

Year 10 Half Term 2 Curriculum

Subject	Half Term 2 – Topic/Summary of Powerful Knowledge
English	<p><u>Attitudes towards Injustice:</u></p> <ul style="list-style-type: none"> • Structural methods: dialogue, cyclical narrative, withholding information • Satire and irony • Arc of change • Themes, motif and symbol • The Cratchit family as symbol of the Victorian poor • Comparative analysis (poetry texts) • Theme of redemption • Exclamatory sentences • Simile • Repetition <p><i>Main text: A Christmas Carol (Dickens).</i> <i>Secondary texts: London (Blake) and A Wife in London (Hardy).</i></p>
Maths	<p><u>Representing solutions of equations and inequalities</u></p> <ul style="list-style-type: none"> • <i>Understand the meaning of a solution</i> • <i>Form and solve one-step and two-step equations (Review)</i> • <i>Form and solve one-step and two-step inequalities (Review)</i> • <i>Show solutions to inequalities on a number line</i> • <i>Interpret representation on number lines as inequalities</i> • <i>Represent solutions to inequalities using set notation (Higher tier content)</i> • <i>Draw straight line graphs (Review)</i> • <i>Find solutions to equations using straight line graphs</i> • <i>Represent solutions to single inequalities on a graph (Higher tier content)</i> • <i>Represent solutions to multiple inequalities on a graph (Higher tier content)</i> • <i>Form and solve equations with unknowns on both sides (Review)</i> • <i>Form and solve inequalities with unknowns on both sides</i> • <i>Form and solve more complex equations and inequalities</i> • <i>Solve quadratic equations by factorisation (Higher tier content)</i> • <i>Solve quadratic inequalities in one variable (Higher tier content)</i> <p><u>Simultaneous equations</u></p> <ul style="list-style-type: none"> • <i>Understand that equations can have more than one solution</i> • <i>Determine whether a given (x, y) is a solution to a pair of linear simultaneous equations</i> • <i>Solve a pair of linear simultaneous equations by substituting a known variable</i> • <i>Solve a pair of linear simultaneous equations by substituting an expression</i> • <i>Solve a pair of linear simultaneous equations using graphs</i> • <i>Solve a pair of linear simultaneous equations by subtracting equations</i> • <i>Solve a pair of linear simultaneous equations by adding equations</i> • <i>Use a given equation to derive related facts (Review)</i> • <i>Solve a pair of linear simultaneous equations by adjusting one equation</i> • <i>Solve a pair of linear simultaneous equations by adjusting both equations</i> • <i>Form a pair of linear simultaneous equations from given information</i> • <i>Form and solve pair of linear simultaneous equations from given information</i>

	<ul style="list-style-type: none"> • Determine whether a given (x, y) is a solution to both a linear and quadratic equation (Higher tier content) • Solve a pair of simultaneous equations (one linear, one quadratic) using graphs (Higher tier content) • Solve a pair of simultaneous equations (one linear, one quadratic) algebraically (Higher tier content) <p>Solve a pair of simultaneous equations involving a third unknown (Higher tier content)</p>
Science	<ul style="list-style-type: none"> • Ecology in action A • Electricity B • Chemical changes B
History	<ul style="list-style-type: none"> • Early Modern Public Health 1500-1750: Living Conditions, The Great Plague and Government intervention. • Public Health in Industrial Britain 1750-1900: Industrialisation and the growth of cities, Living conditions, the response to the Cholera Epidemic and Public Health Reform.
Geography	<p><u>Challenge of natural hazards:</u></p> <ul style="list-style-type: none"> • Tropical storms – formation and impacts • Hurricane Katrina • Extreme weather in the UK • Climate Change
Spanish	<p><u>My region:</u></p> <ul style="list-style-type: none"> • Talking about your house and the area where you live.
Art Textiles	<p><u>Natural and Botanical Form in Colour</u></p> <ul style="list-style-type: none"> • Critical and contextual Studies e.g Cas Holmes, Margaret Beal, Carolyn Saxby • Colour mixing and blending . • Techniques – Applique, reverse applique
Art	<p><u>Natural and Botanical Form in Colour</u></p> <ul style="list-style-type: none"> • Critical and contextual Studies e.g Evelyn Binns, Susannah Blaxhill • Colour mixing and blending focusing on painting with watercolours.
Business	<p><u>Understand customer needs and competitor behaviour through market research.</u></p> <ul style="list-style-type: none"> • Market research methods • Understanding customer needs • Understanding competitor behaviour • Suitability of market research methods
Computing	<p><u>Project Planning</u></p> <p>Students will begin to look at different ways that they can plan and create a user interface in preparation for their PSA.</p> <p>Understand what project planning tools are used to plan a user interface</p> <ul style="list-style-type: none"> • Be able to investigate the waterfall and agile development methodologies • When creating a project plan, understand SMART aims, audience and purpose, timescales, constraints, risks and contingencies.

	<ul style="list-style-type: none"> • Create an initial design that includes the user requirements, input and output requirements and accessibility needs • Produce a design specification that includes a visualisation of the user interface whilst considering the hardware and software requirements.
Hospitality	<p><u>1.4 Food safety in hospitality and catering</u></p> <ul style="list-style-type: none"> • Ill health causes: allergies • bacteria • chemicals • intolerances • Food Poisoning bacteria • Legislation • HACCP • EHO • Croque monsieur • Flap Jack • Minestrone soup • Banana crumble top muffin • Mild Chicken Curry • Hoisin Pork
Construction	<p><u>Learners will need to understand how heat is retained in buildings by the use of insulation and draught proofing.</u></p> <p>Reasons for using thermal insulation and draught proofing:</p> <ul style="list-style-type: none"> • to provide an acceptable U-value • to prevent the loss of heated air through gaps within a building or structure • to prevent the entry of cold air into a building. <p>Ways in which heat is retained through: – the use of insulating components and materials, including:</p> <ul style="list-style-type: none"> • Aerated lightweight concrete blocks, double glazing, triple glazing, insulation (sheep’s wool, mineral wool, fibreglass, cellulose, foam, polystyrene, hemp) <p>– the use of different types of draught proofing, including:</p> <ul style="list-style-type: none"> • sealant and door strips <p>The placement of materials and components, including:</p> <ul style="list-style-type: none"> • in cavities, on walls, in roofs, in floors, around openings <p>Learners will understand the uses of different tools and materials used in the industry to construct a practical outcome. They will be able to demonstrate an understanding of safe working practices when using specific tools and materials. Learners will develop knowledge and understanding of different methods and correct techniques used in the construction of the practical outcome. They will need to demonstrate these methods and techniques when operating safely in the work environment.</p>
Design Technology	<p>Salad Server</p> <ul style="list-style-type: none"> • Lamination techniques • Finishing techniques • Properties of timber • Stock forms –timber • Modelling • Powering systems • Technology in manufacturing • Isometric drawing

	<ul style="list-style-type: none"> • One point and two-point perspective • Free hand sketching
Drama	<p><u>Component 1 Exploring the Performing Arts</u> <u>Independent Research Presentation</u></p> <ul style="list-style-type: none"> • Culmination of the ongoing research that has been present throughout Component 1. Introduction to referencing; note taking; comparison of practitioner techniques; comparison of role development.
Health	<p><u>Human lifespan development – Component 1 Learning Aim A1</u></p> <ul style="list-style-type: none"> • Growth and development in early adulthood (19-45) • Growth and development in middle adulthood (46-65) • Growth and development in later adulthood (65+) <p><u>Human lifespan development – Controlled assessment (task 1)</u></p> <ul style="list-style-type: none"> • Students to complete a mock controlled assessment that mirrors Task 1 from the official controlled assessment taking place in Feb 2023 • What physical, intellectual, emotional and social take place in early childhood and later adulthood? How does growth and development compare in these life stages?
Music	<p><u>The Western Classical Tradition from 1650</u></p> <ul style="list-style-type: none"> • The dates of the Baroque period (1600-1750). • Instruments used in music during this period. • Understand what a ground bass is. • The instruments that make up a basso continuo. • The importance of the harpsichord. • The use of keyboard instruments. • Listen to and analyse music of key influential composers (Handel, Purcell and Pachelbel). • The dates of the Classical period (1750-1820). • The importance of the orchestra. • The invention of the piano and the difference between this and a harpsichord. • Listen to and analyse music of key influential composers (Beethoven, Mozart and Haydn). <p><u>Mozart Clarinet Concerto in A major, 3rd movement, Rondo.</u></p> <ul style="list-style-type: none"> • Understanding the features of the music in relation to these elements: Melody, Harmony, Tonality, Structure, Timbre, Texture, Tempo, Metre, Rhythm, Dynamics and Articulation.
PE Core	<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"> • Linking physical activity and sport to health, fitness and mental well-being.
Photography	<p><u>Exploring Environments</u></p> <p>This unit covers different environments giving students the opportunity to explore urban and natural landscapes.</p>
RE/PSHE	<p><u>Religion in the media:</u></p> <ul style="list-style-type: none"> • Islamophobia • Extremism • The impact of social media on a person's religious beliefs. <p><u>GCSE: Christianity Beliefs and Teachings</u></p> <ul style="list-style-type: none"> • The significance of the ascension.

	<ul style="list-style-type: none"> • Heaven and Hell • Christian beliefs about life after death. • Christian beliefs about judgement. • Original Sin • The crucifixion of Jesus and Salvation
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"> • Apply practice methods to support in a sporting activity • Identify strengths and weaknesses. • Completion of log books <p><u>Team components of performance</u></p> <ul style="list-style-type: none"> • Log book completion <p><u>R184-</u> Contemporary issues in sport- User groups, barriers and solutions. LO1</p> <ul style="list-style-type: none"> • LO2- Promoting Sporting values
Psychology	<p><u>Experimental research methods</u></p> <ul style="list-style-type: none"> • Lab, field and natural experiments • Aims and hypotheses • Sampling methods • Experimental designs • Controlling variable • Ethical issues
Sociology	<p><u>Research methods</u></p> <ul style="list-style-type: none"> • Research design including appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data. • Qualitative and quantitative methods (e.g., questionnaires, interviews, observations) including the value, application, and strengths and weaknesses of different methods and the value of the mixed method. • Primary and secondary data. • Practical issues e.g., time, cost and access. • Ethical issues e.g., consent, confidentiality and harm to participants and how the issues can be addressed.