



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 10

## Curriculum Overview

### *Half Term 5*

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

Please use the table if you wish to know which exam board the school uses for each qualification.

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

<b>Subject</b>	<b>Awarding Body</b>	<b>Subject</b>	<b>Awarding Body</b>	<b>Subject</b>	<b>Awarding Body</b>
<b><u>Art</u></b>	<u>Edexcel</u>	<b><u>French</u></b>	<u>AQA</u>	<b><u>Physical Education, GCSE</u></b>	<u>AQA</u>
<b><u>Business</u></b>	<u>OCR</u>	<b><u>Geography</u></b>	<u>AQA</u>	<b><u>Physical Education, Vocational</u></b>	<a href="#">WJEC</a>
<b><u>Computer Science</u></b>	<u>OCR</u>	<b><u>German</u></b>	<u>AQA</u>	<b><u>Religious Education</u></b>	<u>AQA</u>
<b><u>Creative iMedia</u></b>	<u>OCR</u>	<b><u>Health &amp; Social Care</u></b>	<u>Eduqas</u>	<b><u>Science: Biology</u></b>	<u>Edexcel</u>
<b><u>Design Technology</u></b>	<u>AQA</u>	<b><u>History</u></b>	<u>AQA</u>	<b><u>Science: Chemistry</u></b>	<u>Edexcel</u>
<b><u>Drama</u></b>	<u>AQA</u>	<b><u>Latin</u></b>	<u>Eduqas</u>	<b><u>Science: Physics</u></b>	<u>Edexcel</u>
<b><u>English Language</u></b>	<u>AQA</u>	<b><u>Mandarin</u></b>	<u>AQA</u>	<b><u>Spanish</u></b>	<u>AQA</u>
<b><u>English Literature</u></b>	<u>AQA</u>	<b><u>Maths</u></b>	<u>AQA</u>	<b><u>Textiles</u></b>	<u>Eduqas</u>
<b><u>Engineering</u></b>	<u>AQA</u>	<b><u>Music</u></b>	<u>Edexcel</u>	<b><u>Vocational Construction</u></b>	<u>Eduqas</u>
<b><u>Food Preparation and Nutrition</u></b>	<u>Eduqas</u>	<b><u>Photography</u></b>	<u>Edexcel</u>	<b><u>Vocational Engineering</u></b>	<u>Eduqas</u>

# Art

<b>Topics / tasks:</b>	<b>Component One-personal projects</b>
<b>Content and skills:</b>	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.
<b>Assessment:</b>	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.
<b>Stretch and challenge:</b>	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

<b>Topics / tasks:</b>	<b>3.3 Communication in business</b> <b>3.4 Recruitment and selection &gt; 3.5 Motivation and retention &gt; 3.6 Training and development</b> <b>3.7 Employment law</b>
<b>Content and skills:</b>	<p><b>GCSE Business – the fundamentals and beyond.</b></p> <p><b>Be able to discuss:</b></p> <ul style="list-style-type: none"> <li>• Ways of communicating in a business context and the importance of business communications and how technology has influenced this.</li> <li>• Why businesses recruit and the different recruitment methods used to meet different business needs, along with the methods of selection (chosen and why).</li> <li>• Financial and non-financial methods of motivation and why this is important to a business. How any why business focus on employee motivation and retention (benefits of).</li> <li>• Why businesses train and develop their workers and the benefits of this to the business.</li> <li>• The impact of current legislation on recruitment and employment.</li> </ul> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>• Use and analyse graphical data and statistics.</li> <li>• Analyse information from a given scenario. Use key information when compiling an answer (application)</li> </ul> <p><b>Interpersonal skills:</b></p> <ul style="list-style-type: none"> <li>• Collaborative working, ideas, business and presenting (team challenges and discussion).</li> </ul>
<b>Assessment:</b>	<p>Range of exam questions, classwork, homework.          Q&amp;A in lessons.          Topic tests (at end of each unit) &gt; Essay style question (at the end of selected units).          Use of key terms &amp; application assessed.</p>
<b>Stretch and challenge:</b>	<p>Retention (how to) research: <a href="https://uk.indeed.com/hire/c/info/effective-employee-retention-strategies">https://uk.indeed.com/hire/c/info/effective-employee-retention-strategies</a>          BBC Bitesize - Business GCSE: <a href="https://www.bbc.co.uk/bitesize/guides/zhmajhv/revision/1">https://www.bbc.co.uk/bitesize/guides/zhmajhv/revision/1</a>          SENECA: <a href="http://www.senecalearning.com/">www.senecalearning.com/</a>          Research - BBC Business: <a href="http://www.bbc.co.uk/news/business">www.bbc.co.uk/news/business</a> - Identifying the “skills gap” for the UK, how can we tackle this (opportunity / threat).</p>

# Computer Science

<b>Topics / tasks:</b>	<b>Python Programming Fundamentals (File Handling, Project Development)</b> <b>Ethics of Computer Science</b> <b>Fundamentals of Networking</b>
<b>Content and skills:</b>	Students will use what they have learnt in Python to write an interface interacting with a movie database Students will analyse, design, implement, and test a designated project in Python Students will evaluate the benefits and drawbacks of open-source and proprietary software Students will consider the factors which affect the type of network used by computers
<b>Assessment:</b>	IMDB File Handling Project (graded by tasks completed) Introduction to the Programming Project (Analysis and Design sections graded) Ethics and Algorithms Test
<b>Stretch and challenge:</b>	Investigate the 3 issues of "Big Data" which occur when mass amounts of data is being collected or processed: <a href="https://tinyurl.com/ThreeBigData">https://tinyurl.com/ThreeBigData</a> See what Chat GPT said about itself when asked about Ethical and Legal Issues: <a href="https://tinyurl.com/EthicsChatGPT">https://tinyurl.com/EthicsChatGPT</a> Continue to test your programming ability using Project Euler: <a href="https://projecteuler.net/">projecteuler.net/</a>

# Creative iMedia

<b>Topics / tasks:</b>	<b>RO94 – Creating Visual Identity</b> (TA2 Completion) <b>RO96 - Animation with audio</b>
<b>Content and skills:</b>	<p><b>RO94 – Creating Visual Identity:</b> Learners will be able to use graphic design software to develop their products. They will also investigate how to source and store their media effectively from a range of sources. The completion of this unit will help prepare students for a wide range of job roles in the media sector or for further study of the creative media industries. (OCR 2022) Students will complete their assignment during this half term, ready for submission in the Summer series (June 2023)</p> <p><b>RO96 - Animation with audio:</b> Animation is used in a wide range of applications in the media industry. Gaming technologies, mobile phones, film making, interactive media and websites all use digital animation to enhance applications, entertain and inform the viewer. In this unit you will learn to plan animations with soundtracks based on client briefs. You will learn to use a range of tools and techniques to create, edit and combine audio and animated content and export and review completed animation with audio products. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry. (OCR 2022). Students will begin work on this unit during this half term. This will equip them with the skills and understanding to be able to complete their assignment for this unit in the Autumn Term of Year 11.</p>
<b>Assessment:</b>	Teacher assessed coursework will continue during this half term ready for submission in the Summer Series (June 2023) All coursework must be completed in class under teacher supervision
<b>Stretch and challenge:</b>	<p>Knowledge, understanding and technical skills can all be revised and practised outside of school – organisation and an in-depth understanding of the topic is key!</p> <p>Practice using Adobe Photoshop and Adobe Animate to refine your skills – this can be accessed outside of school via your own device. This is strongly recommended to enable confidence with the use of the software.</p> <p>Learning materials: <a href="#">Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR</a></p>

# Design Technology

<b>Topics / tasks:</b>	<b>Mock NEA</b>
<b>Content and skills:</b>	<p>Students will design, develop and manufacture a USB light with housing. Students will:</p> <ul style="list-style-type: none"><li>• Explore design iteration</li><li>• Learn how to develop and refine ideas into suitable solutions</li><li>• Learn how to form / mould polymers (vacuum forming and line bending).</li><li>• Learn how to design to accommodate standard components (PCB)</li><li>• Learn how to join polymers- acrylic cement and machine screws and but</li></ul>
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• Verbal feedback given throughout the project</li><li>• Formal marking of mock NEA using AQA marking criteria</li></ul>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Targeted questioning</li><li>• Investigate how other materials could be added to enhance / further improve their design</li><li>• Consider how design trends / work of others could be incorporated into their design</li></ul>



# Drama

<b>Topics / tasks:</b>	<b>Component 2: Devising Drama</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Students will rehearse and perform a devised drama performance (students may contribute as performer or designer).</li><li>• They will continue to log their decisions and activities in a rehearsal log.</li></ul>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Practical performance of their piece as a performer or designer.</li><li>2. Written elements of the N.E.A coursework.</li></ol>
<b>Stretch and challenge:</b>	Research drama practitioners and their devising tips. Websites include: <a href="#">Devising Theatre - Drama Resource</a> <a href="#">text pages.5 (complicite.org)</a>

# English Language

<b>Topics / tasks:</b>	<b>AQA GCSE English Language: Paper 2 Writing Viewpoints and Perspectives and Spoken Language Endorsement</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Revising persuasive language techniques and using these techniques in extended writing.</li><li>• Learning how to spend time planning an exam response to ensure it meets the criteria of the mark scheme.</li><li>• Planning and writing responses to exam questions in which students are asked to argue their opinion on an issue.</li><li>• Utilising vocabulary and gaining confidence to use it in writing.</li><li>• Revisiting speaking skills and analysing famous speakers' skills.</li></ul>
<b>Assessment:</b>	Producing and delivering a speech that links Paper 2 writing and the spoken language endorsement.
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Accessing Mr Bruff on YouTube and watching the series of videos on 'English Language Paper 2: writing' whilst making useful revision notes. <a href="https://www.youtube.com/user/mrbruff/featured">https://www.youtube.com/user/mrbruff/featured</a></li><li>• Watching Ted-ed talks and considering how they are written and also delivered to captivate and persuade the audience.</li></ul>

# English Literature

<b>Topics / tasks:</b>	<b>AQA GCSE English Literature:</b> Modern Text (An Inspector Calls or Blood Brothers)
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Studying either 'An Inspector Calls' or 'Blood Brothers'.</li><li>• Analysing the writer's use of language and structure.</li><li>• Considering the social and historical contexts of the play and how these influence the text.</li><li>• Analysing characters and themes across the whole play.</li><li>• Understanding how to answer an exam question.</li><li>• Learning key quotations from the play.</li></ul>
<b>Assessment:</b>	Writing exam responses on both characters and themes
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Reading the play more than once.</li><li>• Watching filmed versions of the play.</li><li>• Accessing Mr Bruff on YouTube and watching the series of videos on the play whilst making useful revision notes.</li><li>• <a href="https://www.youtube.com/user/mrbruff/featured">https://www.youtube.com/user/mrbruff/featured</a></li><li>• Researching more about the writers and their aims.</li><li>• Researching more about the relevant historical period.</li><li>• Reading critical articles such as from the British Library e.g. <a href="https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls">https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls</a> or <a href="https://literature.britishcouncil.org/writer/willy-russell">https://literature.britishcouncil.org/writer/willy-russell</a></li></ul>

# Engineering

<b>Topics / tasks:</b>	<b>Exam preparation Sections 3-5</b>
<b>Content and skills:</b>	<u>Students will start or complete the following sections:</u> 3. Systems 4. Testing and investigation 5. The impact of modern technologies
<b>Assessment:</b>	Students receive written Feedback on tasks completed to date in their books. Students will sit an end of section test (section 3) and feedback given.
<b>Stretch and challenge:</b>	Grade 7-9 stretch questions are posted on Teams in Assignments

# Food Preparation and Nutrition

<b>Topics / tasks:</b>	<b>Prepare for NEA2 practice- continue to gain knowledge and practical skills</b>
<b>Content and skills:</b>	Students will gain more independence this term and be given the opportunity to plan their own practical work to carry out next term. This is to prepare them for the process of NEA2 in year 11. Students will consider factors that affect food choice. Students will consider cultural cuisine.
<b>Assessment:</b>	NEA2 Mock- planning will be assessed using the criteria used by the exam board for student to become familiar with this process.
<b>Stretch and challenge:</b>	Students will be encouraged to cook 'High skill dishes' Teachers will guide student in how to recognise a high skill dish or how to adapt a recipe to increase its skills level.

# French

<b>Topics / tasks:</b>	<b>TOPIC 2- End of Unit 5-Home town topic/ Unit 6.1- Charity and voluntary work</b>
<b>Content and skills:</b>	Students will learn vocabulary relevant to these two subjects; they will revise prepositions and comparative/superlative adjectives; learn the gerund and using ce qui/ce que.
<b>Assessment:</b>	Students will have regular vocabulary and grammar tests as well as assessments in all 4 skills: speaking, listening, reading and writing.
<b>Stretch and challenge:</b>	Students can research a French charitable organisation and its work.

# Geography

<b>Topics / tasks:</b>	<b>Changing Economic World</b>
<b>Content and skills:</b>	Students will begin their study of this topic by describing the pattern of global variation in economic development and quality of life and explaining the reasons for this. To examine the effectiveness of different measures of development. To assess different potential solutions to reducing the development gap.
<b>Assessment:</b>	Students will be regularly assessed using practice examination questions that assess key skills and content.
<b>Stretch and challenge:</b>	Students can explore our core case studies for the topic in more depth – Nigeria and the UK, using the resources at the following websites: <a href="https://classroom.thenational.academy/units/urban-growth-in-lagos-nigeria-6c35">https://classroom.thenational.academy/units/urban-growth-in-lagos-nigeria-6c35</a> <a href="https://classroom.thenational.academy/units/the-economic-future-of-the-uk-0bd6">https://classroom.thenational.academy/units/the-economic-future-of-the-uk-0bd6</a> 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: <a href="https://classroom.thenational.academy/units/geographical-skills-61bd">https://classroom.thenational.academy/units/geographical-skills-61bd</a> <a href="#">Geographical skills - GCSE Geography Revision - BBC Bitesize</a>

# German

<b>Topics / tasks:</b>	<b>Free Time Activities</b>
<b>Content and skills:</b>	Students will continue with the topic of Free Time Activities. By the end of this unit, students will be familiar with the vocabulary and grammar specific to this topic. Students will learn how to use separable and reflexive verbs in the perfect and future tense, revise the present tense of regular and irregular verbs, practise word order and the different words for when.
<b>Assessment:</b>	Students will regularly complete vocabulary and grammar tests as well as listening, reading, speaking, writing and translation exercises in class. Students will complete a formal Speaking Assessment on all content covered in Year 10.
<b>Stretch and challenge:</b>	Students are able to research free time activities in German-speaking countries.



# Vocational Health and Social Care

<b>Topics / tasks:</b>	<b>Unit 2- Outcome – focused and person centred- practice in Health and Social Care</b>
<b>Content and skills:</b>	Chapter 6- The range of individual needs across the life span Chapter 7 – Types of care provision and how professionals, family and friends collaborate to support individuals
<b>Assessment:</b>	<b>Student will receive verbal and written feedback from their teachers on exam practice tasks</b>
<b>Stretch and challenge:</b>	Stretch tasks will be placed on teams for students to access independently

# History

<b>Topics / tasks:</b>	<b>Germany, 1933-1945</b>
<b>Content and skills:</b>	Students will be continuing to study how the Nazis seized power in Germany and how they established a dictatorship. They will then be looking at a wide range of aspects of life in Nazi Germany, covering the impact of Nazi rule upon different areas of public life in Germany, as well as different groups within German society.
<b>Assessment:</b>	Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing interpretations and building arguments.
<b>Stretch and challenge:</b>	<p>For those wishing to understand the experience of life in Nazi Germany, <i>Alone in Berlin</i> by Hans Fallada is a gripping novel of the experiences of civilians living under Nazi rule and a horrifying glimpse into the fear and paranoia that pervaded people's lives under the Nazis. An acclaimed 1977 German documentary, <i>Hitler: A Career</i>, is available on Netflix and discusses how and why Hitler achieved his rapid rise to power in the 1930s. <i>The Third Reich: A New History</i> by Michael Burleigh has chapters dedicated to understanding Nazi policies on eugenics and race, the working classes and those who resisted Nazi rule for those wishing to further their studies of these areas.</p> <p>For those wishing to understand the Holocaust in greater depth, the series <i>Auschwitz: The Nazis and 'The Final Solution'</i> is available on Netflix. The series is an extraordinary, unflinching study of the Holocaust and how it came about. It should be considered essential viewing for those with access to Netflix.</p>

# Latin

<b>Topics / tasks:</b>	<b>Freedmen &amp; life in the country; more passive verbs and indirect statement.</b>
<b>Content and skills:</b>	Students will cover the last remaining elements of the GCSE Language requirements and begin 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.
<b>Assessment:</b>	There will be a grammar assessment as well as regular vocabulary tests.
<b>Stretch and challenge:</b>	Students should read about any aspect of Roman history that interests them.

# Mandarin

<b>Topics / tasks:</b>	<b>Local, international and global areas of interest.</b>
<b>Content and skills:</b>	Students will study the theme of local, international and global areas of interest. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing tasks. They will also study the following grammar: the use of Directional complements 'le' to indicate change of state; use 'li' as co-verb; Using adverb 'Jiu' and 'cai' to indicate recent or past action. They will be using grammatical markers and breaking down more authentic sentences in order to extract their meaning.
<b>Assessment:</b>	Students will complete regular character tests as well as listening/reading/speaking/writing exercises. Students will have a formal speaking assessment on units covered so far.
<b>Stretch and challenge:</b>	They should access the material that is put on Teams (work sheets, vocab game, video links) to consolidate previously learned knowledge.

# Maths (Foundation)

<b>Topics / tasks:</b>	<ul style="list-style-type: none"><li>• Area of 2D shapes (rectangles, triangles, parallelogram, trapezium, circles and compound shapes)</li><li>• Surface area of prisms and cylinders*</li><li>• Calculating averages from a list and from a table (and grouped tables*)</li><li>• Calculating probability</li><li>• Listing outcomes and sample space diagrams</li><li>• Two-way tables and frequency trees</li><li>• Venn Diagrams</li><li>• Relative frequency and expectation</li><li>• Probability tree diagrams*</li></ul> <p><b>* Topics for 10X3 only</b></p>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Revision and consolidation of previously learned skills</li><li>• Extension of skills to unfamiliar contexts</li><li>• Reasoning and problem-solving skills</li></ul>
<b>Assessment:</b>	Half term 5 assessment
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Complete extra work using <a href="http://www.hegartymaths.com">www.hegartymaths.com</a> and <a href="http://www.corbettmaths.com">www.corbettmaths.com</a></li><li>• Completing enrichment tasks on <a href="http://www.nrich.maths.org">www.nrich.maths.org</a></li></ul>

# Maths (Higher)

<b>Topics / tasks:</b>	<ul style="list-style-type: none"><li>• Averages (including from a table)</li><li>• Calculating probabilities</li><li>• Two – way tables</li><li>• Frequency trees</li><li>• Tree diagrams</li><li>• Relative frequency and expected outcomes</li></ul>	<ul style="list-style-type: none"><li>• Venn diagrams</li><li>• Surds</li><li>• Constructions</li><li>• Histograms</li><li>• Cumulative Frequency</li></ul>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Revision and consolidation of previously learned skills</li><li>• Extension of skills to unfamiliar contexts</li><li>• Reasoning and problem-solving skills</li></ul>	
<b>Assessment:</b>	Half term 5 assessment	
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Complete extra work using <a href="http://www.hegartymaths.com">www.hegartymaths.com</a> and <a href="http://www.corbettmaths.com">www.corbettmaths.com</a></li><li>• Completing enrichment tasks on <a href="http://www.nrich.maths.org">www.nrich.maths.org</a></li></ul>	

# Music

	10A	10K
<b>Topics / tasks:</b>	<b>Composition – Minimalism</b> <b>AOS2: Queen</b> <b>AOS4: Spalding</b>	<b>AOS3: Wicked</b> <b>AOS4: Spalding.</b> <b>Performance</b>
<b>Content and skills:</b>	Developing listening skills in analysis of set works – ‘Killer Queen’ and ‘Samba Em Preludio’ Developing skills of rhythmic, melodic and harmonic composition within the context of Minimalism.	Developing listening skills in analysis of set works – ‘Defying Gravity’ and ‘Samba Em Preludio’ Preparing a sample solo performance and test recording
<b>Assessment:</b>	Performance Recordings. Practical composition assessment and sample exam questions in lessons.	Performance recording Exam-style listening questions
<b>Stretch and challenge:</b>	Listening to related works and comparing and contrasting them with the set works Developing initial minimalist ostinatos into longer sections working towards a full song composition	Listening to related works and comparing and contrasting them with the set works Exploring ensemble repertoire as the next step in performance

# Photography

<b>Topics / tasks:</b>	<b>Photoshop and Digital Photography</b>
<b>Content and skills:</b>	<p>Students will be introduced to various techniques using Photoshop to produce a range of tasks. The projects will introduce the students to Photoshop and enable them to have a creative approach to digital photography. Students will be given set briefs which will introduce them to more complex techniques. This will involve students photographing the natural world, looking at nature and developing work that takes the work onto an abstracted level using new skills in Photoshop. With each new task students will be introduction to new process, new artists and ways of working, helping them build a portfolio of work in response to the AQA assessment objectives. Students will be expected to cover all the AQA Assessment objectives and work to a deadline.</p>
<b>Assessment:</b>	<p>After each completed task pupils will receive a marked grade on AO1 AO2 AO3 and AO4. Macro Photography. Their practical work will be regularly reviewed, and feedback given with advice and guidance on how the student can improve and work more independently and effectively. Technical skills using a camera, Photoshop and other photography-assisted programs will be assessed. The assessment objectives (AQA exam board) will be referred to throughout the process. Regular verbal feedback by the class teacher and a program of written self-assessment as part of creating the portfolio.</p>
<b>Stretch and challenge:</b>	<p>Extend their work through a greater exploration of materials and processes. Being creative in approached to how they can use their skills and imagination to refine and explore various techniques. Further reading by exploring creative websites and identifying artists the student finds interesting and inspirational. To then create outcomes and annotation based on investigations and present a personal and expressive response that shows self-confidence and conviction.</p>



# Physical Education (GCSE)

<b>Topics / tasks:</b>	<b>In theory lessons: complete Chapter 5 – Socio-cultural influences.</b> <b>In practical lessons: tennis and cricket.</b>
<b>Content and skills:</b>	Understand the engagement patterns of different social groups and the factors affecting participation. Understand commercialisation of sport and the impact of the media and technology. Understand the conduct of performers can vary. Understand the issues around performance enhancing drugs in sport and the role of spectators.
<b>Assessment:</b>	Regular exam style questions and a Kerboodle on-line end of chapter assessment.
<b>Stretch and challenge:</b>	Become involved in school teams (as they become available) and also train and compete regularly outside of school. Read articles and journals to widen knowledge around sporting issues.

# Physical Education (BTEC)

<b>Topics / tasks:</b>	<b>To complete Design of personal fitness training program (Unit 3). Unit 2 Practical Sports Performance. Assessment: Stretch and challenge:</b>
<b>Content and skills:</b>	Students will complete a series of fitness tests to be able to review personal fitness and establish if the training program was successful. Students will continue to examine a variety of sports in both practical and theoretical setting, looking at rules, regulations, scoring systems and roles of officials.
<b>Assessment:</b>	Unit 2 –complete learning aim D assignment. Unit 3 –begin learning aim A assignment.
<b>Stretch and challenge:</b>	Make use of past on-line assignments and text books to enhance knowledge.

# Religious Education

<b>Topics / tasks:</b>	<b>GCSE: Focussed study of Jewish belief, teachings and practices.</b>
<b>Content and skills:</b>	<p>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.</p> <p>Jewish Practices that will be explored:</p> <ul style="list-style-type: none"><li>• The synagogue and its importance.</li><li>• Public acts of worship including: synagogue services in both Orthodox and Reform synagogues and the significance of prayer, including the Amidah, the standing prayer.</li><li>• Shabbat in the home and synagogue and its significance.</li><li>• Worship in the home and private prayer.</li><li>• Tenakh (the written law) and Talmud (the oral law), and their study, use and significance in daily life.</li><li>• Rituals of brit milah, bar/bat mitzvah, marriage and mourning.</li><li>• Dietary laws.</li><li>• Festivals: Rosh Hashanah, Yom Kippur and Pesach</li></ul>
<b>Assessment:</b>	<p>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.</p>
<b>Stretch and challenge:</b>	<p>Visit online reference sites, Wikipedia, Britannica. BBC Bite Size website.</p>

# Science: Biology

<b>Topics / tasks:</b>	<b>Finish Topic 8 -Animal exchange and transport</b> <b>Topic 9 –Ecosystems</b>
<b>Content and skills:</b>	The heart and circulatory system Aerobic and anaerobic respiration Biotic and abiotic factors in ecosystems Parasitism and mutualism Sampling investigations Energy transfer through food chains (triple only) Biodiversity
<b>Assessment:</b>	Continued assessment throughout using past examination questions.
<b>Stretch and challenge:</b>	Research different examples of parasitic relationships and mutualistic relationships or find an example of a project somewhere in the world that aims to help maintain biodiversity.

# Science: Chemistry

Topics / tasks:	Combined – Quantitative Chemistry	Separates – Quantitative analysis and the Periodic Table
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Relative Formula Mass</li><li>• Percentage by Mass</li><li>• Empirical Formula</li><li>• Reacting Masses “What will I make if”</li><li>• Concentration</li></ul>	<ul style="list-style-type: none"><li>• Concentration</li><li>• Percentage Yield</li><li>• Atom economy</li><li>• Volumes of gases</li><li>• Mendeleev's Periodic Table</li><li>• Group 1</li></ul>
<b>Assessment:</b>	Miniquiz assessments at the end of each topic and a longer assessment test.	
<b>Stretch and challenge:</b>	Research the factors which affect the Haber process and link to collision theory, energy changes and yield.	

# Science: Physics

Topics / tasks:	Combined: Energy – forces doing work; Forces and their effects	Separates: Radioactivity; Energy – forces doing work
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Work and power</li><li>• Kinetic and gravitational potential energy calculations</li><li>• Objects affecting each other – fields and non-contact forces</li><li>• Vector diagrams (higher only)</li></ul>	<ul style="list-style-type: none"><li>• Radioactive decay</li><li>• Half-life</li><li>• Using radioactivity</li><li>• Dangers of radioactivity</li><li>• Radioactivity in medicine</li><li>• Nuclear energy</li><li>• Nuclear fission</li><li>• Nuclear fusion</li> <li>• Work and power</li></ul>
<b>Assessment:</b>	End of topic tests	
<b>Stretch and challenge:</b>	Isaac Physics website: <a href="https://isaacphysics.org/">https://isaacphysics.org/</a>	

# Spanish

<b>Topics / tasks:</b>	<b>Global Issues- The Environment &amp; Poverty and Homelessness</b> <b>7.3F- Talking about ways of protecting the environment</b> <b>7.3H- Understanding and discussing environmental problems</b> <b>7.2F- Talking about homelessness</b> <b>7.2H- Talking about helping the homeless and the needy</b>
<b>Content and skills:</b>	Using 'if' sentences, the pluperfect tense and prefixes. Using modal verbs to express recommendations and obligations & the formation and use of the preterit tense. Using reflexive constructions such as <i>se debe</i> & <i>se puede</i> + infinitive, using negative expressions, spotting positive and negative expressions. Using <i>me encanta</i> , <i>me preocupa</i> etc + the subjunctive, the imperfect subjunctive and its use in 'if' clauses, extending the way you express opinions.
<b>Assessment:</b>	There is no formal assessment this half term. Students will have regular vocabulary tests and may use the end of Unit 7 reading, listening and writing assessments as practice papers.
<b>Stretch and challenge:</b>	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.

# Textiles

<b>Topics / tasks:</b>	<b>Mini NEA Practice – Continued knowledge development</b>
<b>Content and skills:</b>	Student will be set an assignment within a textile's context- in the style of that set by the exam board, to allow them to practice their response and ability to develop, design and evaluate a problem. This will bring together the 'tools' both practical and theoretical that the students have been learning to this point. Students will complete the project and have time to reflect on its success before exam briefs are set the exam board at the end of the year.
<b>Assessment:</b>	Students will sit an in-lesson written test – to practice their exam skills and to highlight strengths and weakness in knowledge gained throughout year 10.
<b>Stretch and challenge:</b>	Students will see an increased frequency of exam paper sample questions to begin preparations for the year 11 Mock Exams/ end of course exam.



# Vocational Construction

<b>Topics / tasks:</b>	<b>Exam preparation Sections 1.1- 1.3</b>
<b>Content and skills:</b>	1.1 The Sector 1.2 The built environment 1.3 Types of Building and structure  Practical activity in workshop - introduction to Carpentry
<b>Assessment:</b>	Students will sit mini tests at the end of each unit with feedback given Verbal feedback is given for practical tasks
<b>Stretch and challenge:</b>	Stretch questions/ assignments are set on teams for students to complete independently

# Vocational Engineering

<b>Topics / tasks:</b>	<b>Exam preparation Section 3.1</b>
<b>Content and skills:</b>	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.
<b>Assessment:</b>	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.
<b>Stretch and challenge:</b>	Stretch activities are set on Teams for students to access independently