



Curriculum Summary Document

Year 10 Triple Science

Module/Unit of Learning	Term Taught	What will students learn?	How will this build a broad and strong foundation?	Links to other subjects
Infection and Response	Autumn 1 & 2	<i>Pathogens are microorganisms such as viruses and bacteria that cause infectious diseases in animals and plants. They depend on their host to provide the conditions and nutrients that they need to grow and reproduce. They frequently produce toxins that damage tissues and make us feel ill. This section will explore how we can avoid diseases by reducing contact with them, as well as how the body and our immune system protects us to prevent disease. When at risk from unusual or dangerous diseases our body's natural system can be enhanced by the use of vaccination. Since the 1940s a range of antibiotics have been developed which have proved successful against a number of lethal diseases caused by bacteria. Unfortunately many groups of bacteria have now become resistant to these antibiotics. The race is now on to develop a new set of antibiotics.</i>	This provides an overview of not only how our body tries to protect us from infection, but how modern medical techniques and drug development are used to constantly evolve how we treat disease.	PE



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Homeostasis and Response	Spring 1 & Spring 2	<p><i>Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors which sense changes and effectors that bring about changes.</i></p> <p><i>In this section we will explore the structure and function of the nervous system and how it can bring about fast responses. We will also explore the hormonal system which usually brings about much slower changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility.</i></p>	This unit starts to bring together the concepts they've learnt during Year 9 to build a bigger picture of the internal and external conditions which are required for life to thrive.	PE
Ecology	Summer 1 & 2	<p><i>The Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development. To continue to benefit from these services humans need to engage with the environment in a sustainable way</i></p>	Students will be able to explain how all life on Earth is interconnected, and how organisms are dependent upon each other for their survival.	Geography



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Quantitative Chemistry	Autumn 1 & 2	<i>Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. Given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions. Chemical reactions can be classified in various ways. Identifying different types of chemical reaction allows chemists to make sense of how different chemicals react together, to establish patterns and to make predictions about the behaviour of other chemicals. Chemical equations provide a means of representing chemical reactions and are a key way for chemists to communicate chemical ideas.</i>	Students will apply their Maths skills to the chemical concepts they learnt during KS3.	Maths
Chemical Changes	Autumn 2 & Spring 1	<i>Understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organising their results logically. Knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes. It also helped biochemists to understand the complex reactions that take place in living organisms. The extraction of important resources from the Earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'.</i>	Students build on the concepts they've encountered during KS3 to predict the products formed during different chemical reactions.	



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Energy Changes	Spring 1	<i>Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications. Some interactions between ions in an electrolyte result in the production of electricity. Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way.</i>	This explains why some reactions are able to occur spontaneously, whilst others require an input of energy in order for them to start.	
Rate and Extent of Chemical Change	Spring 2 & Summer 1	<i>Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximise the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimisation processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way.</i>	It provides students with the knowledge to help them understand how Chemistry can be carried out on an industrial scale and remain profitable.	



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Organic Chemistry	Summer 1 & 2	<i>The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.</i>	Students will be able to understand our dependence as a species on the products of the petrochemical industry.	Geography
Energy	Autumn 1 & 2	<i>The concept of energy emerged in the 19th century. The idea was used to explain the work output of steam engines and then generalised to understand other heat engines. It also became a key tool for understanding chemical reactions and biological systems. Limits to the use of fossil fuels and global warming are critical problems for this century. Physicists and engineers are working hard to identify ways to reduce our energy usage.</i>	This is a core concept in Physics and provides the foundation for students to be able to understand a large amount of the Physical concepts which follow.	Maths



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Electricity	Spring 1 & 2	<i>Electric charge is a fundamental property of matter everywhere. Understanding the difference in the microstructure of conductors, semiconductors and insulators makes it possible to design components and build electric circuits. Many circuits are powered with mains electricity, but portable electrical devices must use batteries of some kind. Electrical power fills the modern world with artificial light and sound, information and entertainment, remote sensing and control. The fundamentals of electromagnetism were worked out by scientists of the 19th century. However, power stations, like all machines, have a limited lifetime. If we all continue to demand more electricity this means building new power stations in every generation – but what mix of power stations can promise a sustainable future?</i>	Students will begin to understand how power is supplied to and distributed within their homes. They will also be able to understand the importance of electrical safety and how all electrical appliances have features to keep them safe.	Maths
Waves	Summer 1 & 2	<i>Wave behaviour is common in both natural and man-made systems. Waves carry energy from one place to another and can also carry information. Designing comfortable and safe structures such as bridges, houses and music performance halls requires an understanding of mechanical waves. Modern technologies such as imaging and communication systems show how we can make the most of electromagnetic waves.</i>	Students will understand the Physics behind both natural phenomenon, such as earthquake detection, as well as how global communications work.	Geography Maths