

Melksham Oak Community School: Year 10 Curriculum Overview 2021-22 v2

SUBJECT/ QUALIFICATION	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 (Includes mock exams – subject to confirmation)
Art (GCSE)	Research boards - selected imagery for chosen coursework theme and artists to inspire. Artist transposition 1 - to extend media application and skill.	Artist transposition 1 (continued) - to extend media application and skill.	Artist transposition 2 - to extend media skills further and incorporate a 'Concept' into the project.	Initial ideas – making initial links with selected artists and coursework theme . Observation 1 – observational study of a key aspect of the project to be included in the final composition.	Response 1 – reproducing this image in the 'style of' one of the selected artists. Observation 2 – a study of the second key image.	Photography – Research imagery to extend project. Response 2 – second observation or photographic image in the 'style of' the second selected artists.
Biology (GCSE)	COVID catch-up: <ul style="list-style-type: none"> Cells Organisation Infection and Response Start Bioenergetics unit	<ul style="list-style-type: none"> Bioenergetic Unit 	<ul style="list-style-type: none"> Homeostasis and response unit 	<ul style="list-style-type: none"> Homeostasis and response Start Ecology 	<ul style="list-style-type: none"> Revision of the year 	<ul style="list-style-type: none"> Ecology
Business Studies (GCSE)	Enterprise and entrepreneurship: <ul style="list-style-type: none"> The dynamic nature of business Risk and reward The role of business enterprise 	Spotting a business opportunity: <ul style="list-style-type: none"> Customer needs Market research Market segmentation The competitive business environment 	Putting a business idea into practice: <ul style="list-style-type: none"> Business aims and objectives Business revenues, costs and profit Cash and cash flow Sources of business finance 	Making the business effective : <ul style="list-style-type: none"> The options for start-up and small businesses Business location The marketing mix Business plans 	Understanding external influences: <ul style="list-style-type: none"> Business stakeholders Technology and business Legislation and business The economy External Influences 	<ul style="list-style-type: none"> Work experience task Revision and mock on theme 1 content
Chemistry (GCSE)	COVID Catch up: <ul style="list-style-type: none"> Using Earth's resources Chemistry of the atmosphere Atomic structure Chemical changes Star Bonding, structure and matter	<ul style="list-style-type: none"> Bonding, structure and matter Start energy changes 	<ul style="list-style-type: none"> Energy Changes Start rate and extent of chemical change 	<ul style="list-style-type: none"> Rate and extent of Chemical change 	<ul style="list-style-type: none"> Revision of the year in preparation for mock exams 	<ul style="list-style-type: none"> Complete rates and extent of chemical change
Child Development (Cambridge National Award)	LO1 Unit 1, Room 1: Aged 0-12months Links to: <ul style="list-style-type: none"> 1: Parenthood and reproduction 3: Understand postnatal checks, provision and conditions for development 5: Child safety 	LO2 Unit 2, Room 2: Aged 1-5yrs Links to: <ul style="list-style-type: none"> 1: Parenthood and reproduction 3: Understand postnatal checks, provision and conditions for development 5: Child safety 	LO3 Nutrition: <ul style="list-style-type: none"> Function of Nutrients Nutritional requirements Eat well plate Links to: <ul style="list-style-type: none"> 3. Understand postnatal checks, provision and conditions for development 4. Childhood diseases 	LO4 Feeding: Prepare bottle, puree or meal for a child at a nursery Links to: <ul style="list-style-type: none"> 3. Understand postnatal checks, provision and conditions for development 4. Childhood diseases 	LO4 Feeding practical and evaluation: Prepare bottle, puree or meal for a child at a nursery Links to: <ul style="list-style-type: none"> 3. Understand postnatal checks, provision and conditions for development 4. Childhood diseases 	Physical, intellectual and social milestones: Links to: <ul style="list-style-type: none"> 3. Understand postnatal checks, provision and conditions for development

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Computer Science (GCSE)	Number systems and data representation revisited	Boolean logic, logic gates and circuitry	CPU, primary and secondary memory	Python Programming-constructs	Python Programming-data structures, sorting and searching.	Python Programming-subroutines and file handling.
Creative and Digital Media (BTEC)	Component 1: Exploring Media products The relationships between media products, their purpose and specific audiences	Component 1: Exploring Media products E.g. <ul style="list-style-type: none"> The narrative of the product The representation of people, places, issues and events How different audiences may interpret the product. 	Software and practical - preparation: E.g. Developing skills in: <ul style="list-style-type: none"> Photoshop Premier Aftereffects Google sites. 	Component 2: Developing Digital Media production skills E.g. Developing skills in one or more of the media sectors of: <ul style="list-style-type: none"> audio/moving image publishing interactive media. 	Component 2: Developing Digital Media production skills E.g. Reimaging an existing media product.	Component 2: Developing Digital Media production skills E.g. <ul style="list-style-type: none"> Review own progress and development of skills and practices. Provide a report that assesses the finished work and the processes used.
Design and Technology (GCSE)	Core principles: <ul style="list-style-type: none"> Materials Polymers, timbers and metals Designing and making principles: <ul style="list-style-type: none"> Design communication Specialist technical principles: <ul style="list-style-type: none"> Sources and origins Specialist techniques and processes Manufacturing aids 	Core principles: <ul style="list-style-type: none"> Materials Polymers, timbers and metals Specialist technical principles: <ul style="list-style-type: none"> Specialist techniques and processes 	Core principles: <ul style="list-style-type: none"> Developments in new materials Designing and making principles: <ul style="list-style-type: none"> The work of others Design strategies 	Core principles: <ul style="list-style-type: none"> Energy Mechanical devices Specialist technical principles: <ul style="list-style-type: none"> Forces and stresses Surface treatments and finishes 	Specialist Technical principles: <ul style="list-style-type: none"> Ecological and social footprint 6 R's Scales of production Seasoning and conversion Deforestation 	Non-examined assessment: <ul style="list-style-type: none"> Identifying and investigating design possibilities Designing and making principles: <ul style="list-style-type: none"> Types of research The work of others Specialist technical principles: <ul style="list-style-type: none"> Key factors (EMSC) Human factors
Drama (GCSE)	Approaches to texts: 'Antigone': <ul style="list-style-type: none"> Conflict Time periods and setting Understanding characters Performing roles 		Live theatre review: <ul style="list-style-type: none"> Set Costume Movement Voice Communicating meaning 	The role of the designer and the director <ul style="list-style-type: none"> Mood and meaning SCH factors and metaphor Naturalism vs Abstract 	Devising plays; working from stimulus: <ul style="list-style-type: none"> Explorative strategies Developing narratives Working with meaning Creative portfolio 	
English is comprised of two GCSEs: <ul style="list-style-type: none"> English Language English Literature 	Literature: <ul style="list-style-type: none"> Poetry (Theme of Power and Conflict) 	Literature: <ul style="list-style-type: none"> 19th Century Novel 	Language: <ul style="list-style-type: none"> Paper 1 reading skills ('Heroes' unit) 	Language: <ul style="list-style-type: none"> Paper 1 creative writing skills 	Literature: <ul style="list-style-type: none"> Drama text ('An Inspector Calls') 	Language: <ul style="list-style-type: none"> Paper 1 revision Literature: Poetry (Theme of Power and Conflict)

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Food Preparation and Nutrition (GCSE)	Proteins: <ul style="list-style-type: none"> Chicken – nutritional information, portioning and cooking. Tenderising meat. Fish – nutritional information, filleting and cooking. Sustainability of seafood. Beef - designing and making burgers. Vegetarianism – converting a protein dish into a vegetarian version. 	Fats: <ul style="list-style-type: none"> Food science – emulsification, making butter. Nutrition – healthy eating and reducing heart disease. Food labelling including traffic light ratings. Modify recipes to reduce fat – savoury / sweet practical sessions. Theory and uses of fat classifications in food making. 	Carbohydrates: <ul style="list-style-type: none"> Coeliac disease and diabetes Fibre theory Sugar and health – reducing sugar and sugar alternatives e.g. honey/dates Designing and making a high fibre dish Food science – caramelisation and gelatinisation. 	Preparation for Non-examined assessment (NEA) 2 (10 hours) Analysis, research and ideas (section A): <ul style="list-style-type: none"> Researching to meet specification. 	Preparation for NEA 2 (10 hours) Demonstrating technical skills (section B): <ul style="list-style-type: none"> Evaluation of technical skills previously used 	Preparation for NEA 2 (10 hours) Planning, final practical/making (section D) and evaluation (section E): <ul style="list-style-type: none"> Costing of dishes Nutritional analysis of dish
Geography (GCSE)	Hazards: <ul style="list-style-type: none"> Tectonic hazards; volcanoes and earthquakes Meteorological hazards; tropical storms, climate change and UK extreme weather. 		Urban Environments: <ul style="list-style-type: none"> Urbanisation and associated issues City studies; Bristol and Rio De Janeiro Introduce fieldwork - Trip 1 to Bristol 		UK Physical Landscapes: <ul style="list-style-type: none"> UK relief. Rivers processes and landforms. Coastal processes and landforms. Possible trip to the coast or a local river 	
History (GCSE)	Paper 1: Medicine	Paper 1: Medicine	Paper 1: WW1 Medicine	Paper 3: US Civil Rights	Paper 3: US Civil Rights and Vietnam War	Paper 3: Vietnam War
Maths (GCSE)	Shape: <ul style="list-style-type: none"> Investigating properties of shape Number: <ul style="list-style-type: none"> Calculating Algebra: <ul style="list-style-type: none"> Solving equations and inequalities I 	Shape: <ul style="list-style-type: none"> Mathematical movement I Algebra: <ul style="list-style-type: none"> Algebraic proficiency-tinkering Ratio and Proportion: <ul style="list-style-type: none"> Proportional reasoning 	Algebra: <ul style="list-style-type: none"> Pattern Sniffing Algebra: <ul style="list-style-type: none"> Solving equations and inequalities II Shape: <ul style="list-style-type: none"> Conjecturing 	Algebra: <ul style="list-style-type: none"> Algebraic proficiency-visualising I Number: <ul style="list-style-type: none"> Exploring FDP 	Algebra: <ul style="list-style-type: none"> Solving equations and inequalities III 	Data: <ul style="list-style-type: none"> Analysing statistics Algebra: <ul style="list-style-type: none"> Algebraic proficiency-visualising II Shape: <ul style="list-style-type: none"> Mathematical movement II
Modern Foreign Languages: French and Spanish (GCSE)	Module 1: Family and Friends	<ul style="list-style-type: none"> Module 2: Technology Module 3: Leisure 	<ul style="list-style-type: none"> Module 4: Festivals Module 5: Home, town, region 	<ul style="list-style-type: none"> Module 5: Home, town, region Module 6: Charity 	<ul style="list-style-type: none"> Module 6: Healthy living Module 7: Social issues 	Module 8: Tourism
Music (BTEC)	L2 Unit 1 : The Music Industry (External assessment) Students will: <ul style="list-style-type: none"> Study different types of organisations that make up the music industry; Study job roles in the music industry; Respond to a given brief and scenario. 			L2 Unit 7 : Introducing Music Sequencing (Internal assessment) Students will: <ul style="list-style-type: none"> Study and explore music sequencing techniques; Study and use music sequencing software to create music. 		

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Performing Arts (BTEC)	<ul style="list-style-type: none"> • Skills development E.g. choreographic devices, styles of dance • Component 1: Billy Elliot exploring meaning and creative decisions • Developing repertoire to understand skills 		<ul style="list-style-type: none"> • Component 2: Repertoire development • Component 1: Understanding the connective roles in performing arts. 		<ul style="list-style-type: none"> • Component 3: Preparation for the brief • Developing skills to unlock stimulus 	Component 2: Repertoire development (final performance)
Physics (GCSE)	<p>COVID catch up :</p> <ul style="list-style-type: none"> • Cells • Organisation • Infection and Response <p>Start Bioenergetics unit</p>	<ul style="list-style-type: none"> • Bioenergetic unit 	<ul style="list-style-type: none"> • Homeostasis and response unit 	<ul style="list-style-type: none"> • Homeostasis and response • Start Ecology 	<ul style="list-style-type: none"> • Revision of the year 	<ul style="list-style-type: none"> • Ecology
Religious Studies (GCSE)	<p>Religion, Crime and Punishment:</p> <ul style="list-style-type: none"> • Good and evil • Causes of crime • Religious attitudes to law breakers and to types of crime • Aims of punishment • Forgiveness • Attitudes to suffering • Prison • Community service • Corporal punishment • Capital punishment 	<p>Christian Practices:</p> <ul style="list-style-type: none"> • Types of worship • Prayer including the Lord's Prayer • Baptism • Holy Communion - meaning and celebration of • Pilgrimage – contrasting examples • Festivals – Christmas and Easter 	<p>Peace and Conflict:</p> <ul style="list-style-type: none"> • Introduction • Violent protest and terrorism • Reasons for war • Nuclear War and WMDs • Holy War • Just War • Holy War/Just War comparison + review • Pacifism • Victims of war 	<p>Buddhist Practices:</p> <ul style="list-style-type: none"> • Karma and rebirth • Karuna and metta • 5 precepts • 6 perfections 	<p>Buddhist Practices:</p> <ul style="list-style-type: none"> • Places of worship- temples • Places of worship – monasteries and monks • How Buddhists worship • Meditation types • Visualisations 	<ul style="list-style-type: none"> • Revision/mock exams -tbc • Revisit Theme B in light of new examples regarding abortion/euthanasia/environment • Mock feedback and review
Sports Studies (Cambridge National Award)	<p>Contemporary issues in sport (R051):</p> <ul style="list-style-type: none"> • LO1: Understand the issues which affect participation in sport • LO2: Know about the role of sport in promoting values 	<p>Contemporary issues in sport (R051):</p> <ul style="list-style-type: none"> • LO3: Understand the importance of hosting major sporting events • LO4: know about the role of national governing bodies in sport • Revision for exam in Jan. 	<p>Developing sport skills (R052):</p> <ul style="list-style-type: none"> • LO2: Be able to use skills, techniques, tactics/strategies/compositional ideas as a team performer in a sporting activity • LO4: Be able to apply practise methods to support improvement in a sporting activity 	<p>Developing sport skills (R052):</p> <ul style="list-style-type: none"> • LO3: Be able to officiate in a sporting activity • LO4: Be able to apply practise methods to support improvement in a sporting activity 	<p>Developing sport skills (R052):</p> <ul style="list-style-type: none"> • LO3: Be able to officiate in a sporting activity • LO4: Be able to apply practise methods to support improvement in a sporting activity. 	<p>Developing sport skills (R052) and Sports leadership (R053)</p> <ul style="list-style-type: none"> • LO1: be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity • LO4: Be able to apply practise methods to support improvement in a sporting activity • LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership

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Textiles (GCSE)	<p>Blood-bag project: Construction Workshops</p> <ul style="list-style-type: none"> • 3D Construction • Blood bag • Bag out • Plastic fusion • Embellishments 	<p>Pattern engineering:</p> <p>Construct an item of clothing – based on Mary Quant</p>	<p>Natural forms 3D sculpture:</p> <ul style="list-style-type: none"> • Natural patterns and effects research • Paints and dyes • Critical analysis • Sublimation printing • Making a 3D mini prototype • Construct a free-standing natural form 	<p>Fashion illustration:</p> <ul style="list-style-type: none"> • Investigating using different layered media • Styling own drawings <p>Create own templates</p>	<p>Printing processes: (fruit and veg project):</p> <ul style="list-style-type: none"> • Lino • Mono • Collagraph • Sublimation • Dry point etching <p>Critical Analysis</p>	<p>Coursework starts:</p> <ul style="list-style-type: none"> • Research • Personal Investigation • Project titles given out to students • Fashion Museum Visit