



# Year 10 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Graphs of trig functions</li> <li>Further trigonometry</li> <li>Collecting data</li> <li>Box plots and frequency</li> </ul>	<ul style="list-style-type: none"> <li>Quadratic equations, circles and circle equations</li> <li>Circle theorems</li> </ul>	<ul style="list-style-type: none"> <li>Algebraic fractions</li> <li>Proof</li> <li>Surds</li> <li>Vectors and geometric proof</li> <li>Similarity</li> </ul>	<ul style="list-style-type: none"> <li>Graphs</li> <li>Direct and inverse proportion</li> <li>Equations</li> </ul>	<ul style="list-style-type: none"> <li>Mock revision</li> </ul>	<ul style="list-style-type: none"> <li>Mock revision</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>Macbeth (script analysis)</li> <li><b>AO1:</b> Identify and interpret explicit and implicit information and ideas</li> <li>· Select and synthesise evidence from different texts</li> <li><b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> </ul>	<ul style="list-style-type: none"> <li>Macbeth (context)</li> <li><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</li> <li><b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>· Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li><b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Lang paper 1</li> <li><b>AO1:</b> interpret and identify explicit and implicit meaning.</li> <li><b>AO2:</b> Explain, comment and analyse the writer's use of language.</li> </ul>	<ul style="list-style-type: none"> <li>Poetry (power and conflict)</li> <li><b>AO1:</b> Insightful, critical and exploratory response to task and whole text</li> <li>e.g <i>Both poets use imagery to express their anger at authority</i></li> <li><b>AO2:</b> Close analysis of language, structure and form with effective use of subject terminology.</li> <li>e.g. <i>Agard uses metaphors such as.</i></li> <li><b>AO3:</b> Convincingly explores original and alternative interpretations of the ideas, perspectives, themes and context of the poems. Specific and detailed links between contexts, poems and task.</li> </ul>	<ul style="list-style-type: none"> <li>Unseen poetry</li> <li><b>AO1:</b> Insightful, critical and exploratory response to task and whole text</li> <li>e.g <i>Both poets use imagery to express their anger at authority</i></li> <li><b>AO2:</b> Close analysis of language, structure and form with effective use of subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Lord of the flies</li> <li>AO1- Read, understand and respond to texts. Develop a personal response and use evidence to support points.</li> <li>AO2- Analysis of language and structure using appropriate terminology. Identifying the effects of these</li> <li>AO3- Context/ Comparison- Understanding of relationship between texts and the contexts in which they were written</li> <li>Revision (prepare for mock GCSE's)</li> </ul>

<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>• Food Science</li> <li>• . Heat transfer</li> <li>• . Cooking Methods</li> <li>• . Functional and chemical properties of food (<b>Macro N</b>)</li> <li>• . Raising agents ( biological, chemical, mechanical)</li> </ul>	<ul style="list-style-type: none"> <li>• Food Safety</li> <li>• . Micro - organisms and enzymes</li> <li>• . The signs of food spoilage</li> <li>• . Microorganisms in Food production &amp; Bacteria</li> <li>• . Buying and storing</li> </ul>	<ul style="list-style-type: none"> <li>• Food choices</li> <li>• . British and international cuisines</li> <li>• . Food and environment</li> <li>• . Food provenance</li> </ul>	<ul style="list-style-type: none"> <li>• Food, Nutrition and Health</li> <li>• . Balanced diet</li> <li>• . Costs</li> <li>• . Nutritional analysis</li> <li>• . Food choices</li> <li>• . Diet related health risks</li> </ul>	<ul style="list-style-type: none"> <li>• Exam Practise</li> </ul>	<ul style="list-style-type: none"> <li>• Exam Practise</li> </ul>
<b>Arabic</b>	<ul style="list-style-type: none"> <li>• Identity and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Local area, holiday and travel</li> </ul>	<ul style="list-style-type: none"> <li>• School</li> <li>• Hobbies</li> <li>• In the library</li> </ul>	<ul style="list-style-type: none"> <li>• Future aspirations, study and work; International and global dimension</li> </ul>	<ul style="list-style-type: none"> <li>• International and global dimension</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and speaking</li> <li>• Practice of 7 types of madd</li> <li>• Reading revising and memorizing</li> </ul>
<b>Islamic Studies</b>	<ul style="list-style-type: none"> <li>• Major themes of the Quran</li> </ul>	<ul style="list-style-type: none"> <li>• The history and importance of the Qur'an</li> <li>• The life and importance of the Prophet Muhammad (SAW)</li> </ul>	<ul style="list-style-type: none"> <li>• The first Islamic community</li> <li>• Major teachings of the Prophet</li> </ul>	<ul style="list-style-type: none"> <li>• The history and importance of the Hadith</li> </ul>	<ul style="list-style-type: none"> <li>• The period of rule of the Rightly Guided caliphs and their importance as leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Ramadan</li> <li>• The articles of faith and pillars of Islam</li> </ul>
<b>Tajweedul-Qur'an</b>	<ul style="list-style-type: none"> <li>• Articulation points</li> </ul>	<ul style="list-style-type: none"> <li>• Basmala rules</li> <li>• Tawud rules</li> </ul>	<ul style="list-style-type: none"> <li>• Laam Rules</li> <li>• Meem rules</li> </ul>	<ul style="list-style-type: none"> <li>• Raa Rules</li> <li>• Noon rules</li> </ul>	<ul style="list-style-type: none"> <li>• Maad rules</li> <li>• Reading revising</li> <li>• Memorising</li> </ul>	<ul style="list-style-type: none"> <li>• Sifaat of letters</li> <li>• Practice of all 7types of madd</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Chem - Chemical changes</li> <li>• Bio - Respiration</li> <li>• Phy -Electricity in the home</li> </ul>	<ul style="list-style-type: none"> <li>• Chem - Electrolysis</li> <li>• Bio - The human nervous system</li> <li>• Phy - Molecules and matter</li> </ul>	<ul style="list-style-type: none"> <li>• Chem - Energy changes</li> <li>• Bio - Hormonal coordination</li> <li>• Phy - Radioactivity</li> </ul>	<ul style="list-style-type: none"> <li>• Chem - Rates and equilibrium</li> <li>• Bio - Homeostasis in action</li> <li>• Phy - Forces in balance</li> </ul>	<ul style="list-style-type: none"> <li>• Chem - Crude oil and fuels</li> <li>• Bio - Reproduction</li> <li>• Phy - Force</li> </ul>	<ul style="list-style-type: none"> <li>• Chem - Organic reaction</li> <li>• Bio - Variation and evolution</li> <li>• Phy - Force and motion</li> </ul>
<b>Psychology</b>	<ul style="list-style-type: none"> <li>• Social influence</li> </ul>	<ul style="list-style-type: none"> <li>• Research method</li> </ul>	<ul style="list-style-type: none"> <li>• Language, thought and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Brain and neuro psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological problems</li> </ul>	<ul style="list-style-type: none"> <li>• Exam practice</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Basketball / Football</li> </ul>	<ul style="list-style-type: none"> <li>• Rounders</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball / Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton / Tennis / Cricket</li> </ul>