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Year 10 Curriculum MTP - Autumn Term 1.2

Subject	What will be covered this Term? Students will learn to	How will my child be assessed this half term?	Resources
Arabic	**Identity and Culture** **My Role Model** • Talk about role models • Use the past tense **Grammar** • Negation in Arabic • Past tense **My Interests** • Revise hobbies & interests • Use verbs • Use adverbs of frequency **Grammar:** • Adverbs of frequency **My Sports** • Talk about sport • Use the present perfect in Arabic	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• **Textbook title:** The New-GCSE Arabic companion • Interlingo: https://www.interlingo.co.uk/ • Duolingo: https://www.duolingo.com/learn • YouTube Arabic Blooms: https://www.youtube.com/channel/UCmYbjzYhTccpD6MN_b964HA
Citizenship	**Topic: Revision for Theme A- Living Together in the UK** • Explain what communities are and how people can belong to multiple communities • Understand the different communities that exist in the UK and look at how they can get along • Investigate the changes that have taken place with regards to communities • Explain the religious differences that exist in the UK and why tolerance is so important • Explain how the structure of the UK population is changing • Explain the social and economic effects of immigration in the UK and the benefits and challenges that it has brought • Determine what creates a person's identity and what contributes to it	• Evaluation after each lesson • End of topic tests • Past papers	• **Textbook title:** Citizenship Today Revision Book • https://www.bbc.co.uk/bitesize/topics/z8j2n39 • https://www.bbc.co.uk/bitesize/guides • /z93ck7h/revision/3

	• Explain why respect is necessary in a diverse society • Understand what discrimination is and consider how it affects people and what can be done to overcome it • Explain the role the law plays in protecting people from discrimination • Understand Human rights and how they affect us and explore how they are developed • Understand political rights • Understand the laws that are in place to protect people from unfair treatment at work • Understand the laws that are in place to protect consumers • Understand and explore the checks and balances that are in place to protect human rights • Explain how their local council works		
Computing	**Topic: Programming: sequence** • explain the differences between low-level and high-level programming languages and how they interact with hardware. • describe the key features of an integrated development environment (IDE) and explain how they support programming. • explain how input and output devices allow users to interact with a computer system. • explain how sequence of a program affects the output it produces. • apply appropriate naming conventions and explain the differences between variables and constants. • identify different data types and explain how they are processed. • plan a program using a structured design and write code by following a clear, step-by-step sequence. • implement a program from a design and test the program.	• Prior Knowledge • Observational assessments using ICT during the lesson • Evaluation after each lesson • Evaluation after homework • End of topic tests	• Oaks Academy online resources • Computers • Internet • https://editor.raspberrypi.org/en-US/projects/blank-python-starter
	Topic: A Christmas Carol • Explore language and explain how Dickens creates Scrooge's identity • Gain knowledge of the assessment criteria and understand how to structure a written response • Gain some insight into Dickens' background (Historical Context)	• Essay style question • Practice papers to be completed under exam conditions	• Textbook - Charles Dickens A Christmas Carol • Past exam paper

English	• How does Dickens create mood and atmosphere in the novel? • Practise using PEEL & analysing extracts • Identify Narrative tools • Read, understand and respond to texts • Maintain a critical style and develop an informed personal response • Use textual references, including quotations, to support and illustrate interpretations • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • Show understanding of the relationships between texts and the contexts in which they were written		
Geography	**Topic1: Hazardous Earth - 1B Tectonics** • Label and describe the structure of the Earth • Describe the location of tectonic events using maps • Explain why and how tectonic events occur • Assess the impact of and response to volcanic eruptions in a developing and developed country • Describe the location of earthquakes using a map • Label the cross section of an earthquake • Assess the impact of and response to earthquakes in a developing & developed country **Topic 2: Development Dynamics** • Define development and use different measures to explain development • Assess the demography of countries at different development levels • Explain the consequences of global inequalities • Explain different models and theories of development	• End of lesson quizzes • End of topic assessments	• **Textbook title:** Geography B Investigating Geographical Issues/Pearson • BBC Bitesize website https://www.bbc.co.uk/bitesize/topics/zskbv4j • Revision World - Past GCSE exam questions • https://revisionworld.com/ • Ordnance Survey Maps and Atlases
History	**Topic: Historic Environment** **The British sector of the Western Front, 1914-18: injuries, treatments and the trenches** • Understand how conditions and circumstances of the Western Front encouraged the development of new techniques in medicine • Identify at least two new techniques that were developed	• Baseline assessment • Prior knowledge tests • End of topic assessments	• Edexcel History- Medicine through time c1250-present • Edexcel History revision guide • Bitesize: https://www.bbc.co.uk/programmes/articles/2LwpBTHK7f5PwhwFNYJ6GV7/medicine-through-time

	• Identify the changes that took place with them • Explain the pros/cons of developments such as mobile x-rays, blood banks or the Thomas splint that were developed • Judge the success of these developments		• https://www.bbc.co.uk/bitesize/topics/zhphvcw • https://www.bbc.co.uk/bitesize/topics/zttypbk • https://www.bbc.co.uk/bitesize/guides/zyscng8/revision/2
Maths	**Topic: Equations and graphs** • Solve simultaneous equations graphically • Represent inequalities on a graph and interpret inequality graphs • Find roots of simple/ quadratic/ cubic equations • Sketch quadratic/cubic graphs • Solve quadratic and cubic equation using an iterative process **Topic: Probability** • Use the product rule for finding the number of outcomes for two or more events • List possible outcomes for two events in a sample space diagram • Identify and find the probability of mutually exclusive outcomes and events • Find the probability of an event not happening. • Work out the expected results for experimental and theoretical probabilities • Compare real results with theoretically expected values to decide if a game is fair • Draw and use frequency trees and probability tree diagrams • Calculate probabilities of repeated events • Decide if two events are independent • Use two-way tables to calculate the conditional probability • Use Venn diagrams to calculate the conditional probability • Use the set notation	• Prior Knowledge tests • Evaluation after each lesson • End of topic tests • Peer assessment	• Textbook title: Edexcel GCSE (9-1) • Online links: • https://senecalearning.com/en-GB/blog/gcse-maths-revision/ • https://mathsmadeeasy.co.uk/gcse-maths-revision/

PE	**Football** • Dribble, pass, receive, shoot and throw the ball whilst under pressure • Be able to delegate and receive roles and positions for any game being played • Communicate clearly with team members • Develop a fast reaction time when playing • Identify own and others strengths and areas of development and can suggest ways to improve • Outwit opponents by using strategies for attack and defence • Evaluate the skills learnt and focus on areas of improvement • Effectively prepare for and recover from exercise in a safe manner	• Formative ongoing Teacher Assessment	• https://peplanning.org.uk/the-staffroom/ • https://www.thepeshed.com/resources
RSE	**Topic: Violent and criminal behaviour in relationships including coercive control** **To recognise:** • What is meant by 'coercion?' • Signs of coercive control in relationships • Mental and physical effects of psychologically abusive relationships • How to access support for relationships which are controlling and mentally abusive	• Revisit the Prior Knowledge before the new topic is taught • Evaluation after each lesson	• AMS resources (PPT, Guide & videos)
Religious Studies (RS)	**Completion of Islamic Beliefs** **Topics: Mohammed (PUH) and the Imamate/Holy Books in Islam** **Christian Beliefs** **The nature of God** • Understand the importance of Christianity as a world safe • Consider what Christians believe about the nature of God **God's qualities** • Understand qualities of God • Consider to what extent these qualities of court can be found in human beings • Consider the problem of evil and suffering in relation to the qualities of God **The oneness of God**	• Ongoing class assessments • Peer assessments • End of unit assessment	• Textbook title: Islamic Kerboodle book • BBC bitesize: • https://www.bbc.co.uk/bitesize/subjects/zb48q6f • Kerboodle: • https://www.kerboodle.com/app/courses/82748

	• Understand and analyse the concepts of the oneness of god and the Trinity • Evaluate of what may seem to be conflicting ideas about God **Different Christian beliefs about creation** • Understand different Christian beliefs about how the earth was created • Links Christian beliefs about creation with beliefs about the Trinity **Incarnation** • Understand the incarnation of Jesus • Understand different beliefs about Jesus **The crucifixion** • Learn details about the crucifixion • Understand the impact of the crucifixion on Christians today **Resurrection and ascension** • Develop knowledge of the resurrection and ascension of Jesus • Understand the meaning and significance of these two stories for Christians • Understand the different views held by Christians about these events **Resurrection and life after death** • Understand the meaning and importance of different Christian beliefs • Analyse and evaluate whether believing in life after death affects the way Christians live		
	Topic: Health, disease and development • Describe how physical and chemical barriers of the body prevent infection • Explain how the immune system defends against disease • Explain the body's response to a vaccine • Explain how antibiotics work and the pathogen they work on • Describe how to investigate the effect of antibiotics on microbial cultures **Topic: Natural Selection** • Describe evidence of human evolution from fossils including Ardi and Lucy • Describe evidence of human evolution from stone tools	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• Textbook title: Edexcel (9-10) Combined Science • CGP Combined Science Revision Book • https://www.bbc.co.uk/bitesize/subjects/zp266yc

Science	• Explain Darwin's theory of evolution by natural selection • Explain how resistant organisms evolve using Darwin's theory of evolution • Recall the three domains of classification • Describe how selective breeding is carried out • Describe the process of genetic engineering • Evaluate the benefits and risks of genetic engineering and selective breeding **Topic: Acids and Alkaline** • Recall that acids in solution are sources of hydrogen ions and alkalis in solution are sources of hydroxide ions • Recall that the higher the concentration of hydrogen ions in an acidic solution, the lower the pH; and the higher the concentration of hydroxide ions in an alkaline solution, the higher the pH • Recall that a base is any substance that reacts with an acid to form salt and water only • Explain the general reactions of aqueous solutions of acids with metal oxides to produce salts • Describe a neutralisation reaction as a reaction between an acid and a base • Explain why, if soluble salts are prepared from an acid and an insoluble reactant: a) excess of the reactant is added b) the excess reactant is removed c) the solution remaining is only salt and water • Write word equations and write balanced chemical equations, and ionic equation including the use of the state symbols (s), (l), (g) and (aq) • Explain why, if soluble salts are prepared from an acid and a soluble reactant: a) titration must be used • Explain the general reactions of aqueous solutions of acids with: a) metals b) metal carbonates to produce salts • Describe the chemical test for: a) hydrogen b) carbon dioxide (using limewater) • Recall the general rules which describe the solubility of common types of substances in water		

	• Predict, using solubility rules, whether or not a precipitate will be formed when named solutions are mixed together, naming the precipitate if any • Describe the method used to prepare a pure, dry sample of an insoluble salt		