

## Year 10 Curriculum MTP - Summer Term 3.1

| Subject       | What will be covered this Term?<br>Students will learn to:                                                                                                                                                                                                                                                                                                                                                                                                                                 | How will my child be<br>assessed this half<br>term?                                                   | Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Arabic</b> | <p><b>Eid Mubarak!</b></p> <ul style="list-style-type: none"> <li>Describe festivals and traditions</li> <li>Use the plural</li> </ul> <p><b>What school is like?</b></p> <ul style="list-style-type: none"> <li>The plural</li> <li>Talk about different Subjects</li> <li>Use time expressions</li> <li>Write the school subjects timetable in Arabic</li> <li>Describe the school</li> <li>Express a favourite school subject and a favourite day of the week giving reasons</li> </ul> | <ul style="list-style-type: none"> <li>Consolidate previous knowledge</li> <li>End of term</li> </ul> | <ul style="list-style-type: none"> <li><b>Textbook title:</b> The New GCSE Arabic Companion</li> <li>Interlingo: <a href="https://www.interlingo.co.uk/">https://www.interlingo.co.uk/</a> (listening)</li> <li><a href="https://www.youtube.com/playlist?list=P L7RpCYE5gLF3Wus9QmIXHuy4p81paV A">https://www.youtube.com/playlist?list=P L7RpCYE5gLF3Wus9QmIXHuy4p81paV A</a></li> <li>Duolingo: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> </ul> |

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| <b>Citizenship</b> | <p><b>Topic: Theme D - Power and Influence</b></p> <ul style="list-style-type: none"> <li>• Explain how trade unions work</li> <li>• Identify how trade unions were started</li> <li>• Explore how conflict can be resolved at work</li> <li>• Explore and identify the scope and influence of the media</li> <li>• Understand the importance of a free press</li> <li>• How does the media inform and influence the public?</li> <li>• How are roles enforced about what can and cannot be published?</li> <li>• Explore how the media scrutinises and exposes issues in society and in the government</li> <li>• How do groups, individuals and those in power use the media to influence public opinion?</li> <li>• What does it mean to be part of the European Union?</li> <li>• Understand how people and organisations in the UK are affected by European regulations</li> <li>• Explain what the Commonwealth is and identify its pros and cons</li> <li>• Understand what the work of the United Nations is and the role they play in the world today</li> <li>• Investigate how the UN carry out their work</li> <li>• Understand NATO and their work and what membership means</li> <li>• Understand what the WTO is and the work they do</li> <li>• Understand the work of international justice and how people and countries are held to account</li> <li>• Understand what NGO's are and the work they do</li> <li>• Identify the role of the UK in resolving international conflict</li> </ul> | <ul style="list-style-type: none"> <li>• Prior knowledge assessments</li> <li>• Ongoing class assessments</li> <li>• End of lesson quizzes</li> </ul>    | <ul style="list-style-type: none"> <li>• Citizenship Today</li> <li>• bitesize</li> </ul>                                                                     |
| <b>English</b>     | <p><b>Topic: Macbeth</b></p> <ul style="list-style-type: none"> <li>• Establish the occurring themes in the play</li> <li>• Analyse the opening scene &amp; ending scene</li> <li>• Provide a detailed analysis of each character (character analysis)</li> <li>• Identify language techniques</li> <li>• Present well- structured paragraphs/ essays</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• Use textual references, including quotations, to support and illustrate interpretations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Exam style questions</li> <li>• Assessments in exam conditions</li> <li>• Short Quiz after every Act</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/z4gw2hv">https://www.bbc.co.uk/bitesize/topics/z4gw2hv</a></li> </ul> |

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| <p><b>Geography</b></p> | <p><b>Topic: People &amp; the Biosphere</b></p> <ul style="list-style-type: none"> <li>Describe and explain how the global distribution and characteristics of major biomes are influenced by climate</li> <li>Explain the local factors that can alter the biome distribution locally and how the biotic and abiotic components of biomes interact</li> <li>Explain how the biosphere provides resources for indigenous and local people but it is increasingly exploited commercially for energy, water and mineral resources</li> <li>Explain how the biosphere regulates the composition of the atmosphere, maintains soil health and regulates water within the hydrological cycle, providing globally important services.</li> <li>Describe the global and regional trends increasing the demands for food, energy and water resources, and theories on the relationships between population and resources</li> <li>Compare climate graphs for different biomes</li> <li>Use world maps to show the location of global biomes</li> <li>Interpret line graphs showing the range of future global population projections, and population in relation to likely available resources</li> </ul> <p><b>Topic 8: Forests Under Threat</b></p> <ul style="list-style-type: none"> <li>Describe the tropical rainforest's equatorial climate</li> <li>Describe the taiga forests subarctic climate</li> <li>Describe similarities and differences between the climates of the tropical rainforest and the taiga</li> <li>Define abiotic and biotic characteristics</li> <li>Label a nutrient cycle diagram and use it to explain biodiversity in the TRF</li> <li>Describe plant and animal adaptations to the equatorial climate</li> <li>Identify distinctive abiotic and biotic characteristics of the taiga forest</li> <li>Explain why taiga biodiversity is lower than in the TRF.</li> <li>Describe plant and animal adaptations to the subarctic climate</li> <li>Explain the difference between direct threats and indirect threats</li> <li>Identify and describe the causes of rainforest deforestation</li> </ul> | <ul style="list-style-type: none"> <li>End of lesson quizzes</li> <li>End of topic assessments</li> </ul> | <ul style="list-style-type: none"> <li><b>Textbook title:</b> Edexcel GCSE (9-1) Geography B Investigating Geographical Issues/Pearson</li> <li>BBC Bitesize website<br/><a href="https://www.bbc.co.uk/bitesize/topics/zs-kbv4j">https://www.bbc.co.uk/bitesize/topics/zs-kbv4j</a></li> <li>Revision World - Past GCSE exam questions<br/><a href="https://revisionworld.com/">https://revisionworld.com/</a></li> <li>Ordnance Survey Maps and Atlases</li> </ul> |
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|                | <ul style="list-style-type: none"> <li>• Explain why climate change is a threat to the tropical rainforest</li> <li>• Identify direct and indirect threats to the taiga forest from commercial development and explain other factors contributing to a loss of taiga biodiversity</li> <li>• Explain advantages and disadvantages of global actions to protect tropical rainforest species and areas</li> <li>• Suggest reasons for different rates in rainforest deforestation</li> <li>• Explain the challenges of sustainable rainforest management</li> <li>• Identify some of the challenges facing attempts to protect wilderness areas in the taiga</li> <li>• Explain why sustainable forestry is sometimes difficult to maintain in the taiga</li> <li>• Discuss why people have different views about protecting the taiga or exploiting the forest and natural resources of the taiga</li> <li>• Use an interpretation of nutrient cycle diagrams and food webs diagrams</li> </ul> |                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>History</b> | <p><b>Period study: The American West, c1835–c1895</b></p> <ul style="list-style-type: none"> <li>• Understand beliefs about land and nature and attitudes to war and property</li> <li>• Explain the factors encouraging migration</li> <li>• Understand early migration to c1850, including the experiences of the Donner Party and the Mormon migration, 1846–47</li> <li>• Discuss the reasons for tension with Plains Indians, The significance of the first Fort Laramie Treaty (1851). The Indian Appropriations Act (1851).</li> <li>• Explain the significance of the railroads; the Pacific Railroad Act (1862) and the completion of the First Transcontinental Railroad (1869) and the spread of the railroad network</li> <li>• Explain the impact of the Homestead Act (1862). The impact of the Timber Culture Act (1873)</li> <li>• Understand the changing role of the cowboy, including changes in ranching</li> </ul>                                                       | <ul style="list-style-type: none"> <li>• End of topic assessments</li> <li>• Exam questions</li> <li>• Ongoing assessments</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="https://www.google.com/search?q=american+west+gcse+ks4&amp;rlz=1C1CHBF_enGBGB926GB928&amp;source=lnms&amp;tbn=vid&amp;sa=X&amp;ved=2ahUKEwi3xfipzNj9AhULS0EAHcjVARgQ_AUoA3oECAEQBQ&amp;biw=1024&amp;bih=625&amp;dpr=1">https://www.google.com/search?q=american+west+gcse+ks4&amp;rlz=1C1CHBF_enGBGB926GB928&amp;source=lnms&amp;tbn=vid&amp;sa=X&amp;ved=2ahUKEwi3xfipzNj9AhULS0EAHcjVARgQ_AUoA3oECAEQBQ&amp;biw=1024&amp;bih=625&amp;dpr=1</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/znhkpg8/revision/1">https://www.bbc.co.uk/bitesize/guides/znhkpg8/revision/1</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/znshwv9q/revision/1">https://www.bbc.co.uk/bitesize/guides/znshwv9q/revision/1</a></li> </ul> |
| <b>Maths</b>   | <p><b>Topic: Equations and graphs</b></p> <ul style="list-style-type: none"> <li>• Solve simultaneous equations graphically</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Prior Knowledge tests</li> <li>• Evaluation after each lesson</li> </ul>                     | <ul style="list-style-type: none"> <li>• Textbook title: Edexcel GCSE (9-1)</li> <li>• Online links:</li> <li>• <a href="https://senecalearning.com/en-GB/blog/gcse-maths-revision/">https://senecalearning.com/en-GB/blog/gcse-maths-revision/</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|           | <ul style="list-style-type: none"> <li>• Represent inequalities on a graph and interpret inequality graphs</li> <li>• Find roots of simple/ quadratic/ cubic equations</li> <li>• Sketch quadratic/cubic graphs</li> <li>• Solve quadratic and cubic equation using an iterative process</li> </ul> <p><b>Topic: Circle theorems</b></p> <ul style="list-style-type: none"> <li>• Solve problems including angles, triangles and circles.</li> <li>• Understand and use facts about chords and their distance from the centre of a circle</li> <li>• Solve problems including chords and radii</li> <li>• Understand and use tangents at a point and from a point</li> <li>• Give reason for angle length calculations involving tangents</li> <li>• Understand, prove and use circle theorems to find missing angles/solve calculations</li> <li>• Find the equation of a tangent to a circle at a certain point</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• Peer assessment</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="https://mathsmadeeasy.co.uk/gcse-maths-revision/">https://mathsmadeeasy.co.uk/gcse-maths-revision/</a></li> </ul>                                                                                  |
| <b>PE</b> | <p><b>Athletics/Yoga</b></p> <ul style="list-style-type: none"> <li>• Stretch effectively and use various forms of warm ups to prepare myself for exercise</li> <li>• Work on controlling my breathing and applying different breathing methods for different tasks</li> <li>• Show a good level of flexibility when carrying out different yoga poses</li> <li>• Effectively carry out various methods of yoga with a clear mind</li> <li>• Show accuracy and good technique when throwing for distance</li> <li>• Show accuracy and good technique when catching</li> <li>• Display a good level of speed, agility, accuracy, precision and hand-eye coordination</li> <li>• Compete within the rules showing fair play and honesty</li> <li>• Display good sportsmanship and work well with others</li> <li>• Assess my capabilities and work on ways to develop and improve further</li> <li>• Develop strategies that utilises the strengths of each member of my team effectively</li> </ul> | Formative ongoing Teacher Assessment                                                              | <ul style="list-style-type: none"> <li>• <a href="https://peplanning.org.uk/the-staffroom/">https://peplanning.org.uk/the-staffroom/</a></li> <li>• <a href="https://www.thepeshed.com/resources">https://www.thepeshed.com/resources</a></li> </ul> |

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| RSE                    | <p><b>Pregnancy Facts, including Miscarriage and Contraception</b></p> <ul style="list-style-type: none"> <li>• Discuss facts about sexually transmitted infections and diseases</li> <li>• Explore the impact and treatment of sexually transmitted infections and diseases</li> <li>• Consider how Islamic practices can help to limit sexually transmitted infections and diseases</li> <li>• explored the stages of pregnancy mentioned in the Qur'an</li> <li>• Review online support services for those experiencing difficulties in pregnancy and birth and for those dealing with miscarriage and loss</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Revisit the Prior Knowledge before the new topic is taught</li> <li>• Evaluation after each lesson</li> </ul> | <ul style="list-style-type: none"> <li>• AMS resources (PPT, Guide &amp; videos)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Religious Studies (RS) | <p><b>Topic: Thematic studies of Religion, Human Rights and Social Justice</b></p> <ul style="list-style-type: none"> <li>• Understand the need for laws to protect human rights</li> <li>• Understand Muslim teachings, beliefs and attitudes about human rights</li> <li>• Explore the responsibilities that come with human rights.</li> <li>• Understand what is meant by Social Justice</li> <li>• Understand the Muslim beliefs about equality and social justice</li> <li>• Explore issues of freedom of religion and belief, including religious expression</li> <li>• Understand the difference between prejudice and discrimination</li> <li>• Investigate Muslim beliefs about homosexuality, racial prejudice and discrimination</li> <li>• Explore Muslim beliefs about the status, role and treatment of women within Islam</li> <li>• Understand Muslim attitude to wealth and its uses, including the issue of interest on loans</li> <li>• Explore Muslim beliefs about the responsibilities that come within wealth</li> <li>• Understand the exploitation of the poor, including issues relating to fair pay and people trafficking</li> <li>• Understand how Muslims assist those in poverty</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing class assessments</li> <li>• Peer assessments</li> <li>• End of unit assessment</li> </ul>            | <ul style="list-style-type: none"> <li>• Kerboodle<br/><a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a></li> <li>• BBC Bitesize RE<br/><a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rk qt</a></li> <li>• Seneca Learning<br/><a href="https://senecalearning.com/en-GB/blog/gcse-r-religious-studies-revision/">https://senecalearning.com/en-GB/blog/gcse-r religious-studies-revision/</a></li> <li>• AQA resources<br/><a href="https://www.aqa.org.uk/subjects/religious-studies-a-level/assessment-resources">https://www.aqa.org.uk/subjects/religious-studies-a-8062/assessment-resources</a></li> </ul> |
| Science                | <p><b>Topic: Forces and their effect</b></p> <ul style="list-style-type: none"> <li>• Describe, with examples, how objects can interact a) at a distance without contact, linking these to the gravitational, electrostatic and magnetic fields involved</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Prior Knowledge tests</li> <li>• Evaluation after each lesson</li> <li>• End of topic tests.</li> </ul>       | <ul style="list-style-type: none"> <li>• Textbook title: Edexcel GCSE (9-1) Combined Science</li> <li>• BBC bitesize</li> <li>• <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|  | <ul style="list-style-type: none"> <li>• b) by contact, including normal contact force and friction</li> <li>• c) producing pairs of forces which can be represented as vectors</li> <li>• Explain the difference between vector and scalar quantities using examples</li> <li>• Use vector diagrams to illustrate resolution of forces, a net force, and equilibrium situations (scale drawings only)</li> <li>• Draw and use free body force diagrams</li> <li>• Explain examples of the forces acting on an isolated solid object or a system where several forces lead to a resultant force on an object and the special case of balanced forces when the resultant force is zero</li> </ul> <p><b>Electricity and circuits</b></p> <ul style="list-style-type: none"> <li>• Describe the differences between series and parallel circuits</li> <li>• Recall how to measure potential difference using a voltmeter in series and parallel circuits</li> <li>• Recall how to measure current using an ammeter in series and parallel circuits</li> <li>• Recall and use the equation: <math>E = Q \times V</math> and <math>Q = I \times t</math></li> <li>• Describe how to use a variable resistor in a circuit and use the equation <math>V = I \times R</math></li> <li>• Investigate the relationship between, <math>V</math>, <math>I</math> and <math>R</math> for a resistor and a filament lamp</li> <li>• Use the equations: <math>E = I \times V \times t</math>, <math>P = E/t</math>, <math>P = I \times V</math>, <math>P = I^2 \times R</math></li> <li>• Recall the potential differences between the live, neutral and earth mains wires</li> </ul> |  | <ul style="list-style-type: none"> <li>• <a href="http://www.savemyexams.com">www.savemyexams .com</a></li> </ul> |
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