



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

# 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 Studies

<p><b>Topics / tasks:</b></p>	<p><b>Students will complete the following topics this term:</b>  <b>3.4 Recruitment and Selection</b>  <b>3.5 Motivation and retention</b>  <b>3.6 Training and development</b>  <b>Team work – “developing” a product or service</b>  <b>3.7 Employment law</b>  <b>Topic 4: An introduction to (Paper 2)</b></p>
<p><b>Content and skills:</b></p>	<p><b>GCSE Business – the fundamentals and beyond.</b>  <b>Be able to discuss:</b></p> <ul style="list-style-type: none"> <li>• The purpose of human resources within business (and its function)</li> <li>• Why businesses recruit / The use of different recruitment methods to meet different business needs / Methods of selection</li> <li>• Methods of motivation (both financial and non-financial)</li> <li>• Importance of staff training and development</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.</li> </ul>
<p><b>Assessment:</b></p>	<p>Range of exam questions, classwork, homework.          Q&amp;A in lessons.          Topic tests (at end of each unit) &amp; Essay style question (at the end of the unit).          Use of key terms &amp; application assessed.</p>
<p><b>Stretch and challenge:</b></p>	<p>Tutor2U: <a href="https://www.tutor2u.net/business/reference/recruitment-selection-overview">https://www.tutor2u.net/business/reference/recruitment-selection-overview</a>          BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/guides/z3s9fcw/revision/2">https://www.bbc.co.uk/bitesize/guides/z3s9fcw/revision/2</a>          SENECA: <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>          Aptitude tests (free): <a href="https://www.assessmentday.co.uk/">https://www.assessmentday.co.uk/</a></p>

# Computer Science

<b>Topics / tasks:</b>	<b>AppLab Project</b> <b>Ethical, Legal, Cultural and Environmental impacts of digital technology</b> <b>Designing, creating and refining algorithms</b> <b>Python Programming</b>
<b>Content and skills:</b>	Students will use the skills they have learnt with problem solving to write code in a different structure (AppLab) Students will consider the impacts of new technology and what effect this has on society, the environment, and the laws that govern our way of life Students will analyse problems and construct written solutions using a pre-defined "pseudo code" language Students will apply their written solutions to the Python language to determine the success of the written solution
<b>Assessment:</b>	Programming Project (Testing / Evaluation) sections graded separately Ethics & Pseudo-code test /30 AppLab Project Assessment (Program + Presentation) graded 9-1
<b>Stretch and challenge:</b>	Take a look at some of the ethical decisions programmers must make and summarise how these decisions affect everyday people: <a href="https://www.infoworld.com/article/2607452/12-ethical-dilemmas-gnawing-at-developers-today.html">https://www.infoworld.com/article/2607452/12-ethical-dilemmas-gnawing-at-developers-today.html</a> Make a start with learning to code in AppLab and make a small Quiz app which asks 3 questions: <a href="https://studio.code.org/s/applab-intro/lessons/1/levels/1">https://studio.code.org/s/applab-intro/lessons/1/levels/1</a>

# Creative iMedia

<b>Topics / tasks:</b>	<b>R086 – Creating digital animations coursework unit (25% of final grade)</b>
<b>Content and skills:</b>	<p><b>Coursework – LO3 – 4</b></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. OCR 2020</p>
<b>Assessment:</b>	Teacher assessed coursework for each section LO2 – 4 (LO1>2 complete). Work is then sent for external moderation (Spring series)
<b>Stretch and challenge:</b>	<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 <b>own</b> device.</p> <p>Learning materials: <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/">https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</a></p>

# Design Technology

<b>Topics / tasks:</b>	<b>NEA</b>
<b>Content and skills:</b>	<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"><li>1. Exploring a context</li><li>2. Market research / client</li><li>3. Product analysis</li><li>4. Specific investigation to your product</li><li>5. Material research</li><li>6. Design brief and specifications</li></ol>
<b>Assessment:</b>	<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>
<b>Stretch and challenge:</b>	<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

<b>Topics / tasks:</b>	<b>Component 3: Devised work.</b>
<b>Content and skills:</b>	<ol style="list-style-type: none"><li>1. Complete response section of devising process and supporting written documentation.</li><li>2. Develop and rehearse piece for performance, and draft supporting written documentation.</li><li>3. Perform devised piece for practical mark.</li></ol>
<b>Assessment:</b>	<ol style="list-style-type: none"><li>1. Response and Development sections of written log for devised coursework, with frequent teacher guidance and feedback.</li><li>2. Develop devised piece for practical assessment with teacher and peer feedback.</li><li>3. Perform piece, which is recorded for 10% individual practical mark.</li></ol>
<b>Stretch and challenge:</b>	Research rehearsal strategies and effective performance skills on BBC Bitesize. <a href="#">Style - Creating and staging a devised performance - GCSE Drama Revision - BBC Bitesize</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>• Exploring ambitious 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) Unseen Poetry
<b>Content and skills:</b>	<b>Modern Text:</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>Unseen Poetry:</b> <ul style="list-style-type: none"> <li>• Reading a collection of unseen poetry</li> <li>• Analysing how poets use language, structure and form to shape meanings</li> <li>• Comparing the presentation of themes in different poems</li> <li>• Understanding how to answer exam questions</li> </ul>
<b>Assessment:</b>	<b>Modern Text:</b> Writing exam responses on both characters and themes <b>Unseen Poetry:</b> Writing exam responses on a single poem and a comparison
<b>Stretch and challenge:</b>	<b>Modern Text:</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.  <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> <b>Unseen Poetry:</b> <ul style="list-style-type: none"> <li>• Read poetry from a collection and analyse the methods used by the writer to present a theme</li> <li>• Read poetry online at <a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a>. and analyse the methods used by the writer to present a theme</li> <li>• Write some of your own poetry using a range of methods.</li> </ul>

# Engineering

<b>Topics / tasks:</b>	<b>NEA: Design &amp; Make an Electrical and Mechanical solution to real world problem.</b>
<b>Content and skills:</b>	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.
<b>Assessment:</b>	Students will receive RAG rating updates on each section as they work their through the design portfolio.
<b>Stretch and challenge:</b>	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.

# Food

<b>Topics / tasks:</b>	<b>Component 1 – Principles of Food Preparation and Nutrition (50%).</b> We will continue to cover the exam content of the course.
<b>Content and skills:</b>	Student will cover a topic each week, over three 1 hour lessons.  Students will be expected to recommence cooking this half term and practice their cooking skills. Theory covered will include the chemical and physical changes to food when cooked as well as exploring sensory and nutritional analysis.  <ol style="list-style-type: none"><li>1. Bread – students will make bread dough and make their own pizza sauce.</li><li>2. Choux pastry – focus on presentation skills and portioning.</li><li>3. Carrot cakes – various methods of cake making and decorating.</li><li>4. Mac 'n' cheese – homemade pasta and roux sauce.</li><li>5. Cheesecake</li></ol> There will be some teacher demonstrations and some of these will be cooked over two lessons. Students may be asked to bring in optional ingredients if they wish.
<b>Assessment:</b>	Self-assessment - sensory and nutritional analysis  Practical assessment - cheesecake
<b>Stretch and challenge:</b>	<ol style="list-style-type: none"><li>1. Recipes will be shared each week in relation to topics. Students are encouraged to cook at home if and when they can. This does not have to be using our recipes, these are just suggestions.</li><li>2. The textbook is available online for students to use: <a href="https://illuminate.digital/eduqasfood/">https://illuminate.digital/eduqasfood/</a></li><li>3. At the end of each topic create your own revision materials to suit your learning style. This could be flash cards, mind maps, Top Trumps, videos or presentations, diagrams etc.</li></ol>

# French

<b>Topics / tasks:</b>	<b>Global issues: The environment and poverty</b>
<b>Content and skills:</b>	Students will learn vocabulary relevant to these two subjects; they will learn the pluperfect tense; revise using positive and negative statements; learn the subjunctive mood and how to deal with longer texts.
<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 environmental charity, Les Amis de la Terre and find out more about the issue of poverty in France and other French speaking countries.

# Geography

<b>Topics / tasks:</b>	<b>Changing Economic World</b>
<b>Content and skills:</b>	<p>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.</p>
<b>Assessment:</b>	Students will be regularly assessed using practice examination questions that assess key skills and content.
<b>Stretch and challenge:</b>	<p>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></p> <p>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></p>

# German

<b>Topics / tasks:</b>	<b>Home, town, neighbourhood and region.</b>
<b>Content and skills:</b>	Some students will be finishing the unit of free time activities and then move on to the theme of local, international and global areas of interest. Others will continue with the latter. They will revise prepositions and the cases they take, the future tense and the perfect tense and the whole range of interrogative pronouns. They will be using grammatical markers and breaking down compound words in order to extract their meaning. Students will also be drilled on exam techniques.
<b>Assessment:</b>	Students will complete regular vocabulary tests as well as listening/reading/speaking/writing exercises. Pupils will be completing end of unit assessments on units covered so far.
<b>Stretch and challenge:</b>	Students will be asked to complete as many interactive activities on Kerboodle on this topic area as possible. They should access the wealth of material that is put on Teams (work sheets and miscellaneous material which can't be covered in lesson time) and steadfastly revise previously learned vocabulary. Ideally, they will set time aside to revise what they have been taught in Year 10.



# Health and Social Care (BTEC)

Topics / tasks:	Component 1 – Learning Aim B taught by Mrs Scott	Component 2 – Learning Aim B taught by Mrs Greenfield
<p><b>Content and skills:</b></p>	<p><b>Learning Aim B – learning for this part will start this half term</b>            Student will learn about the impact of life event on growth and development.            They will do this through case studies and scenarios. They will also learn through role play and using real life events in the media to reflect and analyse.            The students will prepare for the assignment which will be in September 2021. They will engage in home learning to continue their learning until September.  <b>Criteria they will cover are:</b>  <b>B1: Life events are expected or unexpected events that occur in an individual's life.</b>            Life events that can impact on people's physical, intellectual, emotional and social development.  <ul style="list-style-type: none"> <li>• Physical events,</li> <li>Relationship changes</li> <li>• Life circumstances,</li> </ul> <b>B2: Coping with change caused by life events</b>  <b>Learners will explore how individuals can adapt or be supported through changes caused by life events.</b>  <ul style="list-style-type: none"> <li>• How individuals adapt to these changes.</li> <li>• Sources of support:</li> <li>• Types of support:</li> </ul> </p>	<p><b>Learning Aim B:</b>            Demonstrate care values and review own practice</p> <p><b>The seven values to be covered:</b></p> <ol style="list-style-type: none"> <li>1. Empowering and promoting independence by involving individuals.</li> <li>2. Respect for the individual by respecting service users' needs, beliefs and identity.</li> <li>3. Maintaining confidentiality.</li> <li>4. Preserving the dignity of individuals to help them maintain privacy and self-respect.</li> <li>5. Effective communication that displays empathy and warmth.</li> <li>6. Safeguarding and duty of care</li> <li>7. Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</li> </ol>

<p><b>Assessment:</b></p>	<p><b>Component 1 30% of overall grade. Component 2 30% of overall grade.</b></p> <p><b>Embedded in lessons will be:</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• How to understand coursework</li> <li>• How to present work</li> <li>• Command words and keywords review:</li> <li>✓ Describe – not just identify but to describe a situation</li> <li>✓ Explain – how to expand sentences</li> <li>✓ Compare – how to look at both arguments and support with evidence</li> <li>✓ Assess – how to justify, add opinion and support argument with evidence</li> </ul> <p>All work is set and collected in Microsoft Teams. Students will complete a mini mock exam of knowledge covered so far, using past paper exam questions to help promote good exam technique practice.</p> <p><b>Component 3 40% of overall grade is started end of year 10 beginning of year 11.</b></p>
<p><b>Stretch and challenge:</b></p>	<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

<b>Topics / tasks:</b>	<b>Elizabethan England</b>
<b>Content and skills:</b>	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.
<b>Assessment:</b>	Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing the utility of sources and building arguments.
<b>Stretch and challenge:</b>	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

<b>Topics / tasks:</b>	<b>Roman Britain; Indirect speech</b>
<b>Content and skills:</b>	Students will revisit the topics required for the GCSE Paper 3 on Roman Britain (the sites at Bath, Fishbourne and Chester, plus roads and farming). We will also complete the language requirements of the GCSE course and begin to revise the prescribed vocabulary list.
<b>Assessment:</b>	GCSE level papers on Language and Roman Britain.
<b>Stretch and challenge:</b>	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

<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 coverb; 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 be completing end of unit assessments on units covered so far.
<b>Stretch and challenge:</b>	They should access the material that is put on Teams (work sheets and video link for listening and speaking) and revise previously learned vocabulary.

# Maths (Foundation)

<b>Topics / tasks:</b>	<b>Probability: scale, summing to 1, relative frequency</b> <b>Averages (mean, median, mode) and range</b> <b>Transformations</b> <b>Proportion and Pie Charts</b> <b>Frequency tables, bar charts, time series data</b> <b>Scatter graphs</b> <b>Venn diagrams</b> <b>Tree diagrams</b>
<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>	Summer assessment on year 10 work carried out in class.
<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>	<b>Constructions</b> <b>Average and range from grouped data</b> <b>Box plots</b> <b>Cumulative Frequency</b> <b>Histograms</b> <b>Comparing two data sets</b> <b>Transformations</b>
<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>	Summer assessment on year 10 work carried out in class.
<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

	10C	10K
<b>Topics / tasks:</b>	<b>Composition – Minimalism</b> <b>AOS2: Review and Listening Skills</b> <b>AOS4: Review and Listening Skills</b>	<b>Composition – Minimalism</b> <b>AOS3: Star Wars</b> <b>Performance</b>
<b>Content and skills:</b>	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 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
<b>Assessment:</b>	Practical composition assessment – Minimalism Exam-style listening questions	Practical composition assessment – Minimalism Exam-style listening questions Performance recording
<b>Stretch and challenge:</b>	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	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

<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 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.
<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.

# Physical Education (GCSE)

<b>Topics / tasks:</b>	<b>In theory lessons complete Chapter 5 and start Chapter 4 – Sports psychology. In practical lessons athletics.</b>
<b>Content and skills:</b>	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
<b>Assessment:</b>	Regular exam style questions and a Kerboodle on-line end of chapter assessment. Full exam paper 2 at end of chapter 4.
<b>Stretch and challenge:</b>	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)

<b>Topics / tasks:</b>	<b>Unit 2 Practical Sports Performance. Unit 6 Leading Sports Activities.</b>
<b>Content and skills:</b>	Students will complete their examination of two practical sports. 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 creating a virtual competition based around athletics and tennis for local primary school children.
<b>Assessment:</b>	Complete all learning aims and re-submissions for Unit 2 and continuous assessment for leadership skills.
<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>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>
<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>Topic 9 Ecosystems and Topic 5 Health and Disease</b>
<b>Content and skills:</b>	<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>
<b>Assessment:</b>	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.
<b>Stretch and challenge:</b>	<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

<b>Topics / tasks:</b>	<b>TOPIC 1: KEY CONCEPTS IN CHEMISTRY</b> <b>TOPIC 4: EXTRACTING METALS</b> <b>(TOPIC 5: SEPARATE CHEMISTRY 1 – Triple only)</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Continued Consolidation of Key concepts in Chemistry material</li><li>• Reactivity and extracting metals</li><li>• Oxidation and reduction</li><li>• Electrolysis</li><li>• (Transition metals, Corrosion, Electroplating, Alloying – Triple only)</li></ul>
<b>Assessment:</b>	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.
<b>Stretch and challenge:</b>	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> <b>Topic 9: Electricity and Circuits</b>	<u>Triple award</u> <b>Topic 7: Astronomy</b> <b>Topics 8 &amp; 9: Energy – forces doing work, forces and their effects</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• Electric circuits</li> <li>• Current and potential difference</li> <li>• Current, charge and energy</li> <li>• Resistance</li> <li>• Electrical components</li> <li>• Transferring energy</li> <li>• Electrical power</li> <li>• Electrical safety</li> </ul>	<ul style="list-style-type: none"> <li>• The Solar System</li> <li>• Gravity and orbits</li> <li>• Life cycle of stars</li> <li>• Red-shift</li> <li>• Origin of the universe</li>   <li>• Work and power</li> <li>• Contact and non-contact forces</li> <li>• Rotational forces</li> </ul>
<b>Assessment:</b>	End of topic tests compiled by the exam board.	
<b>Stretch and challenge:</b>	Completing relevant exercises on Isaac Physics website.	

# Spanish

<b>Topics / tasks:</b>	<b>Unit 8 Travel and tourism</b>
<b>Content and skills:</b>	Students will complete the remaining sections of unit 8 Travel and tourism, including use of the preterite and imperfect tenses and the passive voice. They will revise content and grammar from earlier in the year to consolidate prior learning and fill in any gaps in knowledge they may have.
<b>Assessment:</b>	Students will do regular vocabulary and grammar tests. They will continue to complete formative assessment exercises in all four skills. Pupils will be completing end of unit assessments on units covered so far.
<b>Stretch and challenge:</b>	Students will be asked to complete activities on Kerboodle on this topic area whenever possible. They should revise vocabulary and grammar covered throughout the year to help build a solid base on which to start Y11. They should try to find Spanish TV shows/films/radio programmes to listen to in order to help improve listening skills and to help with pronunciation and intonation.



# Textiles

<b>Topics / tasks:</b>	<b>Mock NEA / Construction project</b>
<b>Content and skills:</b>	<p>Students will continue investigate the following Textiles techniques/processes through a mock NEA:</p> <p><b>Practice NEA</b></p> <ul style="list-style-type: none"> <li>• <b>Modelling ideas</b></li> <li>• <b>Decorative techniques and surface decoration</b></li> <li>• <b>Construction techniques and sewing machine skills</b></li> </ul> <p>Student will be able to explore this topics further through a series of teacher lead demonstrations and video tutorials to support their understanding in this time of reduced hands on practical work.</p> <p>Practical: Where possible students will do fabric and paper modelling, surface decoration techniques that are relevant and will enhance their projects. Students will do a mini construction project</p> <p><b>Theory:</b> Students will continue to gain knowledge and understanding of the greater world of design covering the following topics:</p> <ul style="list-style-type: none"> <li>• Manufacturing techniques</li> <li>• Construction &amp; joining techniques</li> <li>• Development of new materials</li> <li>• Review and completion of all theory criteria by end of year 10.</li> </ul>
<b>Assessment:</b>	<p>Students will carry out a written assessment at the end of the half term covering the topics studied. Student's sketch books will be marked and practical work (textiles techniques) will be assessed holistically, in mirroring the AQA marking criteria.</p>
<b>Stretch and challenge:</b>	<p>Students should consider exploring (researching and evidencing) textiles techniques not explored in lesson time to show further understanding of the subject. Students should be actively reviewing theory tasks to revise for the end of term test. Students should be engaged with the class team to access further opportunities for learning.</p>

# Vocational Construction

<b>Topics / tasks:</b>	<b>Unit 2 : Developing Construction Projects</b>
<b>Content and skills:</b>	<p>Unit 2: This is a practical unit with an accompanying written portfolio. This unit will form 50% of final grade. Students will complete their practical assessment in Carpentry and Joinery. They will make a frame consisting of Corner bridle, housing and Tee halving joints. They will also complete an evidence portfolio of this task.</p>
<b>Assessment:</b>	<p>Work will be assessed using the Eduquas assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.</p> <p><b>Unit 2 is 50% of overall grade. This unit is coursework not exam so all work completed will be sampled and send to exam board.</b></p>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• If students have access to a workshop, tools &amp; timber at home, they can practice their joinery skills with a supervising adult.</li> <li>• Students can complete missing work / complete revision from the whole course using Microsoft Teams.</li> <li>• Students could watch episodes of 'Grand Designs' and identify job roles and sequence of work to prepare for Unit 3 exam.</li> <li>• A text book is available for this course: WJEC Vocational Award – Constructing The Built Environment, Level 1/2, Howard Davies, Illuminate Publishing, ISBN 978-1-912820-16-0</li> </ul>

# Vocational Engineering

<p><b>Topics / tasks:</b></p>	<p><b>Unit 1 – Engineering Design</b> – Students are tasked to design a new generic mobile phone charger. (2 lessons p.w)</p> <p><b>Unit 2 – Producing Engineering Products</b> – Students are tasked to make an adjustable task light. (1 lesson p.w)</p>
<p><b>Content and skills:</b></p>	<p>Students will be asked to complete the following tasks</p> <p><b>Unit 1</b></p> <p><b>Final Drawing – phone charger</b></p> <ol style="list-style-type: none"> <li>1. Using accepted standards and conventions draw your best option on paper and using Computer Aided Design (CAD). This should include a 3D rendered computer version of final design.</li> <li>2. Evaluate your solution to show that it meets the criteria in the design specification.</li> </ol> <p><b>Unit 2 – workshop – task light</b></p> <ol style="list-style-type: none"> <li>1. Be able to interpret engineering information.</li> <li>2. Be able to plan engineering production.</li> <li>3. Be able to use engineering equipment.</li> </ol>
<p><b>Assessment:</b></p>	<p>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> <p><b>Unit 1 is 25% of overall grade.</b></p> <p><b>Unit 2 is 50% of overall grade.</b></p>
<p><b>Stretch and challenge:</b></p>	<p>Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with <b>examples of Unit 1 and Unit 2</b></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 as applicable.</p> <p>Students should watch the Unit 2 Making video clips on Teams showing how each part is manufactured</p>