



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 10

## Curriculum Overview

### *Half Term 1*

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 10 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.

# Art

<b>Topics / tasks:</b>	<p><b>Depending on work created since March, there are three pathways students will follow. The pathways respond to the level of engagement and participation students have been able to demonstrate since March and are designed to support and develop independent learning.</b></p>	
<b>Content and skills:</b>	<p><b>Pathway one:</b> completing the Biomorphic project. This to serve as a foundation type activity, providing a structure based around the understanding the assessment objectives and developing key skills.</p> <p><b>Pathway two:</b> The student has completed the Biomorphic project over the summer, and is able to move toward a personal project, but requires a clear structure and focused starting point. Project titles will be provided based on previous exam titles and the student will begin a similar process of investigation to the Biomorphic project.</p> <p><b>Pathway three:</b> The student has completed the Biomorphic and has created work related to a personal project which they are able to continue developing with guidance by the class teacher.</p>	
<b>Assessment:</b>	<p>Their practical work reviewed and commented on. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements mapped.</p>	<p>The assessment objectives (AQA exam board) will be referred to throughout the process.</p>
	<p>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>Work through the pathways and once pathway three has been reached, extend their work through a greater exploration of materials and processes being used.</p>	<p>Further reading by exploring art museum websites and identifying artists the student likes. To then create outcomes and annotation based on these new artists without teacher direction. To use the literacy guide in moving toward advanced use of questioning.</p>

# Business Studies

<b>Topics / tasks:</b>	<b>Business enterprise &amp; entrepreneurship</b> <b>Business planning</b> <b>Revenue, cost, profit &amp; loss</b> <b>Business ownership</b> <b>Business aims &amp; objectives</b>
<b>Content and skills:</b>	GCSE Business - the course and the content Collaborative working, ideas, business and presenting. How to analyse, select, interpret, and recognise business acumen in themselves and others!
<b>Assessment:</b>	Range of exam questions, classwork, homework, topic tests (at end of unit). Use of key terms & application. Booklet Role of Business Key Terms - SWOT RAG Exam Q 1.1 The role of business enterprise & entrepreneurship /13 1.2 Business planning: Homework "Missing words" 1.2 Business planning: Shirtz Business Plan 9-1 /out of 9) 5.3 Activity 1, 2 and 3 (fixed costs, calc activity gross, calc activity net) /13 5.3 Worksheet - Extended homework 1.3 Business ownership T/F Activity 9-1 /9 1.3 Business ownership team activity RAG (contribution) 1.3 Business ownership exam questions 9-1 /21 1.4 Business aims & objectives exam questions homework /11 9-1 1.4 Business aims & objectives presentation RAG
<b>Stretch and challenge:</b>	Good business students will be aware of current issues - BBC Business pages, news channels, reports, stock market and government decisions. Build this into your daily routine - cause and effect. TV Shows such as Dragons Den & The Apprentice make great viewing but also teach you the fundamentals!

# Computer Science

<b>Topics / tasks:</b>	<b>Intro to course and OneNote</b> <b>Computational Thinking</b> <b>PC Building (theory)</b> <b>Input/Output Devices</b> <b>Python Introduction</b>
<b>Content and skills:</b>	Students will learn the concept of Abstraction and how problems can be decomposed Students will look at various Input and Output Devices and state their purpose and use Students will apply basic Python programming skills to create simple programs
<b>Assessment:</b>	PC Building Knowledge assessment End of half-term assessment (flowcharts and algorithmic thinking) Storage Homework Test
<b>Stretch and challenge:</b>	Research the need for "trace tables" when checking algorithm completeness Look into the operation of common devices such as a laser printer and barcode scanner Research more complex programming concepts such as Recursion and Subroutines

# Creative iMedia

<b>Topics / tasks:</b>	<b>Animation and the entertainment industry</b> <b>Working to a brief</b> <b>Key terms and definitions</b>
<b>Content and skills:</b>	Developing a range of animations to widen their understanding and skills - students will explore and try flick-book, key-frame and stop-motion animation. They will also research CGI and green-screening. Students will be able to use relevant key terms to describe the process of animation and link relevant examples to tasks.
<b>Assessment:</b>	Class work - animations will be assessed. Exam questions Use of key term Q&A
<b>Stretch and challenge:</b>	Develop their animation skills - create a stop motion movie (Wallace and Gromit style), try video recording and editing. Produce a high quality flick-book (similar to those shown) Watch documentaries and videos on how to (Disney+ have some excellent ones)

# Design Technology

<p><b>Topics / tasks:</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Materials:</b> <ul style="list-style-type: none"> <li>• Wood</li> <li>• Metals</li> <li>• Plastics</li> </ul> </li> <li>▪ <b>Development of materials:</b> <ul style="list-style-type: none"> <li>• Modern materials</li> <li>• Composite materials</li> <li>• Smart materials</li> </ul> </li> <li>▪ <b>Sustainability</b></li> <li>▪ <b>Key designers</b></li> <li>▪ <b>Properties of materials</b></li> <li>▪ <b>Scales of production</b></li> <li>▪ <b>Students will also begin to use 3D modelling software (Inventor)</b></li> </ul>
<p><b>Content and skills:</b></p>	<p>Students will focus on theory this half term, each lesson, until it is safe to begin completing practical tasks in the workshop. The focus will be materials and logistics of production / manufacturing. Students will develop skills of how to apply knowledge to solve problems / answer questions. They will also develop revision skills; they will be recapping theory content on a regular basis (through testing).</p>
<p><b>Assessment:</b></p>	<p>After completion of each theory section, students will complete practice questions in an AQA mock exam booklet. These marks will be recorded and used to monitor progress throughout the term.</p>
<p><b>Stretch and challenge:</b></p>	<p>There are some excellent videos on YouTube that investigate materials in a further detail. Videos are also useful to explore a wide variety of production processes i.e. 'How it's made'. Students can also complete additional practice questions on <a href="http://www.technologystudent.com">www.technologystudent.com</a>. This website contains a huge amount of information.</p>

# Drama

Topics / tasks:	Component 1 (section A): Knowledge and Understanding of theatre and roles.	Component 1 (section B): Begin study of set play, Hansel and Gretel.
<b>Content and skills:</b>	Study and learn drama and theatre terminology and how to use it appropriately focusing on: Stage positioning, stage configurations, and the roles and responsibilities of theatre makers in contemporary professional practice. They will then learn how to apply this knowledge to the multiple choice section of the examination.	Students will <ul style="list-style-type: none"> <li>• develop knowledge and understanding of the characteristics and context of the whole play</li> <li>• explore ideas for how the play may be interpreted practically, following government and school guidance on COVID performance restrictions.</li> </ul>
<b>Assessment:</b>	Multiple quizzes on Teams and practice examinations.	Writing responses to Question 1 of Section B of the examination, set on Teams assignments.
<b>Stretch and challenge:</b>	Revise further by using the BBC Bitesize revision.	Research Grimm fairy tales more and refer to Knee High Theatre website for performance ideas.



# English

Topics / tasks:	AQA GCSE English Literature: Paper 1 'A Christmas Carol' by Charles Dickens	AQA GCSE English Language: Paper 1 Writing to Describe
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Reading the novella <i>A Christmas Carol</i>.</li> <li>• Analysing the writer's use of language in key extracts of the text.</li> <li>• Considering the social and historical contexts of the novel and how these influence the writer</li> <li>• Understanding how to answer an exam question</li> <li>• Learning key quotations from across the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to describe</li> <li>• Exploring the effects of colour imagery</li> <li>• Expanding descriptive vocabulary</li> <li>• Examining how elements of the natural world can be used symbolically</li> <li>• Examining how the seasons are used in fiction writing</li> </ul>
<b>Assessment:</b>	Writing an exam response on a key theme.	Writing an exam response to describe an image.
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Reading the text more than once</li> <li>• Accessing Mr Bruff on YouTube and watching the series of videos on 'A Christmas Carol' whilst making useful revision notes. <a href="http://www.youtube.com/user/mrbruff/featured">www.youtube.com/user/mrbruff/featured</a></li> <li>• Reading critical articles via The British Library <a href="http://www.bl.uk/works/a-christmas-carol">www.bl.uk/works/a-christmas-carol</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reading fiction and examining how writers describe places</li> <li>• Practising descriptive writing. Describing images of places or visit places and create descriptions.</li> <li>• Accessing Mr Bruff on YouTube and watching the series of videos on 'English Language Paper 1: writing' whilst making useful revision notes. <a href="http://www.youtube.com/user/mrbruff/featured">www.youtube.com/user/mrbruff/featured</a></li> </ul>

# Engineering

<b>Topics / tasks:</b>	<b>Examined Unit 1: This unit will introduce students to Engineering Materials and Engineering Processes.</b>
<b>Content and skills:</b>	<p>Students will study the following areas of Engineering:</p> <ul style="list-style-type: none"><li>• Materials properties</li><li>• Metals &amp; Alloys</li><li>• Ferrous &amp; Non Ferrous</li><li>• Changing the properties of metal products</li><li>• Metal Forms</li><li>• Metals Key Terms</li><li>• Polymers: Thermosetting</li><li>• Polymers Thermoplastics</li><li>• Composites</li><li>• Timber &amp; Ceramics</li><li>• Material Cost &amp; Supply</li><li>• Material selection</li><li>• Energy Rudiments</li><li>• Energy Sources</li><li>• Engineering lifespans</li></ul> <p>They will learn about all of the above listed areas and how to answer exam questions based on these areas.</p>
<b>Assessment:</b>	This unit will be graded 1-9 by the teacher based on a test after half term. The test will be on all of section 1.
<b>Stretch and challenge:</b>	Students can access their work and help guides via the schools remote desktop software on the school website <a href="http://www.durhamjohnston.org.uk/e-learning/remote-desktop">www.durhamjohnston.org.uk/e-learning/remote-desktop</a> to complete additional work outside the lesson.

# Food

<p><b>Topics / tasks:</b></p>	<p><b>Component 1 – Principles of Food Preparation and Nutrition. Learners will explore different aspects of the specification each half term. In Yr10, students will begin by covering knowledge on fruit and vegetables as a commodity</b></p>	<p><b>Component 2 – Food Preparation and Nutrition in Action. Learners will explore and demonstrate the different knowledge and skills required to undertake the two internally assessed parts of the qualification known as non-examination assessments. NEA1 focuses on food science and NEA2 focuses on cooking and food preparation.</b></p>
<p><b>Content and skills:</b></p>	<p>Students will cover knowledge on:</p> <ol style="list-style-type: none"> <li>1. <b>Commodities – Fruit and vegetables</b> value in the diet, their origins, correct storage, working characteristics exploring physical and chemical changes and how to prepare and cook a range of dishes.</li> <li>2. <b>Principle of Nutrition</b> looking at the function, sources and value of vitamins and minerals in the diet, including the consequence of not consuming the right amount.</li> <li>3. <b>Diet and Good Health</b> in planning for people with specific lifestyle needs such as vegetarian and vegan diets and how to plan balanced meals</li> <li>5. <b>Where Food Comes From</b> to look at food miles, carbon footprint and the impact of buying food locally.</li> </ol>	<p>Students will cover knowledge on:</p> <ol style="list-style-type: none"> <li>4. <b>Food Science</b> investigating enzymic browning and oxidation, conserving the nutritive value of vegetables.</li> <li>6. <b>Cooking and Food Preparation</b> whereby students can demonstrate how to make a range of fruit and vegetable based dishes.</li> </ol>
<p><b>Assessment:</b></p>	<p>Completing a mini mock exam of knowledge covered so far, using past paper exam questions to help promote good exam technique practice.</p>	
<p><b>Stretch and challenge:</b></p>	<ul style="list-style-type: none"> <li>• Students should familiarise themselves with the specification for the course and expectations, this includes using the online textbook to familiarise themselves with the topics covered this half term and examples of NEA1 and NEA2.</li> <li>• Students will receive login details for the online textbook which can be accessed at <a href="https://illuminate.digital/eduqasfood/">illuminate.digital/eduqasfood/</a></li> <li>• Students should watch related TV programmes which will be advised in class and on Teams.</li> <li>• Students should aim to practice practical skills at home where possible, ensuring they have both permission and supervision from an adult at home when completing practical tasks.</li> </ul>	

# French

<b>Topics / tasks:</b>	<b>Revision of three topics:</b> <ul style="list-style-type: none"><li>• Family</li><li>• Technology</li><li>• Free-time (these were studied in year 9)</li></ul> <b>Full range of vocabulary and grammar including revision of present, past and future tenses.</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• How to pick out key information when listening</li><li>• How to answer unprepared questions in speaking</li><li>• How to recognise cognates in reading</li><li>• How to use a variety of vocabulary and different time frames in writing tasks.</li></ul>
<b>Assessment:</b>	Weekly vocabulary tests and a listening assessment on the free time topic
<b>Stretch and challenge:</b>	Research leisure habits in French speaking countries.

# Geography

<b>Topics / tasks:</b>	<b>Urban Issues and Challenges</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• How and why is the global urban population changing?</li><li>• Urban trends in different parts of the world.</li><li>• Factors affecting the rate of urbanisation.</li><li>• The emergence of megacities.</li><li>• The location and causes of growth in Mumbai.</li><li>• The regional, national and international importance of Mumbai.</li><li>• How urban growth has created social and economic opportunities in Mumbai.</li><li>• How urban growth has created challenges in Mumbai.</li><li>• How urban planning is improving the quality of life for the urban poor in Mumbai.</li><li>• The distribution of population and major cities in the UK.</li><li>• The location and importance of London to the UK and the wider world.</li><li>• The impacts of national and international migration on the growth and character of London.</li><li>• How urban change has created opportunities in London.</li><li>• How urban change has created challenges in London.</li></ul>
<b>Assessment:</b>	<p>A range of GCSE practice questions throughout the half term.</p> <p>A mid-unit test on content up to and including the Mumbai case study, including a range of GCSE questions from one to nine marks.</p>
<b>Stretch and challenge:</b>	<p>Going to the AQA website and downloading past copies of paper 2 and the mark scheme to practice answering GCSE questions on this topic.</p> <p>Watch Andrew Marr's three part documentary series on megacities for the BBC.</p> <p>Keeping up to date with recent news stories about urban issues in Mumbai, India and London, UK.</p>

# German

<b>Topics / tasks:</b>	<b>The Family topic, including a full range of vocabulary linked to the topic. They will revise the present and future tenses and pronouns.</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• How to look for clues when listening</li><li>• How to distinguish word types</li><li>• How to spot patterns in German and English as well as grammatical signposts</li><li>• How to achieve a fluent English translation</li><li>• How to answer unprepared questions in speaking</li><li>• How to recognise cognates in reading</li><li>• How to use a variety of vocabulary and different time frames in writing tasks.</li></ul>
<b>Assessment:</b>	Completing a Listening and Reading (including Translation) assessment on the topic of Family.
<b>Stretch and challenge:</b>	Researching a famous person and writing about their family in German.

# Health and Social Care (BTEC)

Topics / tasks:	Component 1 - Human growth and development across life stages.	Component 2 – Health and Social Care Services and Values.
<b>Content and skills:</b>	<p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. They will do this through activities, independent research, TV programmes, case studies.</p> <p><b>Physical growth and development</b> across the 6 life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity</p> <p><b>Intellectual/cognitive development</b> across the 6 life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall</p> <p><b>Emotional development</b> across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image</p> <p><b>Social development</b> across the 6 life stages, including the formation of relationships with others and the socialisation process.</p>	<p>Learners will explore the different levels of care services and the barriers that people can face when accessing them in a range of settings</p> <p><b>Primary care providers</b> who are the first point of contact, including: A&amp;E, dentist, GP, opticians, out of hours GP, pharmacists and walk in centres.</p> <p><b>Secondary care</b> that patients are referred to after contact with a primary care provider, including: cardiology, dermatology, gynaecology, haematology, neurology, paediatrics, etc.</p> <p><b>Tertiary care providers</b> that include burns, cancer care, cardiac, chronic pain, neonatal, spinal, rehabilitation, hospice and palliative care.</p> <p><b>Allied health professionals</b> who work in a range of specialities to support patients, including: art therapist, dietician, occupational therapist, operating department practitioner, orthoptist, paramedic, physiotherapist, podiatrist, radiographer and speech and language therapy.</p>
	<p>Students will learn key writing skills – in particular how to write reports and factual pieces:</p> <p><b>Describe</b> – not just identify but to describe a situation</p> <p><b>Explain</b> – how to expand sentences</p> <p><b>Compare</b> – how to look at both arguments and support with evidence</p> <p><b>Assess</b> – how to justify, add opinion and support argument with evidence</p> <p>Students will learn to research and investigate and carry out independent learning to enrich their assignments and class work.</p>	
<b>Assessment:</b>	<p>Testing of their writing ability to describe, explain and assess in written tasks based on case studies and questions.</p> <p>Half term test of knowledge.</p>	
<b>Stretch and challenge:</b>	<p>Students should familiarise themselves with the specification for the course and expectations.</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p> <p>Students should speak to people in their circle of family and friends to gain re life experiences and opinions. They will create a person time line and for further understanding of different life stages should do one for someone they know.</p>	

# History

Topics / tasks:	The Causes of the First World War	Reasons why a stalemate developed on the Western Front
<b>Content and skills:</b>	Students will investigate: different international crises (in Morocco and the Balkans); rivalries between the European Empires and Alliances and why they developed; how tensions between the European powers turned into war.	Students will investigate how and why the French and British prevented the German conquest of France in 1914, and the role of military technology and tactics in creating a stalemate on the Western Front.
	Students will develop as historians by practising numerous different exam questions, writing at length, explaining their reasoning using evidence, and reaching analytical judgements through comparing factors.	
<b>Assessment:</b>	Completing exam-style questions that test the ability to construct causal explanatory narratives as well as questions that compare and contrast the utility of different sources.	Planning and writing an essay in the style appropriate to the GCSE examination.
<b>Stretch and challenge:</b>	<b>Reading:</b>  Jeremy Paxman, <i>Great Britain's Great War</i> Gary Sheffield, <i>A Short History of the First World War</i> Max Hastings, <i>Catastrophe: Europe Goes to War 1914</i> Max Arthur, <i>Forgotten Voices of the Great War</i>	<b>Other Media:</b> <a href="#">BBC Bitesize</a> <a href="#">Our World War</a> - A dramatized reimagining of three key episodes from Britain's experience on the Western Front (warning: violence and strong language) <i>They Shall Not Grow Old</i> - a film that colourises and adds sound to original footage from the First World War. Highly recommended.



# Latin

<b>Topics / tasks:</b>	<b>Subjunctives &amp; their use in different types of clauses.</b>	<b>Roman Roads in Britain &amp; the legionary fortress at Chester</b>
<b>Content and skills:</b>	How to recognise a subjunctive verb and identify the type of clause in order to translate it correctly; revision of other verb forms, including participles; analysing sentence structure to improve accuracy of translation..	How to use different types of archaeological evidence to build up an understanding of the Roman army in Britain.
<b>Assessment:</b>	Exam-style questions on Roman Britain and a translation assessment, in addition to regular vocabulary & grammar test	
<b>Stretch and challenge:</b>	Reading about Roman Britain, the Roman army & the empire. There is a selection of suitable books available for students to borrow.	

# Mandarin

<b>Topics / tasks:</b>	<b>The topic of work including a full range of vocabulary linked to the topic. How to use the future with ' Yao '</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Asking and answering questions on the topic, expressing opinions about jobs.</li><li>• Using affirmative +negative to ask yes/no question.</li><li>• Understanding key information on listening and reading.</li><li>• Being able to use key characters for the topic.</li></ul>
<b>Assessment:</b>	A listening assessment on the ideal job topic.
<b>Stretch and challenge:</b>	Research: The ideal job most Chinese parents want their child to have and why and whether Chinese A level students do part time work.

# Maths

<b>Topics / tasks:</b>	<b>Review of number topics.</b> <b>Solving equations up to and including quadratics.</b> <b>Algebraic manipulation including simplifying expressions, expansion of brackets, indices and algebraic fractions.</b>
<b>Content and skills:</b>	Review and extension of algebra covered in KS3. Application of algebra in different contexts such as geometry, ratio and proportion and probability. Applying algebra to written problems or real life contexts. Students will also develop their reasoning skills, examination technique and knowledge of exam marking criteria.
<b>Assessment:</b>	Half term assessment 1 on work covered in the first 5 weeks.
<b>Stretch and challenge:</b>	Completing extra work using Hegarty Maths and Corbett Maths websites. Access revision resources and sessions made available by the Maths department.

# Music

	10C	10K
<b>Topics / tasks:</b>	<ul style="list-style-type: none"> <li>• <b>Listening &amp; Analysis – AOS1 set work - Bach and AOS3 set work - Defying Gravity</b></li> <li>• <b>Composition – Introduction to Composition</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening &amp; Analysis – AOS1 set work - Bach</b></li> <li>• <b>Composition – Introduction to Composition</b></li> </ul>
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Developing listening skills in analysis of set works</li> <li>• Developing skills of rhythmic, melodic and harmonic composition</li> </ul>	<ul style="list-style-type: none"> <li>• Developing listening skills in analysis of set works</li> <li>• Developing skills of rhythmic, melodic and harmonic composition</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Practical composition assessment</li> <li>• Exam-style listening questions</li> </ul>	<ul style="list-style-type: none"> <li>• Practical composition assessment</li> <li>• Exam-style listening questions</li> </ul>
<b>Stretch and challenge:</b>	Listening to related works and comparing and contrasting them with the set works	Listening to related works and comparing and contrasting them with the set works

# Photography

<b>Topics / tasks:</b>	<b>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.</b>	
<b>Content and skills:</b>	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	
<b>Assessment:</b>	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.	
<b>Stretch and challenge:</b>	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.

# Physical Education

<b>Topics / tasks:</b>	<b>Physical Training (Chapter 3) and practical fitness testing and invasion games</b>
<b>Content and skills:</b>	They will look at the relationship between health and fitness, the components of fitness, fitness tests, principle of training and how to structure a training session. In practical lessons they will complete the protocols for fitness tests and cover the GCSE skills required in football and netball.
<b>Assessment:</b>	A Kerboodle on-line end of chapter assessment
<b>Stretch and challenge:</b>	Become involved in school teams and also train and compete regularly outside of school

# Physical Education (BTEC)

<b>Topics / tasks:</b>	<b>Physical Training (Unit 1 and Unit 3) and practical fitness testing.</b>
<b>Content and skills:</b>	They will look at the relationship between health and fitness, the components of fitness and fitness tests. They will also be introduced to the muscular-skeletal and cardio-respiratory systems
<b>Assessment:</b>	Checkpoint 1 on Everlearner and Unit 3 task B.
<b>Stretch and challenge:</b>	Use Everlearner for exam content. Make use of the BTEC revision guides and past papers.

# Religious Education

<b>Topics / tasks:</b>	<b>GCSE Theme 2: Religious responses to issues of life and death.</b>
<b>Content and skills:</b>	Pupils will study this theme looking exclusively at Judaism and Christianity and each religion's teaching about the origins of the world (Creation Story) alongside modern scientific alternative explanations - Big Bang cosmology and the theory of Evolution. They will learn about religious attitudes to key issues of abortion and euthanasia and the sanctity of life. They will explore Jewish and Christian beliefs about death and afterlife.
<b>Assessment:</b>	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.
<b>Stretch and challenge:</b>	Visit online reference sites such as: Wikipedia, Britannica and the BBC Bite Size website



# Science: Biology

<b>Topics / tasks:</b>	<b>TOPIC 1: KEY CONCEPTS.</b> <b>Recap of Cells and Microscopes, Enzymes, Transport across membranes (Triple - Food tests and calorimetry)</b>	
<b>Content and skills:</b>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• Enzyme theory</li><li>• Diffusion, osmosis and active transport</li><li>• Food tests and calorimetry (triple)</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Describing and Explaining data</li><li>• Plotting line graphs from data</li><li>• Starting to evaluate methods and data</li></ul>
<b>Assessment:</b>	Att1 test on Topic 1: Key concepts	
<b>Stretch and challenge:</b>	Finding out how enzymes are used in industrial processes	

# Science: Chemistry

<b>Topics / tasks:</b>	<b>TOPIC 1: KEY CONCEPTS</b> <b>Atomic structure, Periodic Table and chemical bonding</b>	
<b>Content and skills:</b>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• Atomic Structure including electronic configurations</li><li>• Periodic Table – history of the atom and links within the periodic table</li><li>• Bonding and structure to include ionic, covalent and metallic bonding and the properties of substances</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Using models to explain chemical phenomena</li><li>• Determining properties of unknown atoms using knowledge of the periodic table</li><li>• Calculating relative atomic masses of atoms (H level only)</li><li>• Applying knowledge in unfamiliar contexts to determine chemical formulae</li></ul>
<b>Assessment:</b>	Att1 test on Topic 1: Key concepts in chemistry	
<b>Stretch and challenge:</b>	Researching the history of the atom to produce a full timeline of the challenges and developments encountered	

# Science: Physics

<b>Topics / tasks:</b>	<b>Topic 3: Conservation of Energy</b> <b>Topic 1: Motion</b>	
<b>Content and skills:</b>	<b>Topic 3: Conservation of Energy</b> <ul style="list-style-type: none"><li>• Energy stores and transfers</li><li>• Efficiency</li><li>• Calculations involving kinetic and gravitational potential energy</li><li>• Energy resources</li><li>• Insulation</li></ul>	<b>Topic 1: Motion</b> <ul style="list-style-type: none"><li>• Graphs of motion – interpreting distance-time graphs and velocity-time graphs</li><li>• Acceleration</li><li>• Scalars and vectors</li></ul>
<b>Assessment:</b>	ATT1 test on physics	
<b>Stretch and challenge:</b>	Completing relevant exercises on Isaac Physics website.	

# Spanish

<b>Topics / tasks:</b>	<b>Revision of grammar covered in Year 9 and the first three modules covered in the textbook with a particular focus on Module 3.</b> <b>Begin Theme 2, unit 5 Home, town, neighbourhood and region, followed by unit 6 Social issues.</b>
<b>Content and skills:</b>	Developing Re, Wr, Li, Sp and translation skills. Grammar; <i>tener</i> & <i>ser</i> in present tense, position of adjectives, possessive adjectives; immediate future tense, past tense, present continuous & <i>estar</i> . Making comparisons Being able to respond to conversation questions surrounding those topics with a degree of spontaneity Developing fluency and pronunciation skills.
<b>Assessment:</b>	Frequent vocabulary tests Assessment covering the topics completed this half term
<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

Topics / tasks:	Design Skills Development/ Practical understanding	Theory Development
<b>Content and skills:</b>	<p>Students will carry out different approaches to the design process:</p> <ul style="list-style-type: none"> <li>Traditional 'Fashion drawing'</li> <li>Designs with character</li> <li>Technical drawing</li> </ul> <p>Students will use the skills they explore to research their own topic/theme and a chosen designer. They will use this research as inspiration to design their own collection of textiles garments or products. Students will gain an understanding of how research and design work is assessed in accordance with the AQA specification.</p>	<p>Students will learn about the wider world of design, to help them develop their understanding. The topics covered this half term will included looking at all DT materials and their properties:</p> <ul style="list-style-type: none"> <li>Fabrics</li> <li>Metals</li> <li>Woods</li> <li>Polymers</li> </ul> <p>To inform the students design work.</p>
<b>Assessment:</b>	Students will carry out a written assessment at the end of the half term covering the topics reviewed.	
<b>Stretch and challenge:</b>	Students are encouraged to gain target customer feedback on their emerging ideas, also first-hand 'primary research' which may include photographs or relevant products or areas of inspiration.	

# Vocational Construction

<b>Topics / tasks:</b>	<b>Unit 1 – Construction Site and Security – Students will learn about a range of Health and Safety information that is essential to Construction Building sites.</b>
<b>Content and skills:</b>	<p>Students will be asked to explain the following Health and Safety Legislations and concepts:</p> <ul style="list-style-type: none"> <li>• Risk Assessments</li> <li>• Safety Signs</li> <li>• Health and Safety at Work Act 1974</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)</li> <li>• Control of Substances Hazardous to Health Regulations 2002 (COSHH)</li> <li>• Provision and Use of Work Equipment Regulations 1998 (PUWER)</li> <li>• Manual Handling Operations Regulations 1992</li> <li>• Personal Protective Equipment at Work Regulations 1992 (PPER)</li> <li>• Working at Heights Regulations 2005</li> </ul>
<b>Assessment:</b>	<p>Upon completion of this unit their knowledge will be assessed by an external exam at the end of Year 10. This will form 25% of their final grade for the course. Student will have opportunities to complete practice tests through the year prior to this exam.</p>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with the topics covered this half term and examples of Unit 1.</li> <li>• Students could source the course textbook WJEC Vocational Award – Constructing The Built Environment, Level 1/2, Howard Davies, Illuminate Publishing, ISBN 978-1-912820-16-0</li> <li>• Students should watch related TV programmes such as 'Grand Designs' to understand the Health and Safety risks the effect a Construction site.</li> <li>• Research CSCS card and complete online tutorials.</li> </ul>

# Vocational Engineering

<b>Topics / tasks:</b>	<p><b>Unit 3 – Solving Engineering Problems – this is the theory part of the course for the exam (25%).</b></p> <p><b>The purpose of this unit is for learners to use their knowledge and understanding of engineering processes and material properties to solve problems.</b></p>
<b>Content and skills:</b>	<p>Students will be asked to complete the following tasks:</p> <p><b>Learning Objective 1 – Understanding effects of engineering achievements</b> – describe engineering developments, explain effects of engineering achievements and explain how environmental achievements affect engineering applications.</p> <p><b>Learning Objective 2 – Understand properties of engineering achievements</b> – describe properties required of materials for engineered products, explain how materials are tested for properties and select materials for a purpose.</p> <p><b>Learning Objective 3 – know forming processes of engineered materials</b> – describe engineering processes and describe applications of engineering processes.</p>
<b>Assessment:</b>	<p>Upon completion of this Unit the work will be assessed using the WJEC assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.</p>
<b>Stretch and challenge:</b>	<p>Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with the topics covered this term.</p> <p>Students could purchase the course textbook WJEC Vocational Award – Engineering Level 1/2, Matthew Wrigley, Illuminate Publishing, ISBN 978-1-912820-15-3.</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p> <p>Students should watch the Engineering video clips on Manufacturing Processes and Materials.</p>