



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

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

Click on the name of a subject to be taken directly to that page.

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

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

<p>Topics / tasks:</p>	<p>Students will complete the following topics this term: 3.6 Training and development (re-cap) > 3.7 Employment law Teamwork – “developing” a product or service Topic 4: An introduction to Paper 2 4.1 Production Processes</p>
<p>Content and skills:</p>	<p>GCSE Business – the fundamentals and beyond. Be able to discuss:</p> <ul style="list-style-type: none"> • 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 <p>Data:</p> <ul style="list-style-type: none"> • 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) <p>Interpersonal skills:</p> <ul style="list-style-type: none"> • Collaborative working, ideas, business and presenting.
<p>Assessment:</p>	<p>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)</p>
<p>Stretch and challenge:</p>	<p>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</p>

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

Creative iMedia

Topics / tasks:	R086 – Creating digital animations coursework unit (25% of final grade)
Content and skills:	<p>Coursework – LO3 – 4</p> <p>This unit builds on units R081 (theory) and learners will be able to apply the skills, knowledge and understanding gained in those units.</p> <p>Digital animation is used in a wide range of applications in the creative and digital media sector. Animation can enhance applications, and be used to entertain and inform the viewer. This unit enables learners to understand the basics of digital animation for the creative and digital media sector.</p> <p>Learners will be able to use animation software to create the animation and be able to store, export and review the final product.</p> <p>On completion of this unit, learners will understand different types of digital animation techniques, know where they are used, be able to plan and create a digital animation and test and review a completed animation against a specific brief.</p> <p>OCR 2020</p>
Assessment:	Teacher assessed coursework for each section LO2 – 4 (LO1>2 complete). Work is then sent for external moderation (Spring series)
Stretch and challenge:	<p>All coursework must be completed in class under teacher supervision – 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 Animate to refine your skills – this can be accessed outside of school via your own device.</p> <p>Learning materials: https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</p>

Design Technology

Topics / tasks:	NEA
Content and skills:	<p>Students will start work on their NEA- this is worth 50% of their overall GCSE. This half term will focus on the following areas:</p> <ol style="list-style-type: none">1. Exploring a context2. Market research / client3. Product analysis4. Specific investigation to your product5. Material research6. Design brief and specifications
Assessment:	<p>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.</p>
Stretch and challenge:	<p>Students should revisit their mock NEA in advance of each lesson to help them prepare for each section of the NEA- as listed above.</p> <p>Students should look at past examples of student NEA work on the AQA website.</p>

Drama

Topics / tasks:	Component 3: Devised work.
Content and skills:	<ol style="list-style-type: none">1. Complete response section of devising process and supporting written documentation.2. Develop and rehearse piece for performance, and draft supporting written documentation.3. Perform devised piece for practical mark.
Assessment:	<ol style="list-style-type: none">1. Response and Development sections of written log for devised coursework, with frequent teacher guidance and feedback.2. Develop devised piece for practical assessment with teacher and peer feedback.3. Perform piece, which is recorded for 10% individual practical mark.
Stretch and challenge:	Research rehearsal strategies and effective performance skills on BBC Bitesize. Style - Creating and staging a devised performance - GCSE Drama Revision - BBC Bitesize

English Language

Topics / tasks:	AQA GCSE English Language: Paper 2 Writing Viewpoints and Perspectives and Spoken Language Endorsement
Content and skills:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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 or Blood Brothers) Power & Conflict Poetry	
Content and skills:	Modern Text: <ul style="list-style-type: none"> • Studying either 'An Inspector Calls' or 'Blood Brothers'. • 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. 	Unseen Poetry: <ul style="list-style-type: none"> • Reading a selection of poetry from the GCSE cluster 'Power & Conflict' • 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 Unseen Poetry: Writing comparative paragraphs	
Stretch and challenge:	Modern Text: <ul style="list-style-type: none"> • 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 or https://literature.britishcouncil.org/writer/willy-russell 	Power & Conflict Poetry: <ul style="list-style-type: none"> • 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

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/edugasfood/

French

Topics / tasks:	THEME 2: End of Unit 6: Healthy and unhealthy living/ Unit 7: Global issues: The environment
Content and skills:	Students will learn vocabulary relevant to these two subjects; they will revise expressions of quantity and negative constructions. They will learn the plu-perfect tense and SI clauses.
Assessment:	Students will have regular vocabulary and grammar tests as well as assessments in all 4 skills: speaking, listening, reading and writing.
Stretch and challenge:	Students can research a French oversea territory and its living conditions.

Geography

Topics / tasks:	Changing Economic World
Content and skills:	Students will continue their study of this topic building on previous work last term to 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. The second and final case study is the UK, a High Income Country. Students will examine causes of economic change and assess the connection between social and economic changes within the country and industry. Students will then examine how effective different strategies have been in resolving regional differences within the UK before considering the place of the UK in the wider world.
Assessment:	Students will be regularly assessed using 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 websites: https://classroom.thenational.academy/units/urban-growth-in-lagos-nigeria-6c35 https://classroom.thenational.academy/units/the-economic-future-of-the-uk-0bd6 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: https://classroom.thenational.academy/units/geographical-skills-61bd Geographical skills - GCSE Geography Revision - BBC Bitesize

German

Topics / tasks:	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 revise prepositions and the cases they take, a range of tenses, using adjectives as nouns, the verb as second idea in the sentence, weak masculine nouns, using personal pronouns, using infinitives as nouns, using the context when listening and will also practise word order (T-M-P). 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.

Vocational Health and Social Care

Topics / tasks:	Unit 2- Outcome – focused and person centred- practice in Health and Social Care
Content and skills:	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 Chapter 8 - The roles of key professional with the health and social care sector
Assessment:	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:	Elizabethan England
Content and skills:	Students will begin studying our British depth study- Elizabethan England. They will investigate the context of early modern Europe, problems that faced Elizabeth upon her accession to the throne, how she governed England, the Religious Settlement and the problems that she faced early in her reign, particularly the dual issues of marriage and the succession.
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:	For a good overview of the wider period, students would benefit from reading Peter Ackroyd's <i>Tudors: The History of England Vol II</i> . This would be particularly useful to provide the context of the prior Tudor monarchs, as their decisions and actions have significant impact upon Elizabeth, her personality and her approach to governance. <i>The Time Traveller's Guide to Elizabethan England</i> by Ian Mortimer is also a nice read to give an introduction to the period. There are also many films that have been made about Elizabeth's reign, including 2007's <i>Elizabeth: The Golden Age</i> and 1998's <i>Elizabeth</i> , notable for a cameo of gut-kicking heft from Eric Cantona. A recent film, <i>Mary Queen of Scots</i> (2018) is worth a look as well, providing excellent context to the relationship between the two queens. However, do be aware that it's not fully accurate, and that Elizabeth and Mary Queen of Scots never actually met.

Latin

Topics / tasks:	Roman Britain; Indirect speech
Content and skills:	Students will revisit the topics required for the GCSE Paper 3 on Family Life. We will begin to revise the language content of the GCSE course and continue to revise the prescribed vocabulary list. Students will also start to read unadapted Latin texts.
Assessment:	GCSE level papers on Language and Roman Britain.
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.

Mandarin

Topics / tasks:	Identity and culture
Content and skills:	Students will study the theme Identity and culture; the focus will be on tradition festivals. 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 'you''hai shi'' huo zhe' to make alternative question. Use 'le' to indicate change of state; use 'yi ...jiu'to express an action will happen soon. They will be using grammatical knowledge to learn breaking down more authentic sentences in order to extract their meaning.
Assessment:	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.
Stretch and challenge:	Do some online research on Chinese festivals. They should also access the material that is put on Teams (work sheets, vocab game, video links) to consolidate previously learned knowledge.

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
Content and skills:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• Complete extra work using www.hegartymaths.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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• Complete extra work using www.hegartymaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org	

Music

	10C	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 (BTEC)

Topics / tasks:	Leading Sports Activities.
Content and skills:	<p>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.</p> <p>The students will also continue to learn about training methods, components of fitness and fitness testing for their exam.</p>
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: Focussed study of Jewish belief, teachings and practices.
Content and skills:	<p>The study comprises looking at diversity of belief among different Jewish identities in the UK, Orthodox and Reform Jewry.</p> <p>Beliefs and Teachings: * The Nature of God * Beliefs about the Messiah *Concept of Covenant * Religious teachings about Life on earth * Belief in the Afterlife.</p> <p>Jewish Practices: Pupils will study different aspects of worship* The significance of the Synagogue * Rituals surrounding rites of passage, Marriage, death * Daily Life for a Jew * Festivals.</p> <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</p>
Assessment:	<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>
Stretch and challenge:	<p>Visit online reference sites, Wikipedia, Britannica. BBC Bite Size website</p>

Science: Biology

Topics / tasks:	Topic 9 Ecosystems and Topic 5 Health and Disease
Content and skills:	<p>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)</p> <p>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)</p>
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:	<p>Research an example of a project aiming to preserve biodiversity by protecting an animal and prepare a poster to educate people about the campaign.</p> <p>Research different examples of communicable diseases in plants – how do these diseases spread and how are they treated?</p>

Science: Chemistry

Topics / tasks:	Combined Science – Methods of Separating and Purifying Substances	Separates – Energy Changes and Rates of Reaction
Content and skills:	<ul style="list-style-type: none">• Pure and impure substances• Identifying pure substances by melting point• Methods of separating substances (distillation, filtration, crystallisation and chromatography)	<ul style="list-style-type: none">• Endothermic and exothermic reactions• Activation energy• Reaction profiles• Energy change calculations• Collision Theory• Factors which affect rate
Assessment:	End of topic tests (where appropriate) as well as assess 6-mark questions for each topic.	
Stretch and challenge:	Research some different metals and the ores they are extracted from. Research the costings to produce metal at a kg level and compare the amount of waste material and processing stages.	

Science: Physics

Topics / tasks:	<u>Dual award</u> Topic 9: Electricity and Circuits	<u>Triple award</u> Topic 7: Astronomy Topics 8 & 9: Energy – forces doing work, forces and their effects
Content and skills:	<ul style="list-style-type: none"> • Electric circuits • Current and potential difference • Current, charge and energy • Resistance • Electrical components • Transferring energy • Electrical power • Electrical safety 	<ul style="list-style-type: none"> • The Solar System • Gravity and orbits • Life cycle of stars • Red-shift • Origin of the universe • Work and power • Contact and non-contact forces • Rotational forces
Assessment:	End of topic tests compiled by the exam board.	
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

Spanish

Topics / tasks:	Unit 8 Travel and tourism- Holidays and travel & Regions of Spain 8.1F Talking about holiday accommodation 8.1H Talking about holiday activities 8.2F Understanding tourist leaflets and websites 8.2H Describing a region
Content and skills:	Using expressions of sequence, exclamations using the subjunctive, showing off the language you know. Revising the use of preterit and imperfect tenses, further expressions of sequence, looking out for useful synonyms. Using <i>estar</i> + past participle, giving opposite views, learning verbs. Using the passive and passive forms with <i>se</i> , <i>desde hacía</i> + imperfect, making use of the social and cultural context.
Assessment:	A speaking assessment is to be completed by 23 rd June. This will resemble the real GCSE speaking test, including a role play card, photo card and general conversation questions. All topics covered so far at GCSE could potentially come up.
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.

Textiles

Topics / tasks:	Mini NEA Practice – Continued knowledge development
Content and skills:	<p>Students will complete their practice NEA assignment and have time to reflect on its success before exam briefs are set by the exam board at the end of the year.</p> <p>Student will be given the NEA Tasks as set by the exam board at the end of the summer term.</p>
Assessment:	<p>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.</p>
Stretch and challenge:	<p>Students are encouraged to do preparation work during the summer break to support them in their NEA work, as well as revising the theoretical knowledge gained in this subject throughout year 10.</p>

Vocational Construction

Topics / tasks:	Exam preparation Sections 1.5 & 1.6
Content and skills:	1.5 Building structures and Forms 1.6 Sustainable Construction Methods Practical activity in workshop - introduction to Electrics
Assessment:	Students complete written tasks in lesson on a range of topics. Verbal feedback is given for practical tasks
Stretch and challenge:	Stretch questions/ 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