over a sustained period of time (at least 30 mins)	Be able to manage your own skills to be able to play a variety of roles within a group/team in a full sided game/activity	Be able to work out strategies/ tactics to be able to overcome problems in full sided games	
PSHE	Main Topics	Living in the wider world – work experience	Health and wellbeing	Relationships	Health and wellbeing – drugs and alcohol	Living in the wider world	RE
	Additional information	<ul style="list-style-type: none"><li>• Work Experience Assembly</li><li>• The Right Career for me</li><li>• Work Experience Talk - Jo from WES</li><li>• Searching Unifrog and database / Employability &amp; CV writing</li><li>• Preparing for WEX</li><li>• Rights &amp; responsibilities in the workplace</li></ul>	<ul style="list-style-type: none"><li>• Transition to KS4</li><li>• New Challenges</li><li>• Reframing negative Thinking</li><li>• Social Anxiety</li><li>• Portrayal of mental Health in the media / stigma and stereotypes</li><li>• Social Media</li></ul>	<ul style="list-style-type: none"><li>• Rights, Trusts and values</li><li>• Communication and Readiness</li><li>• Unhealthy Relationships</li><li>• Pornography</li><li>• Sti's</li><li>• Contraception</li></ul>	<ul style="list-style-type: none"><li>• TALK – Substance Abuse.</li><li>• Substance use and Assessing Risks</li><li>• Substance use and managing influence</li></ul>	<ul style="list-style-type: none"><li>• How politics affects us</li><li>• Valuing Diversity</li><li>• Understanding and Preventing Extremism</li><li>• How are people drawn into extremist groups</li><li>• Staying safe online – misinformation and extremism</li></ul>	<ul style="list-style-type: none"><li>• Human Sexuality</li><li>• Sex before &amp; Outside of Marriage</li><li>• Contraception &amp; Family Planning</li><li>• Marriage ( covering forced marriages)</li><li>• Divorce &amp; Remarriage</li><li>• The Nature of families in the 21st Century</li></ul>



# WALTON HIGH SCHOOL – YEAR 10 CURRICULUM OVERVIEW

Subject		HT1 (Sept-Oct)	HT2 (Nov-Dec)	HT3 (Jan-Feb)	HT4 (March-April)	HT5 (April-May)	HT6 (June-July)
RE	Main Topics	Christian Beliefs and Teachings  Religion, crime and punishment	Christian Beliefs and Teachings  Religion, crime and punishment	Christian Beliefs and Teachings  Religion and Life	Christian Practices  Religion and Life	Christian Practices  Religion and Life	Christian Practices
	Additional information	<ul style="list-style-type: none"> <li>• The nature of God</li> <li>• The Trinity</li> <li>• Creation</li> <li>• Reasons for Crime</li> <li>• Christian attitudes to law breakers</li> <li>• Aims of punishment</li> <li>• Types of punishment</li> <li>• Christian attitudes to forgiveness</li> <li>• Christian attitudes to the death penalty</li> </ul>	<ul style="list-style-type: none"> <li>• Incarnation</li> <li>• Crucifixion and Resurrection</li> </ul>	<ul style="list-style-type: none"> <li>• The afterlife and judgement</li> <li>• Sin and salvation</li> <li>• The origins of the universe</li> <li>• The value of the world</li> <li>• The use and abuse of the environment</li> <li>• Pollution</li> <li>• The use and abuse of animals</li> </ul>	<ul style="list-style-type: none"> <li>• Worship – Liturgical and Non – Liturgical</li> <li>• Prayer</li> <li>• The origins of human life</li> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Death and the afterlife</li> </ul>	<ul style="list-style-type: none"> <li>• Pilgrimage</li> <li>• Festival</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• The Church Growth</li> <li>• Christian Persecution</li> </ul>



# WALTON HIGH SCHOOL – YEAR 10 CURRICULUM OVERVIEW

Subject		Autumn Term (Sept-Dec)	Spring Term (Jan-March)	Summer Term (March-May)	Summer Term (June-July)
Technology	Graphics	<b>CONCEPT CAR DESIGN</b> <ul style="list-style-type: none"> <li>Crating technique, isometric drawing</li> <li>Marker rendering</li> <li>3D CAD drawing linked to 3D printer</li> <li>Marketing presentation</li> <li>DTP Car magazine layout</li> </ul>	<b>EASTER EGG PACKAGING</b> <ul style="list-style-type: none"> <li>QC/QA – Papers and boards theory</li> <li>Printing, finishing and compliant materials</li> <li>2D surface development nets</li> <li>Evaluation against specifications</li> </ul>	<b>ARCHITECTURE</b> <ul style="list-style-type: none"> <li>Perspective drawings of interior and exterior views, layout plans</li> <li>Prototype model of restaurant interior</li> <li>Photography and Overlays</li> <li>Maths Exam questions linked to topic</li> </ul>	<b>INTRODUCTION of NEA coursework from – 1<sup>st</sup> June Section A</b> <ul style="list-style-type: none"> <li>Research and Analysis</li> </ul> <b>Section B</b> <ul style="list-style-type: none"> <li>Design Brief &amp; Specification</li> </ul>
	Resistant Materials	<b>METALS</b> <ul style="list-style-type: none"> <li>Sources and origins, working characteristics.</li> <li>Forming /shaping and joining and finishing metals all with practical examples - Scales of production</li> </ul> <b>PLASTICS</b> <ul style="list-style-type: none"> <li>Sources and origins, stock forms</li> <li>Plastic processing / CAD/CAM – laser cutting</li> <li>Smart and modern materials</li> </ul>	<b>TIMBER AND MANUFACTURED BOARDS</b> <ul style="list-style-type: none"> <li>Origins and sources, categories</li> <li>Specialist forming techniques and finishes</li> <li>Wood joints and KD fittings – samples of all techniques</li> <li>Ecological and social footprint</li> </ul>	<b>PRACTICE NEA PROJECT</b> <ul style="list-style-type: none"> <li>Introduction to context and brief</li> <li>Produce a competitors scan</li> <li>Product disassembly</li> <li>Consider work of key designers, produce mood boards</li> <li>Sketch, model and evaluate ideas</li> </ul>	<b>INTRODUCTION of NEA coursework from – 1<sup>st</sup> June Section A</b> <ul style="list-style-type: none"> <li>Research and Analysis</li> </ul> <b>Section B</b> <ul style="list-style-type: none"> <li>Design Brief &amp; Specification</li> </ul>
	Textiles	<b>CORE PRINCIPLES</b> <ul style="list-style-type: none"> <li>Production techniques</li> <li>Sustainability in textiles</li> <li>Smart and modern materials</li> <li>Material properties</li> <li>Advanced practical skills; including pleating, tie dye, quilting , CAD and batik</li> </ul>	<b>BAG PROJECT</b> <ul style="list-style-type: none"> <li>Technical drawings</li> <li>Design principles, orthographic projection</li> <li>Construction of a functional bag decorated with techniques learnt in the autumn term</li> </ul>	<b>DRESS PROJECT</b> <ul style="list-style-type: none"> <li>Health and safety</li> <li>Materials and components</li> <li>Specialist tools and equipment</li> <li>Fibres and yarn / Scales of production</li> <li>Construction of functional dress using advanced techniques</li> </ul>	<b>INTRODUCTION of NEA coursework from – 1<sup>st</sup> June Section A</b> <ul style="list-style-type: none"> <li>Research and Analysis</li> </ul> <b>Section B</b> <ul style="list-style-type: none"> <li>Design Brief &amp; Specification</li> </ul>
	Food Preparation and Nutrition	<b>FOOD, NUTRITION AND HEALTH</b> <ul style="list-style-type: none"> <li>Nutritional needs through life</li> <li>Diet related diseases</li> <li>Nutritional analysis</li> <li>Allergens and Intolerances</li> <li>Weekly recipes to reflect taught theory</li> </ul>	<b>FACTORS AFFECTING FOOD CHOICE</b> <ul style="list-style-type: none"> <li>Moral, ethical and religious food choices</li> <li>Food and Culture</li> <li>Sensory theory</li> <li>Weekly recipes to reflect taught theory</li> </ul>	<b>FOOD PROVENANCE</b> <ul style="list-style-type: none"> <li>Food sources and production</li> <li>Sustainability</li> <li>Food commodities</li> <li>Food miles and carbon footprints</li> <li>Weekly recipes to reflect taught theory</li> </ul>	<b>MOCK NEA 2 [coursework]</b> <ul style="list-style-type: none"> <li>Introduction to coursework</li> <li>Focus on core skills and development</li> <li>Planning and delivering a meal to fit a brief</li> </ul>