

YEAR TEN CURRICULUM SUMMARY – SPRING TERM 2022

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, Year Ten pupils will study the following topics:</p> <ul style="list-style-type: none"> • Angles and bearings • Working with circles • Vectors • Ratios and fractions • Percentages and interest • Probability <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
SCIENCE	<p>During the spring term, Year Ten students will be covering the following topics in science:</p> <p>Biology: students will learn how DNA codes for proteins and the process of meiosis. Following on from this they will study genetics, looking at the inheritance and variation in animals and plants, including genetic disorders such as cystic fibrosis. Students will then go on to study the structure of plants and processes including photosynthesis, transpiration and translocation.</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 electrolysis and the products of electrolysis. They will look at the reactivity of metals and how this can be used to extract metals by the most efficient process. Students will consider the benefits of recycling and the life cycle of different products. They will then move on to look at the groups of the Periodic Table and their reactions.</p> <p>Physics: separate students will be studying astronomy, looking at evidence for the big bang and the life cycle of stars. Students will then move onto the radioactivity topic where they will look at the different types of radiation and their practical uses and dangers. Combined students will be covering the radioactivity topic.</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 the 'Manmade' project.</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>
ENTERPRISE AND MARKETING	<p>Students will start LO2 from their exam unit. The topics include break-even and calculating revenue. Students will then start LO3 and LO5 including ownership type (5.1) sources of capital (5.2) and business plans (5.3). They will spend part of the term working on their coursework which will include completing task 2. 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 be working towards the completion of a practice assessment. 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 content that students will be required to work individually and autonomously to demonstrate. Once this is complete, we will move on to the remaining theoretical aspects of computer science including, but not limited to, compression, security and hardware infrastructures.</p>
DANCE	<p>The anthology works remain a focus to consolidate knowledge of previous works studied both practically and theoretically. They will be using their written work to develop their exam style question responses. Development of duet and trio will begin, with an emphasis on choreography and skill building.</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 6: Designing Principles and unit 7: Specialist materials and processes. Pupils will investigate different types of design strategies 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	Year Ten students will look at module 6 of the GCSE syllabus in the spring term, learning how to discuss schools, school facilities and subjects. They will compare schools in the UK and French-speaking countries and understand the primary differences between them, and then go on to consider school rules, using key grammar such as “il faut” (it is necessary to) and “il est interdit de” (it is forbidden to) and modal verbs phrases “on doit” and “on peut” (you must/you can). The second half of the term introduces school trips and exchanges, and also discusses healthy eating and bad habits – again offering the opportunity to use multiple tenses in French to discuss changes in habits and future intentions.
GEOGRAPHY	Students will continue their studies about the changing economic world (section B of Paper 2). They will explore the global distribution of wealth and the historical and geographical reasons for the variation of this along with strategies to close the development gap. This unit of work will see students explore new concepts and theories to understand more about economic development. They will case study this knowledge by exploring the impact of economic development on the newly emerging economy of Nigeria before moving onto the changing economy of the UK. 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.
HEALTH & SOCIAL CARE	Year Ten will commence unit RO31. This unit will provide learners with the 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.
HISTORY	Students will continue to study their GCSE unit based on ‘Health and the People c1000 – present day.’ We will then start work on the next unit of study, based around an investigation into Russia from 1894-1945. Great emphasis will be placed on developing examination technique (successful extended writing and source skills such as those of interpretation, analysis and evaluation).
HOSPITALITY & CATERING	Year Ten will be studying content from Unit 1: The Hospitality and Catering Industry. They should acquire knowledge of job requirements within the hospitality industry, understanding and being able to describe working conditions of different job roles across the industry. Furthermore, they will consider how hospitality and catering provision meets health and safety requirements. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.
iMEDIA	Students will learn all the aspects of Unit R081. Students will then sit a 1hr 15-minute exam, usually taken in May. This is 25% of the students’ 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.

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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.</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 continue to concentrate on component one (respiratory system and the effects of exercise on the body systems) Component two will also be introduced: 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. During this topic students will also study part of the statutory RSE that was postponed due to lockdown last year - committed relationships including contraception and the risks of STIs. 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>

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RELIGION, PHILOSOPHY & ETHICS	<p>Throughout Year Ten, students will carry out bite-sized investigations/mini-projects during form time, which explore how different worldviews, both religious and non-religious, guide people in their lives. Students will consider big questions like ‘what does it mean to be human?’ and investigate case studies of social activism to discover why some people are driven by their beliefs in the search for peace and justice. Students will also explore their own views on a variety of moral and ethical dilemmas such as the ethics of driverless cars, the development of artificial intelligence, and the use of genetic engineering. This term will be largely focused on relationships and families.</p> <p>GCSE RS students will complete their studies of Christian practices and test their knowledge on both Christian beliefs and the practices that they learnt about in the autumn term. They will then move on to start studying one of our thematic units – Religion, Crime and Punishment.</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>
SPORTS STUDIES	<p>This term students will focus on RO52 (Developing sports skills) and RO51 (Contemporary Issues in Sport). RO52 requires pupils to develop their knowledge and skills and apply them through written and practical coursework tasks. RO51 considers a range of contemporary issues in sport and will be externally assessed in May 2022.</p>
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 impacts 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.