

<p>ENGLISH</p>	<p>As students 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>
<p>MATHEMATICS</p>	<p>Students will study the following topics:</p> <ul style="list-style-type: none"> • Ratios and fractions • Percentages and interest • Probability • Angles and bearings • Working with circles • Vectors <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>
<p>SCIENCE</p>	<p>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: students will be looking at chemical calculations involving reacting masses to understand the quantities required for chemical reactions. They will then move on to look at the groups of the Periodic Table and their reactions, rates of reactions and energy changes that occur during chemical change. 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.</p> <p>Physics: separate science 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>
<p>ART & DESIGN</p>	<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 'Man-made Structures' 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>

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>
CREATIVE MEDIA	<p>During this term, students will be able to understand identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Students will create logos, shapes, typography, colour theory and composition across different platforms and media. In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Upon completing this unit, students will have the foundations for further study or a wide range of job roles within the media industry.</p>
DESIGN TECHNOLOGY	<p>During the spring term, students 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, students will continue to work their way through unit 6: Designing Principles and unit 7: Specialist materials and processes. Students 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 different styles of theatre and practitioners in order to prepare for Component 2: Devising Drama of the GCSE specification. This project will culminate in a practical performance that is filmed and assessed. In the second half of the spring term, students will begin their coursework based on the devising process they have undertaken.</p>
ENTERPRISE AND MARKETING	<p>Students will be continuing with their coursework. Students will be reviewing and improving their product designs. Students will then learn important how to calculate profit, loss and break-even and then applying to their products. Students will then conduct a risk assessment and evaluation before reviewing their work for submission.</p>
FRENCH	<p>Students will diving in more detail into Theme 1 of their French GCSE course – Identity and Culture. They will be talking about relationships with family and friends, free time and hobbies, technology, shopping and then on to festivals. They will be introduced to key discussion topics such as ‘What the advantages and disadvantages of social media?’ and ‘What film star would you like to meet and why?’ – valuable conversation subjects to practise for speaking exams next year. Key grammatical concepts this term include formulating questions, irregular present tense verbs and reflexive verbs, direct object pronouns, the verb ‘pouvoir’ and the conditional tense.</p>

GEOGRAPHY	<p>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.</p>
HEALTH & SOCIAL CARE	<p>Students will commence unit RO33. This unit will provide them with the knowledge and understanding of how to support individuals through life events. On completion of this unit, students will be able to assess the different life stages and impacts of life events. They will know what information is available to support individuals throughout their life events.</p>
HISTORY	<p>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).</p>
HOSPITALITY & CATERING	<p>Students 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.</p> <p>They will also be studying elements on Unit 2: The Hospitality and Catering Industry in action. This unit focuses on menu planning, combining understanding of customer needs with high level practical skills.</p>
LIFESKILLS	<p>Within the 'Life Beyond School' topic this term students will focus on financial decision making, including money management, consumer rights and the influence of targeted advertising on the use of personal data and financial decisions. Students will also be exploring employability skills and linking them with financial management in employment. The topic finishes with looking at how to decipher a payslip and employment rights.</p> <p>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. Students 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 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>

<p>MUSIC</p>	<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: 1st half of term – Rock Anthems (as part of the “Conventions of Pop” area of study). 2nd half of term – Music of the Indian Subcontinent (as part of the “Rhythms of the World” area of study).</p>
<p>PHYSICAL EDUCATION</p>	<p>Students 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>
<p>GCSE PHYSICAL EDUCATION</p>	<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>
<p>PSYCHOLOGY</p>	<p>Students start studying ‘Development’ in the spring term. This covers brain development in the womb and the processes of development that children go through as they age. This topic also looks at how we learn, mind-sets and how our understanding of children’s development can aid educational professionals. Students then move onto ‘Language, thought and communication’ as it links well with ‘Development’. Students will explore the different theories that debate which came first: language or thought. Non-verbal ways of communicating, including those in the animal kingdom, are explored as part of this topic.</p>
<p>RELIGION, PHILOSOPHY & ETHICS</p>	<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 issues surrounding religion, peace and conflict before moving on to study the impact of religion on relationships and families. 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>
<p>SPANISH</p>	<p>Students will begin the second and third modules of their GCSE course. As part of these modules, they will focus on several different topics including school life, 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>

SPRING TERM 2023 - YEAR TEN

<p>SPORTS STUDIES</p>	<p>Students will be finishing unit R186 (Sport and the media) and completing final pieces of coursework ready for submission. They will be starting unit R185 (Performance and leadership in sport). R185 requires students to perform in multiple sports and analyse their performance, followed by designing and leading sporting sessions.</p>
<p>TRAVEL & TOURISM</p>	<p>In Year Ten, students will understand about the different types of destinations in the UK and across the world, learning about the features that make these places popular with visitors. Students will understand the meaning of tourism and the ways it can be categorised. Students will understand the meaning of visitor and the characteristics of the main types of visitor, considering different compositions and age ranges.</p>
<p>DUKE OF EDINBURGH</p>	<p>This term students will be completing their skill (skills for life) and expedition sections of the DofE award. The skill sections will comprise of career-based skills for life (interviews, CV & Unifrog) and Life basics (ironing, DIY & first aid). Within the expedition section, students will start with camp craft (tents & cooking on stoves) followed after half term with map skills and outdoor navigation.</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.