

Year 10 Half Term 3 Curriculum

Subject	Half Term 3 – Topic/Summary of Powerful Knowledge
English	<p><u>The Road to True Love</u></p> <ul style="list-style-type: none"> • Tragic Conventions: Tragic hero; Fatal flaw; Fate and fortune; Waste of life; Comic relief • Narrative structure: exposition, rising action, climax, falling action, denouement • The function of the Prologue - withholding key information, dramatic irony and the sonnet form • The characterisation of Tybalt and Benvolio as the antithesis of one another • The theme of family • Modern and contemporary attitudes to parenthood • The theme of marriage and the Petrarchan lover <p><i>Main Text: Romeo and Juliet (Shakespeare)</i> <i>Secondary texts: The Penelopaid (Atwood, 2006), How can my son be a year old already? (Stuart Heritage, 2016), Boy Lost (a Victorian mother), Poppies (Weir), Charge of the Light Brigade (Tennyson), Kamikaze (Garland).</i></p>
Maths	<p><u>Angles and bearings</u></p> <ul style="list-style-type: none"> • Use cardinal directions and related angles (Recall) • Draw and interpret scale diagrams (Recall) • Understand and represent bearings • Measure and read bearings • Make scale drawings using bearings • Calculate bearings using angle rules • Solve bearings problems using Pythagoras and trigonometry • Solve bearings problems using the sine and cosine rules <p><u>Working with circles</u></p> <ul style="list-style-type: none"> • Recognise and label parts of a circle (Recall) • Calculate fractional parts of a circle • Calculate the length of an arc • Calculate the area of a sector • Circle theorem: Angles at the centre and circumference (Higher content) • Circle theorem: Angles in a semi-circle (Higher content) • Circle theorem: Angles in the same segment (Higher content) • Circle theorem: Angles in a cyclic quadrilateral (Higher content) • Understand and use the volume of a cylinder and cone • Understand and use the volume of a sphere • Understand and use the surface area of a sphere • Understand and use the surface area of a cylinder and cone • Solve area and volume problems involving similar shapes (Higher content) <p><u>Vectors</u></p> <ul style="list-style-type: none"> • Understand and represent vectors • Use and read vector notation • Draw and understand vectors multiplied by a scalar • Draw and understand addition of vectors • Draw and understand addition and subtraction of vectors • Explore vector journeys in shapes (Higher content)

	<ul style="list-style-type: none"> • Explore quadrilaterals using vectors (Higher content) • Understand parallel vectors (Higher content) • Explore co-linear points using vectors (Higher content) • Use vectors to construct geometric arguments and proofs (Higher content)
Science	<u>Coordination and Control</u> <ul style="list-style-type: none"> • Homeostasis • The nervous system • Reflex actions • The endocrine system • Controlling blood glucose • Diabetes • Diabetes recommendations • Negative feedback • Human reproduction • IVF • IVF evaluation • Systems working together • Contraception • Which contraception
History	The People's health in the Modern Era 1900-present: <ul style="list-style-type: none"> • Economic, political and social change, • Living Conditions and Lifestyle, • Responses to Spanish flu and AIDS, • Growing government involvement.
Geography	<u>Living World:</u> <ul style="list-style-type: none"> • Ecosystems – location • Biomes • Tropical rainforest – location • Plant and animal adaptation to tropical rainforest • Causes of deforestation • Impacts of deforestation • Sustainable management of tropical rainforest
Spanish	<u>Global issues:</u> <ul style="list-style-type: none"> • Talking about reusing things, reducing waste and recycling • Using 'me preocupa/n' and similar expressions • Talking about ways of protecting the environment • Using 'If' sentences • Using prefixes • Talking about poverty • Using 'algo' and alguien' • Using exclamations
Art/Textiles	<u>Recycle, reuse, Re-invent working to a Brief</u> Exploring a range of Textile techniques and making skills with recycling materials and techniques to create an individual response on the theme of Nature and natural form.

Art	<p><u>Design and Printmaking Key indicator pieces inspired by contemporary artist 'Hannah Klaus Hunter'</u></p> <ul style="list-style-type: none"> • Stencilling • Monoprinting • Block printing • Digital Kaleidoscopes. • Links with artists Escher, William Morris, Christopher Marley and Damien Hirst
Business	<p><u>Understand how the outcomes of situational analyses may affect enterprises</u></p> <ul style="list-style-type: none"> • PEST (Political, Economic, Social, Technological) analysis • SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis
Computing	<p><u>Developing a user interface</u> – Students will develop a user interface using appropriate software. They will need to take into account the plan that they have created and use their understanding of the design process.</p> <ul style="list-style-type: none"> • Develop a user interface for a given scenario that takes into account the intended device, meets the user requirements, has a professional look and feel, shows inputs and has an easy to use navigation method. • They will have to refine a user interface by presenting design to potential users, refining the interface based on user feedback and repeating an iterative testing process until design completion • A thorough evaluation of the UI that takes into account drawbacks and positive features will also be written.
Construction	<p><u>Sustainability</u></p> <ul style="list-style-type: none"> • Learners must know the purpose of sustainable construction: preservation of resources for future generations, minimising the impact of construction activities on the natural environment. • Learners must know ways in which sustainable construction is achieved: building orientation for light and heat in the UK, including the benefits available • and drawbacks associated with summer heat gain, reduction in the use of greenfield sites, brownfield re-use of sites, recycling of waste materials, the use of recycled waste materials • Incorporation of alternative energies: wind, solar • The use of sustainable materials: hemp lime rendering finish, sheep's wool insulation, cellulose insulation, straw bale construction of walls, timber <p><u>Common structural forms for low-rise construction</u></p> <ul style="list-style-type: none"> • Learners will need to understand the ways structural forms in low-rise construction is used and their features: traditional cavity wall construction, a form of cellular form of construction with load-bearing elements, brickwork and blockwork • Legal requirements, site layout plan indicating site accommodation, fire precaution measures: o demolition and clearance of existing structures, enabling work: <p><u>Preconstruction work</u></p> <ul style="list-style-type: none"> • Learners will need to be able to identify the following desk-based

	<ul style="list-style-type: none"> preconstruction work that must be completed before work can begin on site. <p><u>Joinery and Carpentry</u></p> <ul style="list-style-type: none"> 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.
Design Technology	<p><u>Production techniques and systems</u></p> <ul style="list-style-type: none"> CAD/CAM, automation and production methods <p><u>Communication of design ideas</u></p> <ul style="list-style-type: none"> Freehand sketching, isometric and perspective 2D and 3D drawings, Scaling drawings. working drawings (orthographic), modelling: working directly with materials and components, eg card modelling Section C drawing tasks
Hospitality & Catering	<p><u>1.1 Hospitality and catering provisions</u></p> <ul style="list-style-type: none"> Ratings Job roles Personal Attributes Lemon Drizzle cake Whisked sponge <p><u>1.2 How hospitality and catering provisions operate</u></p> <ul style="list-style-type: none"> Kitchen Operations Equipment Documentation Front of house Customer trends Customer rights Every day roast Sausages Ice cream and brandy snaps Gnocchi
Drama	<p>Component 2 Developing Skills and Techniques in Performing Arts</p> <p><u>Learning aims A, B & C</u></p> <ul style="list-style-type: none"> Students will develop performing skills and techniques, through participation in workshops and classes to develop technical, practical and interpretive skills through the rehearsal and performance process. They will work with an existing performing arts repertoire, applying relevant skills and techniques to reproduce a performance of the work. Identifying strengths and areas for improvement, target setting and evaluation of final performance. This component will span over half terms 4-6.
Health	<p><u>Human lifespan development – Component 1 Learning Aim A2</u></p>

	<ul style="list-style-type: none"> • Factors affecting growth and development (to include physical, lifestyle, emotional, social) <p><u>Human lifespan development – Component 1 Learning Aim B1&B2</u></p> <ul style="list-style-type: none"> • Life events • Coping with change following a life event <p><u>Human lifespan development – Controlled assessment (task 3a & 3b)</u></p> <ul style="list-style-type: none"> • Students to complete a mock controlled assessment that mirrors Tasks 3a & 3b from the official controlled assessment taking place in Feb 2023 • What impact will the life events have on the individual's growth and development?
Hospitality	
Music	<p><u>Composing Original Music-Free Composition (Component 3)</u></p> <ul style="list-style-type: none"> • Opportunity to revisit how a chord is constructed and how to create a 4 bar chord sequence. • The structure of a composition-pop song structure, ternary form, binary form and rondo form. • Applying chords to different instruments to build up a section of music. • Creating a drum pattern. • Setting the tempo of a piece of music. • Using music technology to manipulate and edit musical ideas.
PE Core	<p><u>Development of skill and tactics in one of the following sports : badminton, netball, benchball, dodgeball, fitness, football and tag rugby.</u></p> <ul style="list-style-type: none"> • The positive impacts exercise can have on PSE well -being
Photography	<p><u>Portraiture and Disguise</u> This unit is designed to introduce students to photography through portraiture and disguise. Students will be given the opportunity to explore a studio environment as well as post production techniques in Photoshop.</p>
RE/PSHE	<p><u>Post-16 Options:</u></p> <ul style="list-style-type: none"> • Goals and Aspirations • Employment • Why do people work? <p><u>GCSE: Christian Practices</u></p> <ul style="list-style-type: none"> • Worship in the Christian faith • Significance of prayer to Christians • The seven sacraments • Baptism • Holy Communion • Pilgrimage
Sport	<p><u>Sport Studies R185- Performance and leadership in sports activities</u> Topic Area 3: Organising and planning a sports activity session</p> <ul style="list-style-type: none"> • Session plans- risk assessment • Practical- team- Completion of witness statements for Topic 1- Team and individual event. Or two team or two individual- Two witness Statements. <p><u>R184- Contemporary issues in sport</u></p>

	<ul style="list-style-type: none"> • Topic Area 3: The implications of hosting a major sporting event for a city or country
Psychology	<p><u>Social Influence</u></p> <ul style="list-style-type: none"> • Conformity • Obedience • Behaviour of crowds • Bystander intervention • Studies – Milgram (1963) and Zimbardo (1973) • Issues and debates – social and cultural issues in Psychology
Sociology	<p><u>Research methods cont.</u></p> <ul style="list-style-type: none"> • 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. <p><u>The Sociology of Families</u></p> <ul style="list-style-type: none"> • Differing views of the functions of families. • Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities. • How family forms differ in the UK and within a global context. • The work of the Rapoport on family diversity. • Different views of conjugal role relationships. • The feminist perspective of Oakley on the idea of the conventional family. • Changing relationships within families.