

YEAR TEN CURRICULUM SUMMARY – SPRING TERM 2021

ENGLISH	<p>As Year Ten enter their second term of English, they will begin to get to grips with Shakespeare's 'Macbeth'. After initially gaining an understanding of the plot and characters, students will begin to draw on their language and structural analysis skills to begin exploring the role of writer's craft in the creation of this play. In addition, students will develop their contextual knowledge of this period to help further inform their understanding of this famous tragedy.</p> <p>English Language this term will focus on Paper 2 and will develop students' reading skills through the exploration of non-fiction texts, as well as applying the techniques used by writers to create their own transactional writing.</p>
MATHEMATICS	<p>In the Spring Term, students will continue their mathematics journey to their GCSE mathematics qualification. We are following the Edexcel schemes of work and students are working towards either the higher tier or the foundation tier. All students will be working through exam questions within their lessons to check their progress and to help develop their exam technique.</p> <p>Higher tier pupils will be looking at accuracy and bounds and transformations, rotating, reflecting, translating and enlarging shapes by positive and negative scale factors. They will then develop their equation solving skills to solve quadratics, simultaneous equations and inequalities. They will calculate the probability of events using tree diagrams and study sets using correct notations for Venn diagrams.</p> <p>Foundation tier pupils will be learning linear graphs in the form $y = mx + c$ and then the connections between these and graphs showing real life situations such as distance time graphs. They will transform shapes by rotating, reflecting, translating and enlarging before progressing onto ratio and proportion. This will involve working with currency conversions, recipes and considering how to buy products in the cheapest way by solving best buy problems.</p>
SCIENCE	<p>During the Spring Term, Year Ten students will be covering the following topics in science:</p> <p>Biology: students will continue to study the structure of plants and processes including photosynthesis, transpiration and translocation. Following on from this, they will study exchange and transport in humans. Students will be learning about the structure and function of the main organs in the body and will undertake a heart dissection to enable them to fully appreciate the intricacies of its structure.</p> <p>Chemistry: in this unit, we will be looking at chemical calculations involving reacting masses to understand the quantities required for chemical reactions. Students will also be looking at Groups in the Periodic Table, in particular focusing on Group 1 and Group 7. In addition, students will be looking at the rate of reactions and the factors that affect this.</p> <p>Physics: students will be studying Energy and Forces and then progress onto the Particle Model. They will learn how to calculate work and power and how to draw vector diagrams. They will also learn how the particle model explains the properties of matter and what happens when energy is transferred to or from a substance. They will learn about springs and the energy transfers in stretching them.</p> <p>https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences2016.html</p>

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ART & DESIGN	<p>The Art and Design GCSE is made up of two elements: portfolio work (coursework) and the final exam. The portfolio work will be created in Year Ten and the first term of Year Eleven during lesson time. It is therefore crucial that work is kept up to date as it accounts for 60% of their overall GCSE. Over the course of Year Ten, students will be working on two different projects: Natural Forms and Transport.</p> <p>The Natural Forms project continues into the Spring Term. This term, students will study a variety of ceramic artists and develop ideas in to a sculptural outcome. They will be working alongside local artist, Amanda Silk and will have two workshop days to produce their final pieces.</p> <p>The Natural Forms project contributes to their coursework which is weighted at 60% of their overall grade.</p>
ENTERPRISE AND MARKETING	<p>Students will finish LO4 from their exam unit. The topics include advertising and promotion methods and customer service. Students can use their revision guides for additional information. Students will then start LO5 including ownership type (5.1) sources of capital (5.2) and business plans (5.3). They will also spend part of the term working on their coursework which will include working up to the end of task. For further reference please go to https://www.goldington.beds.sch.uk/learning/curriculum-subjects/enterprise-and-marketing where you will be able to see your child's learning journey through the RO64 (exam) and RO65 (first piece of coursework).</p>
COMPUTER SCIENCE	<p>During this term students will complete a practice for the non-examined assessment which they will sit this time next year. Students will have 20 hours to produce a fully functional programming project including rationale, design, pseudocode, flow charts, implementation, programming, testing, improvements and evaluation. This will be based on a pre-determined scenario that students will be required to work individually and autonomously to produce. Once this is complete, we will move on to the theoretical aspects of computer science including, but not limited to, compression, security and hardware infrastructures.</p>
DANCE	<p>This term the students will look at the professional dance works Artificial Things and A Linha Curva. These are works that are studied for the written exam. Work will continue to develop students' analytical comparative skills, using extending writing to develop good practise. Practically, we will develop some solo choreography work inspired by Artificial things, and groups performance work based no A Linha Curva.</p>
DESIGN TECHNOLOGY	<p>During the Spring Term, pupils will undertake a mini non-examined assessment style project to build upon the necessary skills for Year Eleven by developing a small portfolio of design work. In addition, pupils will continue to work their way through unit 1: New and Emerging Technologies and unit 2: Energy and Materials. Pupils will investigate different types of energies and how these are implemented into everyday objects and the compromise of technology push and market pull. These strands will be explored through investigation, research and project work.</p>
DRAMA	<p>During the first half of the Spring Term students will explore styles of theatre and practitioners in order to prepare for Component 1 of the GCSE specification. This project will culminate in a practical assessment including a written evaluation which will take place under controlled conditions. In the second half of the Spring Term, students will begin their study of the set text chosen for Component 2.</p>

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FRENCH	<p>Year Ten students will begin the term learning how to speak and write about their holidays in the present, past and future tenses. They will take part in key discussion topics to do with ideal holidays, problematic holidays, the importance of travel and how to make reservations. Key grammatical concepts this term include: the conditional tense, the pluperfect tense, demonstrative adjectives and using reflexive verbs in the perfect tense.</p>
GEOGRAPHY	<p>Students will continue their studies of urban issues and challenges (section A of Paper 2). They will explore the global distribution of the world's megacities and the reasons for this pattern. This topic allows students to apply their knowledge and understanding of urbanisation on a global scale by studying urban growth in Rio, before thinking more locally about these processes in Bristol. This section of work will conclude with understanding sustainable urban development through living, lifestyle and transport.</p> <p>The students will continue to develop their geographical writing and exam technique through the completion of 6 and 9 mark questions. Alongside retrieval activities in lessons, students will use GCSE Pod and Seneca Learning to recall and review their learning.</p>
HEALTH & SOCIAL CARE	<p>Year Ten will commence unit RO31. This unit will provide learners with a knowledge and understanding of basic common first aid procedures that could be used within health and social care settings. On completion of this unit, the students will be able to assess the scene of an accident in health, social care and early years settings for risks and continuing dangers. Learners will know what information is needed when contacting the emergency services. They will know and be able to perform a variety of basic first aid procedures that could occur in a range of health, social care and early years settings.</p>
HISTORY	<p>Students will continue to study their GCSE unit based on 'Conflict and Tension in Asia 1950-75' The focus will be on the Korean War and the Vietnam War, as case studies of the global Cold War. Great emphasis will be placed on developing examination technique (successful extended writing and source skills such as those of interpretation, analysis and evaluation).</p>
HOSPITALITY & CATERING	<p>Year Ten will be studying content from Unit 1: The Hospitality and Catering Industry. They should acquire knowledge of all aspects of the industry and the different type of establishments and job roles. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and financially viably whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.</p>
iMEDIA	<p>Students will learn all the aspects of the Unit R081. Students will then sit a 1hr 15-minute exam usually taken in May. This is 25% of the student's final grade. Students will learn about client briefs, time frames, deadlines and why planning is such an important part of Creative iMedia. The exam has three parts. Section a covers the theory of the pre-production documents; section b asks the students to create a pre-production document; in section c students will complete a 12-mark question. Students will be able to evaluate a piece of work with strengths, weaknesses and improvements identified. Students can access a range of videos on GCSE Pod and access past papers on the OCR Creative iMedia webpage.</p>

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MUSIC	<p>Through a range of integrated performing, composing and listening activities, students will develop their skills in these areas alongside their understanding of the music of the following genres:</p> <p>1st half of term – Rock Anthems (as part of the “Conventions of Pop” area of study).</p> <p>2nd half of term – Music of the Indian Subcontinent (as part of the “Rhythms of the World” area of study).</p>
PHYSICAL EDUCATION	<p>Year Ten will have the opportunity to choose to participate in a variety of activities that best suit their own tastes and skills. They will continue to focus on skill development, advanced tactics and officiating. During lockdown pupils have been encouraged to participate in daily physical activity. Home workouts and fitness challenges have been provided via SMHW.</p>
GCSE PHYSICAL EDUCATION	<p>Within GCSE physical education lessons will be predominantly theory lessons, although some time will be spent understanding theoretical concepts in a practical setting. Lessons will concentrate on component two: motor skills and skill classification topics in preparation for writing their AEP. Students will be expected to develop their practical skills in core PE lessons and in extracurricular activities.</p>
LIFESKILLS	<p>Within the statutory Relationships topic, students will be looking at healthy relationships, including relationship values, myths, assumptions, misconceptions and social norms about sex, gender and relationships. They will consider online relationships and staying safe, alongside the impact of the media on sexual attitudes, expectations and behaviours. The ethical and legal implications in relation to consent, including manipulation, coercion and capacity to consent and how to respond to pressure and exploitation will equip the students with the knowledge to keep themselves safe within relationships. The statutory Health and Wellbeing topic this term focuses on the influence and impact of drugs, gangs, role models and the media, exploring how to keep themselves and others safe and how to manage peer influence. We will finish the term with a look at how to seek help for situations students feel uncomfortable in, and exit strategies for pressurised or dangerous situations.</p> <p>Useful resources for supporting this term’s learning include BBC Bitesize (https://www.bbc.co.uk/bitesize/subjects/z3ckjxs) , Family Lives (https://www.familylives.org.uk/advice/teenagers/behaviour/gangs/) and the NSPCC (https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/, https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/) .</p>
RELIGION, PHILOSOPHY & ETHICS	<p>Year Ten will continue to study a variety of themes within form times. These themes vary from week to week and encompass a wide variety of religious groups (the 6 major world religions alongside minority religious groups). Students also consider philosophical, moral and ethical questions from both a religious and atheist perspective. We will also have two focus weeks on the Holocaust and Easter.</p>
SPANISH	<p>Students will begin the third module of their GCSE course. As part of this module, they will focus on several different topics including physical descriptions, descriptions of character, social media, making arrangements to go out, reading preferences, friends and family relationships. Key grammatical concepts will include adjectival agreement, the present tense, the present continuous tense, the past tense, using a range of conjunctions, irregular verbs and using a range of relationship verbs.</p>

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SPORTS STUDIES	This term students will focus on RO52 (Developing sports skills) and RO54 (Sport and the media). Both units require pupils to develop their knowledge and apply it through written coursework tasks. RO52 looks at the strengths and weaknesses of a chosen sport and links theory into practice. RO54 discusses the effect media has on sport and whether the relationship between the two is positive or negative. Both assignments are centre marked and internally assessed.
TRAVEL & TOURISM	<p>In Year Ten, students will work on two separate learning aims. In the first, students will learn the positive and negative influences of different factors on global travel and tourism, and how these factors can affect global tourist destinations and travel and tourism organisations. They will learn the factors that influence visitors and their choice of destination and understand the type of organisation that may respond to different factors and the ways in which they respond.</p> <p>In the second, students will learn the possible positive and negative impact of tourism and visitor activities on global destinations. They will learn how the types of impact affect local communities and environments at global destinations. Students will learn about the issue of sustainability and gain an understanding of how some global destinations aim to minimise the negative impacts and maximise the positive impacts of tourism to achieve sustainable tourism. This includes low-impact tourism which protects the natural, cultural and heritage environments for future generations.</p> <p>Students will sit an exam covering what they have learnt which is worth 40% of the final course grade.</p>

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.

The delivery of some content may be impacted as a result of the Coronavirus pandemic.