

## Year 10 Half Term 1 Curriculum

Subject	Half Term 1 – Topic/Summary of Powerful Knowledge
English	<p><u>Attitudes towards Injustice:</u></p> <ul style="list-style-type: none"> <li>• Dickens and the Malthusian view</li> <li>• Social commentary</li> <li>• Thesis statements</li> <li>• Third person limited voice</li> <li>• Mirrored dialogue</li> <li>• Antithesis</li> <li>• Symbolism – tenor, vehicle and ground</li> <li>• Pathetic fallacy</li> <li>• Complex sentences – embedding and subordination</li> </ul> <p><i>Main text: A Christmas Carol (Dickens).</i></p> <p><i>Secondary texts: Two Nations (Disraeli), Walks in and around London (Mayhew), How Dickens rebukes overpopulation features like Scrooge, Malthus and even today's environmentalists (Financial Post article), A Christmas Carol is not cosy and its angry message should still haunt us (Guardian article).</i></p>
Maths	<p><u>Congruence, similarity and enlargement</u></p> <ul style="list-style-type: none"> <li>• Enlarge a shape by a positive integer scale factor (Review)</li> <li>• Enlarge a shape by a fractional scale factor (Review)</li> <li>• Enlarge a shape by a negative scale factor (Higher tier content)</li> <li>• Identify similar shapes</li> <li>• Work out missing sides and angles in a given pair of similar shapes</li> <li>• Use parallel line rules to work out missing angles (Review)</li> <li>• Establish a pair of triangles are similar</li> <li>• Explore areas of similar shapes (Higher tier content)</li> <li>• Explore volumes of similar shapes (Higher tier content)</li> <li>• Solve mixed problems involving similar shapes (Higher tier content)</li> <li>• Understand the difference between congruence and similarity</li> <li>• Understand and use conditions for congruent triangles</li> <li>• Prove a pair of triangles are congruent (Higher tier content)</li> </ul> <p><u>Trigonometry</u></p> <ul style="list-style-type: none"> <li>• Explore ratio in similar right-angled triangles</li> <li>• Work fluently with the hypotenuse, opposite and adjacent sides</li> <li>• Use the tangent ratio to find missing side lengths</li> <li>• Use the sine and cosine ratio to find missing side lengths</li> <li>• Use the sine, cosine and tangent to find missing side lengths</li> <li>• Use the sine, cosine and tangent to find missing angles</li> <li>• Calculate sides in right-angled triangles using Pythagoras' Theorem (Review)</li> <li>• Select the appropriate method to solve right-angled triangle problems</li> <li>• Work with key angles in right-angled triangles</li> <li>• Use trigonometry in 3-D shapes (Higher tier content)</li> <li>• Use the formula <math>\frac{1}{2}ab\sin C</math> to find the area of non-right angled triangles (Higher tier content)</li> <li>• Understand and use the sine rule to find missing lengths (Higher tier content)</li> <li>• Understand and use the sine/ cosine rule to find missing angles (Higher tier content)</li> </ul>

Science	<p><u>Cell Biology B</u></p> <ul style="list-style-type: none"> <li>• Cell division</li> <li>• Cell differentiation</li> <li>• Cancer</li> <li>• Stem cells</li> <li>• Stem cell banks</li> <li>• Cells at work</li> <li>• Living without oxygen</li> </ul> <p><u>Atomic structure and the periodic table B</u></p> <ul style="list-style-type: none"> <li>• The periodic table</li> <li>• Developing the periodic table</li> <li>• Comparing metals and non-metals</li> <li>• Metals and non-metals</li> <li>• Exploring group 0</li> <li>• Exploring group 1</li> <li>• Exploring group 7</li> <li>• Reaction trends and predicting reactions</li> </ul> <p><u>Waves</u></p> <ul style="list-style-type: none"> <li>• Describing waves</li> <li>• Transverse and longitudinal waves</li> <li>• Measuring wave speed</li> <li>• Reflection and refraction of waves</li> <li>• Refraction, wave velocity and wave fronts</li> <li>• Required practical</li> <li>• The electromagnetic spectrum</li> <li>• Gamma rays and X-rays</li> <li>• Ultraviolet and infrared</li> <li>• Required practical</li> <li>• Microwaves</li> <li>• Radio and microwave communication</li> <li>• Reflection and refraction practical lessons</li> </ul>
History	<p><u>The People's Health</u></p> <p><u>Medieval Era</u></p> <ul style="list-style-type: none"> <li>• Focus on living conditions</li> <li>• Societal hierarchy</li> <li>• Church</li> <li>• Economy</li> </ul> <p>The Black Death</p> <ul style="list-style-type: none"> <li>• Effects on the population</li> <li>• Responses to the pandemic</li> </ul>
Geography	<p><u>Challenge of Natural Hazards</u></p> <ul style="list-style-type: none"> <li>• What is a natural hazard</li> <li>• Plate tectonics</li> <li>• Earthquakes</li> <li>• Case studies/examples</li> </ul>
Spanish	<p><u>El viaje y el turismo- Travel and tourism</u></p> <ul style="list-style-type: none"> <li>• Talking about travelling to holiday destinations</li> <li>• Talking about the weather</li> <li>• Talking about holiday accommodation</li> </ul>

	<ul style="list-style-type: none"> <li>• Using expressions of sequence</li> <li>• Talking about the regions of Spain</li> <li>• Using compass points</li> <li>• Using 'estar' and past participle</li> </ul>
Art	<u>Introduction to GCSE Art and Design.</u> <ul style="list-style-type: none"> <li>• Natural Form</li> <li>• Realism, Botanical illustration.</li> <li>• Observational Drawing tone and colour studying</li> <li>• Realism, Photorealism and Natural Form in Art and Design</li> </ul>
Art Textiles	<u>Introduction to GCSE Art and Design.</u> <ul style="list-style-type: none"> <li>• Natural Form</li> <li>• Realism, Botanical illustration and Design.</li> <li>• Drawing, painting, colour and Design</li> </ul>
Business	<u>Explore the activities enterprises undertake and the characteristics and skills of the entrepreneurs that run them.</u> <ul style="list-style-type: none"> <li>• Size and features of SMEs</li> <li>• Markets, sectors, models and industries in which enterprises operate</li> <li>• Aims and activities of enterprises</li> <li>• Skills and characteristics of entrepreneurs</li> </ul>
Computing	<u>Interfaces - Students will study the use of different interfaces and relate this to how devices will need different interfaces based on some key factors.</u> <ul style="list-style-type: none"> <li>• Understand different types of user interfaces used by individuals and organisations:</li> <li>• Define user interfaces and understand their software and human features</li> <li>• Understand different types of interface including text base, speech, GUI/WIMP, sensor, menus and forms</li> <li>• Understand a range of uses including computers, handheld devices, entertainment systems, domestic appliances, controlling devices and embedded systems</li> </ul>
Hospitality and Catering	<u>1.4 Food safety in hospitality and catering</u> <ul style="list-style-type: none"> <li>• Ill health causes: allergies • bacteria • chemicals • intolerances</li> <li>• Food Poisoning bacteria</li> <li>• Legislation</li> <li>• HACCP</li> <li>• EHO</li> <li>• Croque monsieur</li> <li>• Flap Jack</li> <li>• Minestrone soup</li> <li>• Banana crumble top muffin</li> <li>• Mild Chicken Curry</li> <li>• Hoisin Pork</li> </ul>
DT	<u>Introduction to AQA D&amp;T</u> <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Introduction to tools and equipment</li> <li>• Shaping wood to produce a key ring</li> </ul>

	<ul style="list-style-type: none"> <li>• Isometric drawing</li> <li>• Orthographic Drawing</li> </ul>
Construction	<p><b><u>Understand the performance requirements for low-rise construction</u></b></p> <ul style="list-style-type: none"> <li>• Learners will need to know the different performance requirements that are necessary in the design of buildings:</li> <li>• strength, stability, fire resistance, thermal resistance, sound reduction and absorption, weather resistance.</li> <li>• Learners will need to know the different types of structural load that a building must be able to resist: self-weight, dynamic, snow, wind</li> <li>• The use of tested materials, including: slump testing, compressive testing of concrete, stress grading of structural timber, mortar testing</li> <li>• Learners will need to understand the ways buildings and people are protected against fire by the:</li> <li>• Use of fire-resistant materials, including: Plasterboard, concrete, blockwork, brickwork, intumescent paint</li> <li>• Use of fire compartments and fire barriers intended to slow the spread of fires, including: separating walls, floors, automatic door closers, fire-resistant doors, cavity fire barriers</li> <li>• Use of methods to mitigate the effect of a fire, including: fire alarm systems, smoke detection, sprinkler systems, fire extinguishers, refuge areas, fire escapes</li> </ul>
Drama	<p>Component 1 - Exploring the Performing Arts</p> <p><u>Study of 3 Professional Repertoire</u></p> <p><i>Too Much Punch for Judy</i> by Mark Wheeler</p> <ul style="list-style-type: none"> <li>• Conventions of Verbatim Theatre.</li> </ul> <p><i>Blood Brothers</i> by Willy Russell</p> <ul style="list-style-type: none"> <li>• Development of Epic Theatre.</li> </ul> <p><i>West Side Story</i> by Rodgers and Hammerstein</p> <ul style="list-style-type: none"> <li>• Exploration of the conventions of Musical Theatre.</li> <li>• Stylistic qualities in relation to the theme</li> <li>• Features, creative intentions and purpose of the work in relation to the theme</li> <li>• Influence of other professional, performing arts work and/or styles in relation to the theme</li> <li>• Skills required to create professional work in relation to the theme</li> <li>• Roles and responsibilities required to create professional work</li> </ul>
Health	<p><u>Component 1:</u></p> <p>Growth and development across the life stages (infancy 0-2 through to later adulthood 65+)</p> <ul style="list-style-type: none"> <li>• Physical development</li> <li>• Intellectual development</li> <li>• Emotional development</li> <li>• Social development</li> </ul>
Music	<p><u>Musical Elements and Theory-Understanding, listening to and describing music</u></p> <ul style="list-style-type: none"> <li>• Opportunity to revisit the knowledge of music theory gained in years 7-9.</li> <li>• Major key signatures up to 5 sharps and flats.</li> <li>• Relative minor keys up to 5 sharps and flats.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify an interval through listening.</li> <li>• Intervals of 2nd, 3rd, 4th, 5th, 6th, 7th and octave to be taught.</li> <li>• Be able to identify the 4 types of cadence (perfect, imperfect, plagal and interrupted) through listening.</li> <li>• Understand how to complete melodic dictation.</li> <li>• The difference between conjunct and disjunct melodies.</li> <li>• Identify conjunct and disjunct melodies through listening.</li> </ul>
CORE PE	<p><u>Development of skill and tactics in one of the following sports : badminton, netball, benchball, dodgeball, fitness and tag rugby.</u></p> <ul style="list-style-type: none"> <li>• Linking physical activity and sport to health, fitness and mental well-being.</li> </ul>
RE/PSHE	<p><u>Religion in the Media</u></p> <ul style="list-style-type: none"> <li>• Students will explore the role of religion in the world today</li> <li>• Students will explore the impact that different forms of the media have had on religion.</li> </ul> <p><u>GCSE: Christianity Beliefs and Teachings</u></p> <ul style="list-style-type: none"> <li>• The history of Christianity</li> <li>• Characteristics of God</li> <li>• The nature of God</li> <li>• Problem of Evil</li> <li>• The Trinity</li> <li>• Creation</li> </ul>
Psychology	<p><u>Psychological problems</u></p> <ul style="list-style-type: none"> <li>• Unipolar depression – biological and cognitive explanations</li> <li>• Addiction – biological and learning explanations</li> <li>• CBT and drug therapies</li> <li>• Key studies: Caspi (2003) and Young (2007)</li> <li>• Nature Vs Nurture debate</li> </ul>
Sociology	<p><u>The Sociological Approach</u></p> <ul style="list-style-type: none"> <li>• Debates within sociology including conflict versus consensus</li> <li>• How sociological knowledge and ideas change over time</li> <li>• Different sociological perspectives on social structures, social processes and social issues</li> <li>• The interrelationship between the core areas of sociology</li> </ul>
Sport	<p><u>Sport Studies R185- Performance and leadership in sports activities</u></p> <p><u>Topic 1-</u></p> <p><u>Key components of performance</u></p> <ul style="list-style-type: none"> <li>• Apply practice methods to support in a sporting activity</li> <li>• Identify strengths and weaknesses.</li> <li>• R184- Contemporary issues in sport- User groups, barriers and solutions.</li> </ul>
Photography	<p><u>Still Life</u></p> <ul style="list-style-type: none"> <li>• This unit introduces students to composition &amp; lighting as well as how to apply research to develop ideas for photoshoots.</li> </ul>