



NT CURRICULUM

IT'S YOUR STORY TO TELL

Curriculum Chronicle Year Group Overview

YEAR 10

| Subject | Curriculum Narrative (Core Purpose) | Curriculum Chapters | | | | | |
|--------------------------|-------------------------------------|--|--|---|-------------|--|-------------|
| | | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| ART | Refining and Independence | 2D and 3D projects – The Environment – develop, explore, and refine a wide range of artistic skill to creatively express your own ideas | 2D and 3D projects – Portraits – develop, explore, and refine a wide range of artistic skill to creatively express your own ideas | 2D and 3D projects – Portraits – develop, explore, and refine a wide range of artistic skill to creatively express your own ideas | | Personal project – develop and sustain an individual project working in a range of materials of your choice | |
| CATERING | Exploring and widening | Hygiene and safety in the Hospitality and Catering industry; knife skills Job roles in the industry; pastry skills | Types of service; relevant legislation in the Hospitality and Catering industry; cake making methods. Working with eggs, meat and alternatives. | | | Explore nutrients; groups of people; special diets; preparation for the examination; practical skill consolidation | |
| COMPUTING | Refining and Independence | Systems architecture; memory and storage Algorithms | Wired and wireless networks Programming and practical programming | | | Systems software and security Logic and Languages | |
| DT | Refining and Independence | 2D Computer aided design; key principles of CAD; Fusion 360; tutorial from Warrick University | Practical work focus on the NEA; planning, researching, creating, theory of design, energy regeneration, levers and mechanisms | | | Practical work focus on the NEA; planning, researching, creating, theory of manufacturing and product analysis | |
| DRAMA | Refining and widening | Character creation and styles of theatre; scripted performance Introduction of the set text; exploration and written analysis | Range of stimulus to practise performance; research and perfect chosen stimulus. Develop and refine work for performance | | | Written portfolio; revise set text; rehearse and perform devised piece Script extracts and exploration of scripted performance at GCSE | |
| ENGINEERING | Investigating and Exploring | Introduction to engineering in the world; drawing techniques; use of a range of materials | Smart materials and MIG welding; develop drawing skills; convert drawings using CAD. Roles in manufacturing, using wood to create a storage box | | | Inspection techniques and tolerances; improvement exercises; analysis of existing product. Advanced sequence planning; awareness of tool limitation; CAD software to produce third angle orthographic drawings | |
| ENGLISH | Application and Exploration | 19 th Century Novel – A Christmas Carol - Exploration and examination of societal morals and values Language Paper 1 Section B | Language Paper 2 – Exploration of writers' relationships with their subject through the study of writers' viewpoints and perspective | | | Modern Fiction – Animal Farm – exploration and evaluation of the state of the human condition through and society's relationship with power and corruption | |
| ENTERPRISE AND MARKETING | Acquiring and Showcasing | Customer segmentation; Marketing segmentation; Market research; Customer feedback; types of cost, revenue and profit; product differentiation; capital; franchise and functional areas | Primary and secondary research; sampling methods; research tools; market research and draft designs | | | Business challenge; viable costings; pricing strategies; application of break-even formula; potential risk assessment; evaluate financial viability | |
| ETHICS AND PHILOSOPHY | Embedding and Reflection | Christina Beliefs – core beliefs about God; Teachings of Jesus; Heaven and Hell. Buddhist Beliefs | Christian Practices – importance of worship and prayer Buddhist Practices | | | Theme A: Relationships and Family Theme D: Crime and Punishment | |
| FRENCH | Application and Exploration | Introduction to the course / KS3 Revision. Theme 1: Identity & Culture – Me, my family, friends and relationships. Module 1 Qui suis-je? Topic 3 Free Time Activities Module 2 Le temps des loisirs | Theme 1: Identity & Culture. Topic 2 Technology Module 2 La Technologie Topic 3 Food and Eating Out. Topic 4 Customs and Festivals Module 3 Jours ordinaires, jours de fête (Parts 1 and 2) | | | Theme 2: Local, National, International, Global. Topic 1 Home Town Neighbourhood and Region Module 4 De la ville à la campagne. Topic 4 Travel & Tourism Module 5 Le Grand Large | |
| GEOGRAPHY | Thinking Critically | Urban Rural Continuum UK Population Distribution (inc. Human Fieldwork) | Global cities; Rivers Processes and Landforms and Drainage Basins; Coasts | | | Weather and climate; Rivers, physical fieldwork Water Management | |
| HISTORY | Application of Knowledge | Weimar and Nazi Germany – Modern depth study covering 1918 – 39. Hitler's rise to power and the consequences on society at the time | Cold War and International Relations – origins of the cold war through to the collapse of the USSR and the Satellite States | | | Warfare through time and The Blitz – thematic study covering 1250 – Iraq Conflict. Understanding the social, military, political changes over time | |
| HEALTH AND SOCIAL CARE | Understanding core values | Regulatory frameworks; hygiene; health and safety in a work setting Jan exam preparation and SORT | Understanding the importance of communication and the impact of and plan effective communication. | | | Pupils to understand the barriers to communication and how to overcome these. Understand the heart and blood vessels structure and function. | |
| iMEDIA | Acquiring and Showcasing | Understand the purpose and content of pre-production; produce pre-production documents and plans / research; review these | Produce a summary of how and why digital graphics are used; audience; client brief; detailed visualisation diagram; create an effective website | | | Produce a review of the finished graphic, fully referencing back to the brief. Websites – produce a summary of the purpose and feature of websites in the public domain. | |
| MATHS | Application of Knowledge | Developing algebra Similarity – congruence, similarity, enlargement Trigonometry | Geometry – angles and bearing, working with circles, vectors Proportion and Proportional change | | | Delving into data – collecting, representing and interpreting data Using number – non-calculator methods, sequences, indices and roots | |
| MEDIA STUDIES | Acquiring and Developing | Introduction to Theoretical Framework: Advertising and Marketing Magazines Film industry | TV: Crime Drama Newspapers | | | Music industry NEA | |
| MUSIC | Independence and widening | Dr Smith – building knowledge of key terminology. Introduction to GCSE composition skills, stepping up performance skills. Music in context – Mozart Clarinet Concerto and Paul Simon's Graceland | Independent composition Revision of musical knowledge and listening tasks | | | Listening and analysis; refine and develop composition Ensemble and solo performance preparation | |
| PE | Applying and widening | Health and fitness; fitness testing; data collection; principles of training and types of training; Skeletal and muscular systems; NEA | Application of lever systems; mechanical advantage; planes and axes. Respiratory and cardiovascular systems; NEA | | | Skill and ability; skill classification; definitions and types of goals; information processing model; NEA | |
| PE (OCR) | Applying and widening | Reducing the Risk of Sports Injuries; Principles of training; | Principles of training; Body's response to physical activity | | | Principles of training; Body's response to physical activity | |
| PHOTOGRAPHY | Technicality and Creativity | Foundation skills, learning the basics: introduction to DSLR cameras; the studio; editing and development equipment and software | Technical photography skills workshop: Building on skills – controlling settings; developing technique; understanding software | | | Student directed personal project – Decide on a project of your choice whilst refining photography skills | |

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| SCIENCE | Application of Knowledge | Biology: Plants and photosynthesis; Animal coordination and control Chemistry: Atomic structure; electrons; ions; bonding; metal extraction Physics: Electromagnetic spectrum; Motion | Biology: Animal coordination and control; Exchange and transport in animals Chemistry: Electrolysis; rates of reaction and energy changes Physics: Forces; Electricity and circuits | Biology: Ecosystem processes ; Infections and disease Chemistry: Crude oil combustion and air pollution Physics: Forces / Motion / Space |
| SMSC | Exploring Life | Living in a Modern World: British Values Relationships and Sex Education – consent; healthy relationships, contraception, pregnancy | Relationships and Sex Education: STIs, child sexual exploitation, online materials and risks. Health Education in real detail: Alcohol & drugs, Healthy Lifestyles | Health Education in real detail: Mental health, online behaviours Living in a modern world in real detail – emergency first aid, personal finance |
| SOCIOLOGY | Exploring and Developing | Introduction to key concepts and theories – Feminism; Marxism; Functionalism; Interactionism. Sociological research methods. | Family – family relationships, diversity, structures and social changes. Sociological theories; criticisms of family | Education – Sociological theories of the role of education; processes inside schools; patterns, problems and factors affecting educational achievement |
| SPANISH | Application and Exploration | Introduction to the course /KS3 Revision. THEME 2 Local, National, International, Global Topic 4 Travel and Tourism MODULE 1. Theme 3 Current & Future Study & Employment Topic 1 +2 My Studies/ Life at School | THEME 1 Identity and Culture Topic 1 Me, my family and friends, Relationships, Marriage & Partnership MODULE 3. Topic 3 Free Time Activities MODULE 3+4 Intereses e influencias | MODULE 3 + 4 Intereses e influencias cont. THEME 2 Local, National, International, Global Topic 1 Home town Neighbourhood and Region MODULE 5 Ciudades |
| SPORT AND DANCE | Activity and Engagement | Personal Training (Fitness) - Types and Principles of Training; Indoor Bowling; Table Tennis; Invasion Games; Trampolining and Rackets; Dance Activities | | Athletics; Tennis; Rounders or Softball; Mountain Biking |
| CAREERS | Engagement and Development | EXCEL Programme (Oxbridge & Russell Group University Visits and talks) Foundation of Resilience Course Career Advisor Sessions | Work Experience Focus Career Fayre University Visits | CV Writing – UNIFROG Work Experience Visits Year 7 Buddies |
| PASTORAL AND CHARACTER | Linking with the Real world | Wellbeing and continued Resilience; NT Wellbeing Assembly and Challenges; explore aspects of 'how to be happy' HH D.Lama campaign NT Word; NT SORT; NT Ready and NT Behaviour conversations; WEX | Wellbeing and continued Resilience; NT Wellbeing Assembly and Challenges; explore aspects of 'how to be happy' HH D.Lama campaign NT Word; NT SORT; NT Ready and NT Behaviour conversations; WEX | Wellbeing and continued Resilience; NT Wellbeing Assembly and Challenges; explore aspects of 'how to be happy' HH D.Lama campaign NT Word; NT SORT; NT Ready and NT Behaviour conversations; WEX |
| OUTDOOR LEARNING | Resilience and Confidence | Climbing leadership Dartmoor course | Climbing leadership DofE Silver GCSE Climbing Club | Climbing leadership ; DofE Silver Kayaking; Junior Camp Leadership |
| EXTRA-CURRICULAR SPORT | Activity and Connection | Dance ; Racquets ; Indoor Rowing; Rugby; Cross Country; Hockey; Football; Cycling; Jujitsu; Netball; Trampolining ; Weights & conditioning | Dance ; Racquets ; Indoor Rowing; Rugby; Cross Country; Hockey; Football; Cycling; Jujitsu; Netball; Trampolining ; Weights & conditioning | Weights and conditioning; Cricket; Street Dance; Tennis; Gymnastics; Athletics Climbing; Jujitsu; Rounders; Games Dance |
| EXTRA-CURRICULAR | Activity and Connection | Study Zone; Drums; Drama Club; NT Bake Off; Art; Newquay Strings; Choir; Spanish Club; Coding Club; Maths Revision; Green Power Club; Board Game Club; Paper Craft Club; English Study Support | Study Zone; Drums; Drama Club; NT Bake Off; Art; Newquay Strings; Choir; Spanish Club; Coding Club; Maths Revision; Green Power Club; Board Game Club; Paper Craft Club; English Study Support | Study Zone; Drums; Drama Club; NT Bake Off; Art; Newquay Strings; Choir; Spanish Club; Coding Club; Maths Revision; Green Power Club; Board Game Club; Paper Craft Club; English Study Support |

* Exploration of the human condition; the dangers of hubris, power and ambition to corrupt; societal, cultural and political influences on key events; ethics, inequality and morality.

*Water management and processes

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At NT we all: Achieve Highly | Communicate Convincingly | Decide Wisely | Engage Fully

YEAR 10