



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 10

Curriculum Overview *Half Term 6*

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 10, students study the following:

- **English** and **Maths** – **four** lessons per week per subject
- **Science** – **two** lessons per week per Science subject (Biology, Chemistry and Physics)
- **Three 'Options'** – **three** lessons per week per subject
- **Religious Education** – **one** lesson per week
- **'Core' PE** – **one** lesson per week

The information for each subject is categorised as follows:

Topics / tasks: This is the overview of the topics Year 9 students will be covering this half term.

Content and skills: This explains what areas students will be looking at, and the skills they will be developing during the half term.

Assessment: This explains how students will be assessed on their understanding of this topic.

Stretch and challenge: This gives suggestions of how students can explore this area in more detail if they wish.

Exam Boards

This table shows which exam board the school uses for each qualification.

Click on the [exam board](#) to view the specification via their website.

Subject	Awarding Body	Subject	Awarding Body	Subject	Awarding Body
Art	Edexcel	Geography	AQA	Physical Education, Vocational	WJEC
Business	OCR	German	AQA	Religious Education	AQA
Computer Science	OCR	Health & Social Care	Eduqas	Science: Biology	Edexcel
Design Technology	AQA	History	AQA	Science: Chemistry	Edexcel
Drama	AQA	Latin	Eduqas	Science: Physics	Edexcel
English	AQA	Maths	AQA	Spanish	AQA
Engineering	AQA	Music	Edexcel	Vocational Construction	Eduqas
Food Preparation and Nutrition	Eduqas	Photography	Edexcel	Vocational Engineering	Eduqas
French	AQA	Physical Education, GCSE	AQA		

Art

Topics / tasks:	Component One- personal projects
Content and skills:	Students will continue to develop their own personal projects, investigating the work of other artists, experimenting with materials and processes, exploring a wide range of references as part of developing their ideas. Working in sketchbooks and creating live outcomes will demonstrate the student's level of skill and knowledge. The more practice and effort made by the student, the greater the progress. By viewing the development of new sketchbooks pages, it is possible to monitor levels of progress at home.
Assessment:	Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons.
Stretch and challenge:	Students are encouraged to work very independently and take creative risks. By looking at a wide range of artwork, students can broaden their knowledge, but also their own ideas. Looking at major art museum websites and searching for artists related to their theme/title, will enable students to expand and refine their ideas.

Business

Topics / tasks:	Students will complete the following topics this term: 3.6 Training and development & 3.7 Employment law Teamwork – “developing” a product or service. Topic 4: An introduction to Paper 2 > 4.1 Production Processes & 4.2 Quality of goods and services
Content and skills:	GCSE Business – the fundamentals and beyond. Be able to discuss: • Importance of staff training and development • The impact of current legislation on recruitment and employment • Different production processes and their impact on businesses • The influence of technology on production and the impact on businesses • The importance of quality in both the production of products and the provision of services Data: • Use and analyse graphical data and statistics • Applying formula and financial concepts • Analyse information from a given scenario. Use key information when compiling an answer (application) Interpersonal skills: • Collaborative working, ideas, business and presenting.
Assessment:	Range of exam questions, classwork, homework. Q&A in lessons - Use of key terms & application assessed. Topic tests (at end of each unit) & Essay style question (at the end of the unit) SENECA (retrieval)
Stretch and challenge:	Tutor2U: https://www.tutor2u.net/business/reference/recruitment-selection-overview BBC Bitesize - https://www.bbc.co.uk/bitesize/guides/z3s9fcw/revision/2 SENECA: https://www.senecalearning.com/ BBC Inside the factory: https://www.bbc.co.uk/programmes/b07mddqk

Computer Science

Topics / tasks:	AppLab Project Fundamentals of Networks Designing, creating and refining algorithms Python Project
Content and skills:	Students will use the skills they have learnt with problem solving to write code in a different structure (AppLab) Students will complete an assessment covering what they have previously learnt from the Networks topic Students will write a full solution to the programming project provided, and provide evidence of tests Students will apply their written solutions to the Python language to determine the success of the written solution
Assessment:	Programming Project (Testing / Evaluation) sections graded separately Networks Test /27 AppLab Project Assessment (Program + Presentation) graded 9-1
Stretch and challenge:	Take a look at some of the ethical decisions programmers must make and summarise how these decisions affect everyday people: https://www.infoworld.com/article/2607452/12-ethical-dilemmas-gnawing-at-developers-today.html Make a start with learning to code in AppLab and make a small Quiz app which asks 3 questions: https://studio.code.org/s/applab-intro/lessons/1/levels/1

Design Technology

Topics / tasks:	NEA
Content and skills:	Students will start work on their NEA- this is worth 50% of their overall GCSE. This half term will focus on the following areas: 1. Exploring a context 2. Market research / client 3. Product analysis 4. Specific investigation to your product 5. Material research 6. Design brief and specifications
Assessment:	Progress of the NEA will be monitored weekly with whole-class feedback given in line with AQA guidance- specific, individual feedback to students its not permitted when completing the NEA.
Stretch and challenge:	Students should revisit their mock NEA in advance of each lesson to help them prepare for each section of the NEA- as listed above. Students should look at past examples of student NEA work on the AQA website.

Drama

Topics / tasks:	Component 1: Set Text Component 2: Devised work.
Content and skills:	1. Complete study of set text and review content for examination. 2. Complete written documentation for NEA coursework. Describe, analyse and evaluate own work.
Assessment:	1. Complete written log for devised coursework, with frequent teacher guidance and feedback. 2. Practice end of year test on Blood Brothers.
Stretch and challenge:	Research rehearsal strategies and effective performance skills and Blood Brothers on BBC Bitesize. Style - Creating and staging a devised performance - GCSE Drama Revision - BBC Bitesize https://www.bbc.co.uk/teach/class-clips-video/articles/zn6kjhv

English Language

Topics / tasks:	AQA GCSE English Language: Paper 2 Writing Viewpoints and Perspectives and Spoken Language Endorsement
Content and skills:	• Revising persuasive language techniques and using these techniques in extended writing. • Learning how to spend time planning an exam response to ensure it meets the criteria of the mark scheme. • Planning and writing responses to exam questions in which students are asked to argue their opinion on an issue. • Exploring ambitious vocabulary and gaining confidence to use it in writing. • Revisiting speaking skills and analysing famous speakers' skills.
Assessment:	Producing and delivering a speech that links Paper 2 writing and the spoken language endorsement.
Stretch and challenge:	• Following issues in the media that are commonly seen in this exam e.g. environmental issues, school based issues, issues affecting teenagers. Gaining an understanding of such issues and forming viewpoints on them. • Accessing Mr Bruff on YouTube and watching the series of videos on 'English Language Paper 2: writing' whilst making useful revision notes. https://www.youtube.com/user/mrbruff/featured • Watching Ted-ed talks and considering how they are written and, also, delivered to captivate and persuade the audience.

English Literature

Topics / tasks:	AQA GCSE English Literature: Modern Text (An Inspector Calls) Power & Conflict Poetry	
Content and skills:	Modern Text: - Studying the play 'An Inspector Calls'. - Analysing the writer's use of language and structure. - Considering the social and historical contexts of the play and how these influence the text. - Analysing characters and themes across the whole play. - Understanding how to answer an exam question - Learning key quotations from the play.	Power & Conflict Poetry: - Reading a selection of poetry from the GCSE cluster 'Power & Conflict' Emigree, Tissue and Checking out me History - Analysing how poets use language, structure and form to shape meanings - Comparing the presentation of themes in different poems - Understanding how to answer exam questions
Assessment:	Modern Text: Writing exam responses on both characters and themes	
Stretch and challenge:	Modern Text: - Reading the play more than once. - Watching filmed versions of the play. - Accessing Mr Bruff on YouTube and watching the series of videos on the play whilst making useful revision notes: https://www.youtube.com/user/mrbruff/featured - Researching more about the writers and their aims. - Researching more about the relevant historical period. - Reading critical articles such as from the British Library e.g. https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls	Power & Conflict Poetry: - Accessing Mr Bruff on YouTube and watch the series of videos on unseen poetry whilst making useful revision notes. www.youtube.com/user/mrbruff/featured - Researching the context of the poets studied in the anthology

Engineering

Topics / tasks:	NEA: Design & Make an Electrical and Mechanical solution to real world problem.
Content and skills:	Students will begin their Non Examined assessment (NEA) in June. This will form 40% of their final GCSE grade. This will comprises of Researching, Designing, and then evaluating a product that they design based on the exam board set brief.
Assessment:	Students will receive RAG rating updates on each section as they work through the design portfolio.
Stretch and challenge:	Students should be actively revising theory tasks completed during term year 10 in preparation for mock exams next year. Students have been given a digital copy of the revision book so they can read ahead for topics not yet covered. All revision work is on teams.

Food Preparation and Nutrition

Topics / tasks:	NEA2 Practical Mock One dish development
Content and skills:	Students will carry out their NEA2 mock practical (with the planning of this happening in the last half term) Students will develop one of the dishes based on assessment feedback- to refine and elevate their practical abilities. This term students will also explore the following topics Technological development in the food industry – population, transport and travel, preservation methods Influence of media, consumer demand, scientific developments Environmental factors
Assessment:	Mock NEA2 assessment Students will carry out and end of year assessment Students will reflect on the practical and written exam process to give focus for their preparations for Year 11
Stretch and challenge:	Students are encouraged to revise year 10 content over summer to prepare for year 11. The textbook is available online for students to use: https://illuminate.digital/eduqasfood/

French

Topics / tasks:	THEME 2: Unit 6: CELEBRITY CULTURE
Content and skills:	Students will learn vocabulary relevant to this subject. They will learn the imperative form, conditional of key verbs and the perfect tense of reflexive verbs.
Assessment:	Students will have regular vocabulary and grammar tests as well as a formal speaking assessment.
Stretch and challenge:	Students will research a Francophone celebrity and share their work with the class.

Geography

Topics / tasks:	Changing Economic World
Content and skills:	Students will continue their study of this topic by studying causes of uneven development and solutions to the development gap. This will then examine the case study of Nigeria as a Newly Emerging Economy. Students will begin by examining Nigeria's location and importance at a range of scales as well as the wider political, social, cultural and environmental context. Students will then assess a range of factors that influence the economy of Nigeria and how the political and trading relationships with the wider world have changed. The effects of economic development for people and the environment will also be evaluated using a range of sources and figures.
Assessment:	Practice examination questions that assess key skills and content.
Stretch and challenge:	Students can explore our core case studies for the topic in more depth – Nigeria and the UK, using the resources at the following website under year 10 units 10 (urban growth in Lagos), 8 (the development gap) and 4 (economic future of the UK): https://continuityoak.org.uk/lessons The ability to use a range of geographical skills accurately is important. The skills can be reviewed and practised using the resources on these websites: Year 11 Unit 10 (Geographical Skills) - https://continuityoak.org.uk/lessons Geographical skills - GCSE Geography Revision - BBC Bitesize

German

Topics / tasks:	THEME 2: POPULAR CULTURE UNIT 5: Customs and Festivals
Content and skills:	Students will be finishing the unit of Free Time Activities and then move on to the topic of Customs and Festivals. Students will look closely at word order in main and subordinate clauses and practise the Time Manner Place rule. Students will learn about the conditional tense and the subjunctive mode. Students will practise exam techniques.
Assessment:	Students will complete regular vocabulary and grammar tests as well as listening/reading/speaking/writing exercises. Students will complete a Speaking Assessment.
Stretch and challenge:	Students can complete interactive activities on Kerboodle on this topic area. Students can research additional customs and traditions of German-speaking countries.

Health and Social Care (Vocational)

Topics / tasks:	Unit 2- Outcome – focused and person centred- practice in Health and Social Care
Content and skills:	Chapter 8 - The roles of key professional with the health and social care sector Chapter 9 – Practitioners responsibilities Chapter 10 – Safeguarding and legislation
Assessment:	Unit 1 – Mock exam Written feedback and marks Unit 2 – practice assignment tasks Student will receive verbal and written feedback from their teachers on exam practice tasks
Stretch and challenge:	Stretch tasks will be placed on teams for students to access independently

History

Topics / tasks:	Germany – Democracy and Dictatorship
Content and skills:	Germany before WWI – formation and key ideas in the German Empire. The character and leadership of Kaiser Wilhelm II. Structure of government. The impact of industrialisation and the growth in socialism. The effects of WWI on the German people.
Assessment:	Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing the utility of sources and building arguments.
Stretch and challenge:	

Latin

Topics / tasks:	Civilisation topic for Paper 3; Indirect speech
Content and skills:	Students will cover the last remaining elements of the GCSE Language Paper 1 and continue revising the Defined Vocabulary List. We will move into the final book of the Cambridge Latin Course, learn more about life in Italy in the late First Century CE and look at Roman politics. We will study the civilisation topics required for the GCSE Paper 3.
Assessment:	GCSE level papers on Language and Civilisation.
Stretch and challenge:	Students should build on their knowledge of Roman history – there are many excellent documentaries available to view and we have a selection of books which students can borrow.

Maths (Foundation)

Topics / tasks:	Probability: scale, summing to 1, relative frequency Averages (mean, median, mode) and range Transformations Proportion and Pie Charts	Frequency tables, bar charts, time series data Scatter graphs Venn diagrams Tree diagrams Transformations
Content and skills:	• Revision and consolidation of previously learned skills • Extension of skills to unfamiliar contexts • Reasoning and problem solving skills	
Assessment:	Summer assessment on year 10 work carried out in class.	
Stretch and challenge:	• Complete extra work using www.sparxmaths.com and www.corbettmaths.com • Completing enrichment tasks on www.nrich.maths.org	

Maths (Higher)

Topics / tasks:	Constructions Average and range from grouped data Box plots Cumulative Frequency	Histograms Comparing two data sets Transformations
Content and skills:	• Revision and consolidation of previously learned skills • Extension of skills to unfamiliar contexts • Reasoning and problem solving skills	
Assessment:	Summer assessment on year 10 work carried out in class.	
Stretch and challenge:	• Complete extra work using www.sparxmaths.com and www.corbettmaths.com • Completing enrichment tasks on www.nrich.maths.org	

Music

	10A	10K
Topics / tasks:	Composition – Variations AOS2: Review and Listening Skills AOS4: Review and Listening Skills	Composition – Minimalism AOS3: Star Wars Performance
Content and skills:	Developing skills of rhythmic, melodic and harmonic composition within the context of variations. Developing listening skills and consolidating understanding of Purcell, Queen, Release and Spalding.	Developing skills of rhythmic, melodic and harmonic composition within the context of Minimalism – focusing on ostinato, note addition, layering and other Minimalist-specific techniques Developing listening skills in analysis of set work – 'Star Wars' Preparing a sample performance and test recording
Assessment:	Practical composition assessment – Variations Exam-style listening questions	Practical composition assessment – Minimalism Exam-style listening questions Performance recording
Stretch and challenge:	Developing initial 'theme' into a more complete composition. Listening to related works and comparing and contrasting them with the set works Exploring ensemble repertoire as the next step in performance	Developing initial Minimalist motifs into a more complete composition, using advanced techniques such as metamorphosis and phasing Listening to related works and comparing and contrasting them with the set works Exploring ensemble repertoire as the next step in performance

Photography

Topics / tasks:	Component One- personal projects
Content and skills:	Students will continue to develop their own personal projects, investigating the work of other artists, experimenting with materials and processes, exploring a wide range of references as part of developing their ideas. Working on their digital sketchbooks and creating live outcomes will demonstrate the student's level of skill and knowledge. The more practice and effort made by the student, the greater the progress. By viewing the development of new sketchbook pages, it is possible to monitor levels of progress at home.
Assessment:	Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons.
Stretch and challenge:	Students are encouraged to work very independently and take creative risks. By looking at a wide range of artwork, students can broaden their knowledge, but also their own ideas. Looking at major art museum websites and searching for artists related to their theme/title, will enable students to expand and refine their ideas.

Physical Education (GCSE)

Topics / tasks:	In theory lessons complete Chapter 5 and start Chapter 4 – Sports psychology. In practical lessons athletics.
Content and skills:	Skill and ability Goal setting and SMART targets Basic information processing model Guidance and Feedback Arousal and Inverted U theory Personality types Intrinsic and extrinsic motivation
Assessment:	Regular exam style questions and a Kerboodle on-line end of chapter assessment. Full exam paper 2 at end of chapter 4.
Stretch and challenge:	Become involved in school teams and also train and compete regularly outside of school. Read articles and journals to widen knowledge around sporting issues.

Physical Education (Vocational)

Topics / tasks:	Leading Sports Activities.
Content and skills:	They will link their practical sport to the 11 components of fitness and create their own teaching resource. Student will be introduced to leadership by Looking at the skills and attributes needed to be an effective sports leader. They will work with pupils from a local primary school to demonstrate their leadership abilities. The pupils will also create session plans and evaluation sheets to monitor their progress. The students will also continue to learn about training methods, components of fitness and fitness testing for their exam.
Assessment:	Continuous assessment for leadership skills and regular tests on exam content.
Stretch and challenge:	Make use of past on-line assignments and text books to enhance knowledge.

Religious Education

Topics / tasks:	GCSE: Focused study of Jewish belief, teachings and practices.
Content and skills:	Students should study the beliefs, teachings and practices of Judaism specified below and their basis in Jewish sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Jewish perspectives in their answers, for example, Orthodox, Reform and Liberal Judaism. Jewish Practices that will be explored: • The synagogue and its importance. • Public acts of worship including: synagogue services in both Orthodox and Reform synagogues and the significance of prayer, including the Amidah, the standing prayer. • Shabbat in the home and synagogue and its significance. • Worship in the home and private prayer. • Tenakh (the written law) and Talmud (the oral law), and their study, use and significance in daily life. • Rituals of brit milah, bar/bat mitzvah, marriage and mourning. • Dietary laws. • Festivals: Rosh Hashanah, Yom Kippur and Pesach
Assessment:	Pupils will have a range of GCSE type assessments to complete. These concentrate on accurate understanding of key vocabulary, the ability to link the influence of belief to action, an ability to make detailed comparisons between the two Religions studied and to evaluate a point of view and relate their religious knowledge to enrich the answer they make.
Stretch and challenge:	Visit online reference sites, Wikipedia, Britannica. BBC Bite Size website

Science: Biology

Topics / tasks:	Topic 9 Ecosystems and Topic 5 Health and Disease
Content and skills:	Topic 9: Sampling ecosystems using quadrats and transects, human impact on biodiversity, water, carbon and nitrogen cycles (Triple only: food security, indicator species, factors affecting rate of decay) Topic 5 : Recap of year 9 work – (pathogens, communicable and non-communicable diseases, BMI, waist:hip ratio) followed by physical and chemical defences, the immune system and vaccination, testing medicines and antibiotics (Triple only: virus life cycles, plant defences against disease, aseptic technique and testing antibiotics, monoclonal antibodies)
Assessment:	End of topic tests (where appropriate), Active Learn and Seneca in addition to a cumulative assessment test covering all of the GCSE material studied so far.
Stretch and challenge:	Research an example of a project aiming to preserve biodiversity by protecting an animal and prepare a poster to educate people about the campaign. Research different examples of communicable diseases in plants – how do these diseases spread and how are they treated?

Science: Chemistry

Topics / tasks:	Continuing Fuels and Preparation for mocks
Content and skills:	Continuing the study of products from crude oil and the effects on the Earth's atmosphere. Preparation for Year 10 mock exams.x
Assessment:	End of topic tests (where appropriate) as well as year 10 end of year assessments.
Stretch and challenge:	Join the Crest Science Award – email or speak to Mr Macdermid via the school email address

Science: Physics

Topics / tasks:	<u>Combined Science</u> Topic 9: Electricity and Circuits	<u>Separate Sciences</u> Topic 6: Radioactivity Topic 7: Astronomy Topic 8: Energy – forces doing work
Content and skills:	• Electric circuits • Current and potential difference • Current, charge and energy • Resistance • Electrical components • Transferring energy • Electrical power • Electrical safety	• Radioactive decay • Half-life • Using radioactivity • Dangers of radioactivity • Radioactivity in medicine • Nuclear energy • Nuclear fission • Nuclear fusion • The Solar System • Gravity and orbits • Life cycle of stars • Red-shift • Origin of the universe • Work and power
Assessment:	End of topic tests. Mock exam covering Paper 1 content.	
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

Spanish

Topics / tasks:	Unit 5: Customs, festivals and celebrations 5.1F- Talking about religious celebrations 5.1H- Talking about family traditions 5.2F- Talking about Latin American festivals 5.2H- Talking about Hispanic music and dance Unit 6: Celebrity Culture 6.1F Talking about female icons 6.1H Talking about celebrity culture 6.2F Talking about celebrities as role models 6.2H The pros and cons of fame
Content and skills:	Irregular verbs in the preterite tense; Past- tense time phrases; Stem changes in the preterite tense; Prepositional pronouns; using time expressions + infinitive; using the verbs <i>seguir</i> and <i>continuar</i> with the present participle, interrogatives with prepositions. The imperfect tense, suffixes <i>ísimo</i> and <i>ito</i>, the preterite and imperfect tenses, adjectives with <i>ser</i> and <i>estar</i>, using three time frames, possession with <i>de</i>, <i>soler</i> + infinitive.
Assessment:	A speaking assessment is to be completed by 9 th June. This will include a role play task, a reading aloud task, a photo card and general conversation questions.
Stretch and challenge:	Using the interactive online exercises accessible to all students via Kerboodle. Continual revision of grammar points Developing an interest in current affairs in Spanish speaking countries Listening to Spanish radio and TV online.

Vocational Construction

Topics / tasks:	NEA
Content and skills:	Students begin their NEA which will be a written and practical assignment based on electrics, plumbing and Joinery. This project is worth 60% of final grade and will run through until January 2025
Assessment:	Whole class feedback is given for NEA tasks Verbal feedback is given for practical tasks
Stretch and challenge:	Revision assignments are set on teams for students to complete independently.

Vocational Engineering

Topics / tasks:	Exam preparation Section 3.1
Content and skills:	3.1 Understanding the effects of engineering achievements: 3.1.1 describing engineering developments 3.1.2 explaining the effects of engineering achievements 3.1.3 explaining how environmental issues affect engineering applications.
Assessment:	Students will sit mini tests at the end of each unit with feedback given Practical unit (Manufacturing Engineering products) has been graded and sent to exam board for moderation.
Stretch and challenge:	Stretch activities are set on Teams for students to access independently