

Clifford Holroyde Curriculum Map Year 10

Sept 2021/22	Subject	Content	AFL	Careers Links	PSHE Ks3	Subject link
PSHE/Careers	Health and Wellbeing	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>Refs: H2, H5, H6, H7, H8, H9, H10</p>		Create your CICO Lite Profile	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation 	
Autumn term 1.1	English	<p>Non-fiction (Language Paper Two)</p> <p>Q1 – Q4</p>	<p>Comprehension Questions</p> <p>Character profiles and plot sequence.</p> <p>Descriptions</p> <p>WAGOLL</p> <p>Role play</p>	<p>Author</p> <p>Artist</p> <p>Cartoonist</p> <p>Illustrator</p> <p>Poet</p> <p>Journalist</p>	<p>Community & Careers Emotional Wellbeing Exploring Influence</p> <p>Families</p> <p>Writer</p>	<p>Drama</p> <p>PSHE</p> <p>Social Skills</p> <p>Maths Venn Diagrams</p>
	Maths	<p>Perimeter and Area, Transformations, Probability and Events. calculate the perimeter and area of a rectangle, a compound shape made from rectangles</p>	<p>Peer assessment</p> <p>Group assessment</p> <p>Self assessment</p> <p>End of unit test</p> <p>Teacher LSA formative assessment</p>	<p>Accounting,</p> <p>Engineering,</p> <p>Teaching and Technology</p>	<p>Emotional wellbeing</p>	<p>Science</p> <p>Food Tech</p> <p>Literacy</p> <p>Geography</p>

		area of a triangle, and use the formula for area of a triangle, area of a parallelogram, and use the formula for the area of a parallelogram, a trapezium, and use the formula for the area of a trapezium, identify the parts of a circle, the circumference of a circle, area of a circle, give answers for circle calculations in terms of π .				
	Science Biology	"Overview of B2 Plant Transport Systems You must do a demo of the photometer practical Overview of B3 Communicable diseases "4.2 Organisation" "4.3 Infection and Response"	End of unit test Teacher LSA formative assessment	Microbiologist Engineering	Emotional wellbeing Ill health	Maths English
	Art	Personal Journeys Interiors part 1: -Exploring a range of digital technology and drawing skills. -Independent research. -Inspiration from contextual links focusing on David Hockney and Paul Nash. -Developing ideas and intentions with creating artwork.	GCSE - AO1/AO2/AO3: 9- High skilled. 8-Confident 5- Limited skill/success. 3- Inconsistent skill / success. Hinge Questioning, Blooms vs Tax, Success ladder linked to GCSE frame work.	Interior Design job roles, Garden designer, Architect, Digital media and web design Graphic designer, 3D product designer. Art gallery curator, floor design and PR	H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47 L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	Eng / Math/ Product Design / Graphics / History

		Personal Journeys	Self, peer, teacher assessment.			
	Computer Science	L2 IT Security Unit 4 (2 credits)	Teacher Assessment Peer support / feedback Rubric Formative Assessment Starter/ Plenary Think Pair Share, Pose, Pause, Pounce Bounce	IT Security	Living in the wider world	English
	FT	Food, nutrition and health Food science Food safety Food choice Food provenance	Comprehension questions Verbal Teacher assessment and feedback on outcomes. Completion of lesson To test knowledge and understanding of Eatwell Guide through use of practice questions.	Chef Catering Personal trainer	Mental health Ill health Periods of transition and change	English Math Art Humanities PSHE Science
	PE	Badminton Introduce the Grip and ready position Teaching points Shake hands V of hand down side of racket Wrist movement, side on racket up ready, on toes Singles basic games	Teacher assessment against NC levels Tournaments to allow all pupils to progress to max level with differentiated leagues Peer assessment, q&a, summative and formative assessment. observations	PE teacher, Sports Coach, Sports scientist, sports analyst, official. Sports performer.	Health fitness. Hygiene, Healthy and active Lifestyles, Diet and Nutrition for sport.	

		<p>Introduce the Overhead/Underarm Clear</p> <p>Teaching points</p> <p>Position of shuttle key to shot</p> <p>Aim with non racket hand</p> <p>Snap wrist on contact, high arc of shuttle</p> <p>Singles basic games</p> <p>Introduce the Drop shot</p> <p>Teaching points</p> <p>Deception</p> <p>Low over net Use an angle</p> <p>Singles basic games</p> <p>Introduce the Smash</p> <p>Teaching points</p> <p>Shuttle in front of head</p> <p>Snap wrist Aim towards ground</p> <p>Singles basic games</p> <p>Doubles and singles tactics</p> <p>Teaching points</p> <p>Use court dimensions (short & fat, long & thin!) Front and back, or side to side</p> <p>Move opponent/s around court</p> <p>Singles and doubles games</p>				
Sept 2021/22	Subject	Content	AFL	Careers Links	PSHE Ks3	Subject link
PSHE/Careers	Living in the wider world	Financial decision making		IITB manual section – CICO Introduction,	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options 	<p>Maths</p> <p>Careers</p> <p>Online safety</p>

		<p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>Refs: H25, R38, L16, L17, L18, L19, L20, L25</p>		<p>recording sheets, Instructions and background, Student handout</p>	<ul style="list-style-type: none"> • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	
Autumn term 1.2	English	Of mice and men	<p>Comprehension activities</p> <p>Writing tasks</p> <p>Comprehension analysis</p> <p>PEE</p> <p>WAGOLL</p> <p>Self/peer assessments</p>	<p>Author</p> <p>Artist</p> <p>Cartoonist</p> <p>Illustrator</p> <p>Poet</p> <p>Journalist</p>	<p>Community & Careers</p> <p>Emotional Wellbeing</p> <p>Exploring Influence</p> <p>Families</p> <p>Writer</p>	<p>History (Context)</p> <p>PSHE (Gender roles)</p> <p>Social Skills (discussion)</p>
	Maths	Volume and Surface Area of Prisms, Solving Linear Equations, Percentages and Compound Measures	<p>Assessment</p> <p>identify specific 3D shapes, know and identify properties of 3D shapes (faces, edges, vertices)</p>	<p>Accounting,</p> <p>Engineering,</p> <p>Teaching and Technology</p>	<p>Emotional wellbeing</p> <p>Financial decision making</p> <p>Impact of advertising</p>	<p>PSHE work related learning</p> <p>Science</p>

			<p>calculate the surface area and volume of a cuboid.</p> <p>calculate the volume and surface area of a prism.</p> <p>calculate the volume and surface area of a cylinder</p> <p>volume and surface area in context (e.g. painting, floor tiles etc)</p>			
	Science Chemistry	<p>Calculating rates of reactions</p> <p>Factors which affect the rates of chemical reactions</p> <p>Collision theory and activation energy</p> <p>Catalysts</p> <p>The properties of different gases in the atmosphere</p> <p>The Earth's early atmosphere</p> <p>How oxygen increased</p> <p>How carbon dioxide decreased</p> <p>Greenhouse gases</p> <p>Human activities which contribute to an increase in greenhouse gases in the atmosphere</p> <p>Global climate change</p> <p>The carbon footprint and its reduction</p> <p>Atmospheric pollutants from fuels</p>	<p>Recognise and use expressions in decimal form</p> <p>Use ratios, fractions and percentages</p> <p>Make estimates of the results of simple calculations</p> <p>Translate information between graphical and numerical form</p> <p>Understand the $y = mx + c$ represents a linear relationship</p> <p>Plot two variables from experimental or other data</p> <p>Determine the slope and intercept of a linear graph</p>	<p>Agricultural Chemist</p> <p>Chemical Information Specialist</p> <p>Chemical Oceanographer</p> <p>Chemical Safety Officer</p> <p>Chemical Technician</p>	<p>Emotional wellbeing</p> <p>Financial decision making</p> <p>Impact of advertising</p>	<p>Maths</p> <p>English</p> <p>Geography</p> <p>History</p>

		Properties and effects of atmospheric pollutants	Use an appropriate number of significant figures Find arithmetic means Translate information between graphical and numerical form			
	Art	Interiors Part 2 Exploring interior design and design layout linked to iconic design movements in time -Recording the artistic process, including success and creative mistakes. Investigating Rachel Whitehead and Ivon Hitchen. -Learning from mistakes and building resilience.	GCSE - AO1/AO2/AO3: 9- High skilled. 8-Confident 5- Limited skill/success. 3- Inconsistent skill / success. Hinge Questioning, Blooms vs Tax, Success ladder linked to GCSE frame work. Self, peer, teacher assessment.	Interior Design job roles, Garden designer, Architect, Digital media and web design Graphic designer, 3D product designer. Art gallery curator, floor design and PR	H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47 L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	Eng / Math/ Product Design / Graphics / History
	Computer Science	L2 Unit 10 (4 credits)	Teacher Assessment Peer support / feedback Rubric Formative Assessment Starter/ Plenary Think Pair Share, Pose, Pause, Pounce Bounce		Living in the wider world	English Maths
	FT	Food, nutrition and health Food science Food safety Food choice Food provenance	Comprehension questions Verbal Teacher assessment and	Chef Catering Personal trainer	Financial decision making Impact of advertising	English Math Art Humanities

			feedback on outcomes. Completion of lesson			PSHE Science
	PE	<p>Football</p> <p>Passing</p> <p>Understand the benefits of passing and where different types of passes should be used i.e. Over defensive line. .</p> <p>Outwit opponents with a variety of passes.</p> <p>Control & Turning</p> <p>Perform and replicate different types of dribbling with control, speed and fluency in a pressured situation.</p> <p>Outwit opponents with the combination of advanced turns and dribbles making decisions about how best to advance on opposition.</p> <p>Attack/Beating an opponent</p> <p>To be able to outwit opponents using dummies & fakes at speed. To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play.</p> <p>Shooting</p> <p>To perform a variety of shooting techniques on goal. i.e. low drive, chip and volley.</p>	<p>Assessment</p> <p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in football.</p> <p>Demonstrate knowledge of health and diet.</p>	<p>PE teacher, Sports Coach, Sports scientist, sports analyst, official. Sports performer.</p>	<p>Health fitness. Hygiene, Healthy and active Lifestyles, Diet and Nutrition for sport.</p>	<p>Maths</p> <p>English</p> <p>Science</p>

		<p>Assess & evaluate shooting techniques and suggest ways to improve.</p> <p>Defensive Tactics</p> <p>How to stop attack effectively.</p> <p>To perform the different types of defensive techniques in different situation e.g. jockeying, goal side, closing down & slide tackling. To understand and appreciate the need to make decisions about choice of defensive strategy.</p> <p>Set Plays</p> <p>To perform crosses using varying height, speed and positioning.</p> <p>To develop creativity in developing new strategies from corner kicks in attack and defence. To understand techniques to stop opponents outwitting them i.e. goal side, man to man tactics. To incorporate corner kicks, goalkeeping, defending and attacking strategies in small games.</p>				
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