

## Year 10 Half Term 6 Curriculum

Subject	Half Term 6 – Topic/Summary of Powerful Knowledge
English	<p><u>Marginalised Voices:</u></p> <ul style="list-style-type: none"> <li>• The role of women during the pandemic – gender equality in modern Britain</li> <li>• The #MeToo movement as a social movement against sexual abuse and sexual harassment (2006 on MySpace, 2017 on Twitter)</li> <li>• Traditional female roles (1950s housewife archetype) and propaganda</li> <li>• Drawing comparisons – context, viewpoint, implicit and explicit information</li> <li>• Narrative structure of an article: Headline, Subheadings, Opening, Development, Ending, Focus in (zoom), Widening focus out, Shift in focus</li> <li>• Additional features of an article: Clear line of argument, Popular culture references (allusions), Statistics, Contextual information, Rhetorical devices</li> </ul> <p>Extracts from:  <i>I Have a Dream (MLK)</i>, NHS speeches (Bevan and Leslie), <i>The Good Wife’s Guide (Housekeeping Monthly, 1955)</i>, <i>The Pearl (John Steinbeck)</i>, <i>Frankenstein (Mary Shelley)</i>, <i>Storm on the Island (Heaney)</i>, <i>Tissue (Dharker)</i>, <i>The Emigree (Rumens)</i>, <i>Checking Out Me History (Agard)</i>, <i>War Photographer (Duffy)</i></p>
Maths	<p><u>Types of number &amp; sequences</u></p> <ul style="list-style-type: none"> <li>• Understand the difference between factors and multiples (Recall lesson)</li> <li>• Understand primes and express a number as a product of its prime factors (Recall lesson)</li> <li>• Find the HCF and LCM of a set of numbers (Recall lesson)</li> <li>• Describe and continue arithmetic and geometric sequences</li> <li>• Explore other sequences</li> <li>• Describe and continue sequences involving surds (Higher tier content)</li> <li>• Find the rule for the nth term of a linear sequence (Recall lesson)</li> <li>• Find the rule for the nth term of a quadratic sequence (Higher tier content)</li> </ul> <p><u>Indices &amp; roots</u></p> <ul style="list-style-type: none"> <li>• Square and cube numbers (Recall lesson)</li> <li>• Calculate higher powers and roots</li> <li>• Powers of ten and standard form (Recall lesson)</li> <li>• The addition and subtraction rules for indices (Recall lesson)</li> <li>• Understand and use the power zero and negative indices</li> <li>• Work with powers of powers</li> <li>• Understand and use fractional indices (Higher tier content)</li> <li>• Calculate with numbers in standard form (Recall lesson)</li> </ul> <p><u>Manipulating expressions</u></p> <ul style="list-style-type: none"> <li>• Simplify algebraic expressions (Recall lesson)</li> <li>• Use identities</li> <li>• Add and subtract simple algebraic fractions (Higher tier content)</li> <li>• Add and subtract complex algebraic fractions (Higher tier content)</li> <li>• Multiply and divide simple algebraic fractions (Higher tier content)</li> <li>• Multiply and divide complex algebraic fractions (Higher tier content)</li> <li>• Form and solve equations and inequalities with fractions</li> <li>• Solve equations with algebraic fractions (Higher tier content)</li> <li>• Represent numbers algebraically</li> <li>• Algebraic arguments and proof</li> </ul>
Science	<u>The rate and extent of chemical change</u>

	<ul style="list-style-type: none"> <li>• Measuring rates</li> <li>• Limiting reactants</li> <li>• Calculating rates</li> <li>• Factors effecting rates</li> <li>• Factors increasing rates</li> <li>• Collision theory</li> <li>• Catalysts</li> <li>• Reversible reactions and energy changes</li> <li>• Equilibrium</li> <li>• Changing the concentration, temperature and pressure</li> </ul>
History	<p><u>History Around Us</u></p> <ul style="list-style-type: none"> <li>• Case Study of the 'Old Dock' Liverpool's first and most important dock, pupils will look at the evolution and growth of Liverpool, migration in and out of the town in preparation for some exam questions which will be set by the OCR exam board.</li> </ul>
Geography	<p><u>Rivers:</u></p> <ul style="list-style-type: none"> <li>• Processes in the river – recap of erosion, transportation, deposition</li> <li>• Cross profile and long profile of a river</li> <li>• Formation of landforms along the river</li> <li>• Causes of flooding</li> <li>• Hard and soft engineering</li> <li>• Hydrographs</li> </ul>
Spanish	<p><u>Speaking exam practice:</u></p> <ul style="list-style-type: none"> <li>• Role plays</li> <li>• Photocards</li> <li>• General conversation.</li> </ul>
Art	<p><u>Developing YR10 compositions and final pieces /outcomes using a specialist technique e.g Print, 3D sculpture: Inspired by the theme 'Messages'</u></p> <ul style="list-style-type: none"> <li>• Digital Art inspired by Hattie Stewart/Peter Strain.</li> <li>• This term is also about reviewing and refining work.</li> </ul>
Art Textiles	<p><u>Developing YR10 compositions and final pieces /outcomes using a specialist textiles technique Inspired by the theme 'Messages'</u></p> <ul style="list-style-type: none"> <li>• Fabric painting, Digital Art and Dye sublimation, stitching, beading etc</li> <li>• This term is also about reviewing and refining work.</li> </ul>
Computing	<p><u>Understanding what data is and how it is used</u> – Students will refine their data dashboard and add in functionality to present information in different formats such as the use of graphs and charts.</p> <ul style="list-style-type: none"> <li>• Be able to Include additional sheets that produce summaries including the use of counts, totals and percentages. Adding additional features such as dropdown menus, spinners, tick boxes and buttons.</li> <li>• Understand that data can be shown in different formats and use graphs, charts and dynamic pivot tables appropriately to display this information.</li> <li>• A thorough evaluation of the dashboard that takes into account drawbacks and positive features of the spreadsheet model will also be written</li> </ul>

Construction	<p><u>Component 3 - Construction and Design</u> Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints.</p> <p><u>Component 1 – Construction Technology</u> Learners will sketch, detail and annotate the different types of features of substructures</p>
Hospitality & Catering	<p><u>NEA notes</u></p> <ul style="list-style-type: none"> <li>• Factors when planning menus: • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers.</li> <li>• Equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment.</li> <li>• Skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer.</li> <li>• Time available – and type of provision e.g. service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time.</li> <li>• Environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water?</li> <li>• Know and understand the following terms: • reduce • reuse • recycle • sustainability • time of year – seasonality of commodities. • organoleptic qualities.</li> <li>• To be able to plan dishes for a menu and know and understand the following: • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • quality points • sequencing/dove-tailing • timing • cooking • cooling</li> </ul>
Design Technology	<p><u>NEA – Non Exam assessment</u></p> <ul style="list-style-type: none"> <li>• Learners will investigate into a contextual challenge, defining the needs and wants of the user. Learners will produce a moodboard, task analysis, design problem and identify a client and target market for a possible product.</li> </ul> <p><u>Section B and C drawing and Analysis techniques</u></p> <ul style="list-style-type: none"> <li>• Mechanical devices</li> <li>• Math's Questions</li> <li>• Textiles and manufactured boards</li> <li>• Electronic systems</li> </ul>
Drama	<p><b>Component 2 Developing Skills and Techniques in Performing Arts</b> <u>Learning aims A, B &amp; C</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• They will work with an existing performing arts repertoire, applying relevant skills and techniques to reproduce a performance of the work.</li> <li>• Identifying strengths and areas for improvement, target setting and evaluation of final performance.</li> </ul>
Health	<p><u>Health and social care services and values – Component 2 Learning Aim A3</u></p> <ul style="list-style-type: none"> <li>• Barriers to accessing services e.g. physical, sensory, geographical</li> </ul>

	<p><u>Health and social care services and values – Component 2 Learning Aim B1, B2 &amp; B4</u></p> <ul style="list-style-type: none"> <li>• Skills and attributes in health and social care e.g. problem solving, empathy</li> <li>• Values in health and social care e.g. communication, commitment</li> <li>• Benefits of possessing skills, attributes and values for service users</li> </ul>
Music	<p><u>Popular Music Set Study Pieces- 'Little Shop of Horrors'</u></p> <ul style="list-style-type: none"> <li>• How to answer the 2 mark questions in relation to the set study pieces of music.</li> <li>• Understanding how to structure and answer an 8 mark question in relation to the set study pieces of music.</li> </ul>
PE Core	<p><u>Development of skill and tactics in one of the following sports : rounders, athletics, badminton, football and fitness.</u></p> <ul style="list-style-type: none"> <li>• Consequences of a sedentary lifestyle - Issues caused by inactivity.</li> </ul>
Photography	<p><u>Collage &amp; Culture</u> Unit is delivered through the use of a project brief. Developing collage technique with local cultural references.</p>
RE/PSHE	<p><u>Living without harm:</u></p> <ul style="list-style-type: none"> <li>• Recreational drug use.</li> <li>• Anti-social behaviour</li> <li>• Street Pastors</li> <li>• Why do young people carry weapons?</li> <li>• Sexual consent</li> <li>• Sexting</li> <li>• Social Media</li> </ul> <p><u>GCSE: Religion and Life</u></p> <ul style="list-style-type: none"> <li>• The beginning of the universe.</li> <li>• What do we value in the world?</li> <li>• The impact of humans on the world.</li> <li>• The use and abuse of animals</li> <li>• Evolution</li> <li>• Abortion</li> <li>• Euthanasia</li> <li>• What do Christians believe happens when we die?</li> </ul>
Sport	<p><u>J185-Sport Performance and leadership</u></p> <ul style="list-style-type: none"> <li>• Course work completion of unit. Recap and make changes if required</li> <li>• Session plan</li> <li>• Risk assessment</li> <li>• Review of activity</li> <li>• Teacher witness statement of the session delivered.</li> <li>• Log books completed.</li> <li>• Practical witness statements and students graded as per mark bands on OCR.</li> </ul> <p><u>R184- Contemporary issues in sport</u></p> <ul style="list-style-type: none"> <li>• Revision of all learning objectives- LO1, LO3, LO4, L05, L06</li> <li>• Or completion of final learning objective.</li> <li>• End of topic exam tests. Exam questions- use exam builder.</li> </ul>
Psychology	<p><u>Criminal Psychology</u></p> <ul style="list-style-type: none"> <li>• Learning theories to explain criminality – operant conditioning and social learning theory</li> <li>• Biological explanations of criminality – including personality types</li> <li>• Effects of punishments on recidivism</li> </ul>

	<ul style="list-style-type: none"> <li>• Treatments to rehabilitate and reduce criminal and antisocial behaviour</li> <li>• Studies – Bandura, Ross and Ross (1961) and Charlton et al (2000)</li> </ul>
Sociology	<u>Education</u> <ul style="list-style-type: none"> <li>• Factors affecting educational achievement.</li> <li>• The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</li> <li>• Processes within schools affecting educational achievement.</li> <li>• The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</li> </ul>
BUS	<u>Develop skills to produce and deliver an electronic presentation that summarises the business plan.</u> <ul style="list-style-type: none"> <li>• Production of presentation by selecting relevant information and deciding on logical sequencing of information and ideas</li> <li>• Consistent visual presentation appropriate for the enterprise idea</li> <li>• Review of own skills demonstrated in the production and delivery of the presentation</li> </ul>