



Year 10 Connected Curriculum Outline 2025

	Term 1	Term 2	Term 3	Term 4
Virtue	Courage	Resilience	Kindness	Humility
Guiding Whakataukī or Bible Verse	<i>Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand</i> Isaiah 41:10	Kia mate ururoa, kei mate wheke This whakataukī encourages people to keep fighting, no matter how difficult things get, by comparing the strength and resilience of a hammerhead shark to that of an octopus.	He aroha whakatō, he aroha puta mai If kindness is sown then kindness you shall receive.	<i>Blessed are the pure in heart, for they will see God</i> Matthew 5:8
Unit Title	‘Journeys: start with a single step’	Forces of Change: Discovering Your Voice and Purpose	Lessons for Living	Made in the image of God
Religious Education	<p style="text-align: center;">Journeys of Freedom</p> <p>Students will understand that the Bible shows people that they have a choice to respond to God’s love or reject it. This choice affects all our life journeys. They will explore how biblical ideas continue to inform modern life and how the Bible has been used to support injustice and justice.</p>	<p style="text-align: center;">Gift of Vocation</p> <p>Students will explore vocation in the sense of relationship and work. You will look at some of the big issues and challenges facing us today and how the Church responds to these. They will look at the range of different relationships which all are called to follow God in. They will also look at the process of working out what God is calling you to in the practice of discernment using Ignatian decision making.</p>	<p style="text-align: center;">Medieval Church</p> <p>Students will explore the growth of the Christian faith in the time of the Middle Ages. They will gain an understanding of challenges the Church has faced both internally and externally throughout its history. They will understand the concept of Christendom and how this was demonstrated through the relationship of the Christian Church to political and social power, and people of other faiths.</p>	<p style="text-align: center;">Images of God</p> <p>Students will explore the images of God both in the Old Testament and New Testament examining the meaning and significance of the images and what they say about who God is. They will explore the role of art and artists in conveying ideas of God. Students will appreciate examples of religious art learning how our understanding of God has developed over time. You will investigate issues of justice in religious art, the role of digital media and freedom of expression. There will be some study into the images of God in the Islamic and Hindu tradition.</p>

<p>English</p>	<p>The Power of Stories Short story study Extended text (novel) reading Study of characters, themes, settings, conflicts, language techniques Revision of essay writing – structure, language, writing processes</p>	<p>Finding Your Voice: The Speech Journey Verbal and oral language and delivery techniques</p> <p>Cinematic Persuasion Film PBL Advertising Unit – a study of film making techniques, camera work, sound devices. Design and plan. Working in groups to create a 30 second advertisement about the school, special character or faith</p>	<p>Writing with Purpose Writing Unit – exploration of a variety of different writing genres – leading into the Co-Req Writing test</p> <p>Writing Project Creating two pieces of writing (formal/creative) based on skills and teaching around the Writing Unit</p>	<p>Essays that Speak Short text study (poetry or short story) Revision of essay writing skills</p> <p>Film Study Study of a visual text</p>
<p>Mathematics</p>	<p>Quadratics and parabolas through either the theme of amusement parks or the properties of quadrilaterals</p>	<p>The mathematics of Airplanes Trigonometry, measurement, Geometry, Algebra</p>	<p>Numeracy for life Revision and study for the numeracy exam A quick unit on circles</p>	<p>Problem solving OR Statistics (we haven't decided)</p>
<p>Physical Education</p>	<p>Performance Improvement – Netball Developing skills in the sport of Netball</p>	<p>Fitness A complete wrap up of all Y7-10's knowledge of the principles of training, methods of fitness, SPORTFITT, components of fitness.</p>	<p>Biomechanics and Anatomy Completing a portfolio of all anatomical movements (muscles, movements, joints etc) along with all 3 biomechanical principles (Balance and Stability, Force</p>	<p>Sport influences in society Through movement in a wide variety of games, students will gain an understanding of influences on movement that society face.</p>

			Summation and Projectile Motion)	
Health	<p>Drugs in Society</p> <p>Gaining knowledge on 'harder' drugs that impact NZ Society ('P', synthetic cannabis, party pills, MDMA etc). Empowering students to be able to make health enhancing decisions.</p>	<p>Sexuality</p> <p>Understanding body image, social media, self-esteem, self-efficacy, healthy relationships, digital responsibility and how the Catholic Church views sexuality.</p>	<p>Mental Health</p> <p>Understanding what makes students anxious or stresses, developing coping strategies and creating health enhancing lessons by the students for the students.</p>	<p>Hauora through Physical Education</p> <p>Understanding the positive implications of PE on wellbeing.</p>
Science	<p>Genetics</p> <p>DNA provides the blueprint for life and its structure is universal to all living things. The variability of the genetic code in DNA allows for the variation observed in living things. An understanding of the genome informs the whakapapa of living organisms. Understanding of genetics is important for lots of different concepts, from understanding evolution to gene therapy.</p>	<p>Force and Motion</p> <p>Force and motion are fundamental to all matter in the universe. A force is anything that can push or pull an object. Forces influence objects that are at rest or that are already in motion. Understanding forces helps us to predict and control physical changes.</p> <p>Investigations</p> <p>Build on prior experiences, working together to share and examine knowledge. Ask questions, find evidence, and carry out appropriate investigations to develop simple explanations</p>	<p>Acids and Bases</p> <p>Chemistry requires an understanding of scientific models to explain what is being observed. During a chemical reaction, atoms are rearranged resulting in the formation of a new substance or substances. Students are to build on chemistry knowledge to explain the uses and effects of chemicals in everyday life.</p> <p>Electricity and Magnetism</p> <p>The everyday world is largely a consequence of electrical charge. Understanding electricity and magnetism helps us</p>	<p>Fuels and Climate Change</p> <p>Earth's climate has not been constant over time. Over the last few hundred thousand years, repeated cycles of ice ages and warm periods have affected the plants and animals (including humans) that live in the various regions of our planet. We will investigate how humans have influenced the climate in the years since the mid 20th century looking at why carbon based fuels are important, what happens when we burn fuels and what is climate change</p>

			<p>develop technology to improve lives. Ideas are developed in the contexts of electric circuits, electromagnets and generating electricity.</p>	
<p>Social Science</p>	<p>Our changing Identity</p> <p>How has the New Zealand identity emerged and changed, as a result of our participation in international conflicts? Case studies selected from:</p> <ul style="list-style-type: none"> • Korean War (1950 – 1953) • Vietnam War (1964 – 1972) • Second Boer War (1899 -1902) • First World War (1914 -1918) • Second World War (1939 – 1945) • Malaysia (1949 – 1966) 	<p>Power and the People: The New Zealand Land Wars (1843 – 1872) and the breaking of Vā.</p> <p>Te tino rangatiratanga me te kāwanatanga - Sovereignty, organization, and government.</p> <p>Relationships and power between the NZ government and people living in Aotearoa New Zealand.</p> <p>Investigating aspects of vā (relational space) in historical contexts – Te Tiriti o Waitangi / Land Wars (1840s) and Dawn Raids (1970s), New Zealand.</p> <p>Emphasis on Perspectives in this unit, through the lens of Māori and Pasifika cultural values.</p>	<p>Conservation, environmental protection, and collective action.</p> <p>What efforts have been made over time to conserve and regenerate the land and its beauty? Personification of rivers – Waikato & Wanganui.</p> <p>Conservation of natural areas into National Parks – connect with land confiscations as consequences for Māori, who were the first to gift a National Park to the nation.</p> <p>Marine parks (eg: Goat Island) as a new idea – should we create new criteria?</p> <p>Local case study: Should Cornwell Park or One Tree</p>	<p>International trade.</p> <p>The vulnerability of NZ to the international economy – how has NZ attempted to adapt to these international influences, and with what success? Choose examples from:</p> <ul style="list-style-type: none"> • Impact of WW1 • Impact of Long Depression (1870s-80s) and Great Depression (1930s) • Oil crisis of 1973 and how this affected ordinary NZers. <p>Compare situation in NZ to an international context – USA? Britain?</p>

	<ul style="list-style-type: none"> Afghanistan (2001 – 2019) <p>Remembrance – who do we memorialise and how does this affect our national identity?</p> <p>Changing perspectives on objection to war; protests from WW1 to Vietnam.</p>	<p>What do cultural superstitions / myths / stories reveal about our relationships with our ancestors and with each other?</p> <p>How has vā been nurtured or destroyed in Aotearoa New Zealand History?</p> <p>Who has been involved in nurturing, disrupting and destroying vā in Aotearoa New Zealand History?</p> <p>What were the causes and consequences of the NZ Wars? How did they lead to iwi and hapū being alienated from their lands?</p>	<p>Hill be made into a National Park?</p> <p>Geography unit on contemporary issue.</p> <p>Economics (mining & forestry) vs Environmental conservation and protests for social action.</p> <p>Pest control in NZ compared to an overseas context – 1080 poisoning?</p>	<p>Economics – terminology and skills.</p> <p>International trade / Fairtrade.</p> <p>Specialisations of NZ exports now vs in the past.</p> <p>Reasons for trade and our trading partners.</p> <p>Effect of Brexit on NZ trade.</p>
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