

YEAR TEN CURRICULUM SUMMARY – SUMMER TERM 2024

<p>ENGLISH</p>	<p>Students will have the opportunity to revisit key topics from the Literature unit. Having the opportunity to revisit poetry, “An Inspector Calls” and “Macbeth”, students will begin to refine their knowledge and understanding of these key texts as they revisit key themes and further explore context and writer’s intentions.</p> <p>Key to their exam preparation will be the development of essay writing skills. Students will practise the process of planning, writing and editing in order to develop effective analytical responses.</p> <p>Alongside literature, students will also continue to revise their creative writing skills through weekly imaginative writing tasks. These lessons will give students an opportunity to practise the skills required for Language Paper 1 and 2 (Section B) and to reinforce vital editing skills.</p> <p>Towards the end of the summer term, students will explore topics for the spoken language element of the English Language GCSE and begin to practise the skills required for this element of the course, ready for their final presentation at the start of Year Eleven.</p>
<p>MATHEMATICS</p>	<p>Students will study the following topics:</p> <ul style="list-style-type: none"> • Probability • Changing the subject • Angles and bearings • Graphs <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 be completing the unit on Ecosystems. They will learn how organisms are affected by their environment and the importance of water, carbon and nitrogen cycle. Students will also be looking at conservation of species and habitats and how to measure the abundance and change of species in the school field.</p> <p>Chemistry: students will continue to look at the electrolysis of ionic compounds, followed by the reactivity of and extraction of metals from their ores. They will then study reversible reactions and dynamic equilibrium, in addition to life cycle assessments and the importance of recycling the Earth’s resources. Students following the separate sciences path will be looking at quantitative analysis within chemistry.</p> <p>Physics: Students will be revising the key concepts of physics in preparation for their end of year assessments. Students will then be completing the topic on energy and forces; looking at work done, vector diagrams and rotational forces.</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 the overall GCSE. Over the course of Year Ten, students will be working on two different projects: ‘Natural Forms’ and ‘Manmade Structures’.</p> <p>The summer term marks the start of the ‘Manmade Structures’ project in which students will work on studies in a variety of media from images and from observation. Students will work using pencil, pen, coloured pencil, paint, printmaking methods and much more.</p>
<p>COMPUTER SCIENCE</p>	<p>This term covers a wide variety of theoretical and practical topics. Areas covered include ‘computational thinking’, ‘algorithms in mathematics’, ‘pseudo-code’, ‘Boolean and logic gates’, ‘object orientated programming’, ‘binary and hexadecimal’, ‘storage and compression’, ‘validation and verification’, ‘trees and Huffman coding’, ‘hardware’, ‘software’, ‘networking’, as well as social ‘engineering’, ‘cyber security’, ‘ethics’ and ‘the law and the environment’. There is a vast array of computing knowledge required, but this year will form a good basis for the in-depth learning in these areas required in Year Eleven.</p>
<p>CREATIVE iMEDIA</p>	<p>Students will learn about interactive digital media products and these are found across the media industry, in games, websites and apps, learning and knowledge-based systems, simulations and in commerce. Students will understand that at the heart of digital media products is a fusion of media-rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence. In this unit, they will learn to design and create interactive digital media products for chosen platforms. They will also learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide students with the basic skills for further study or a range of creative and technical job roles within the media industry.</p>
<p>DESIGN & TECHNOLOGY</p>	<p>Students will continue to develop their design and prototyping skills working alongside the AQA specification. Experimentation of manufacturing processes and techniques will be extremely important in terms of understanding and application. Portfolio skills will continue to be improved and refined leading up to their GCSE contextual challenge which will be announced at the start of June 2024.</p>
<p>DRAMA</p>	<p>Students will begin preparation for their component two non-examined assessment. Students will be required to respond creatively to a stimulus and develop a performance that is influenced by either a style or a practitioner. Each student will also complete a 2500-word devising log of evidence alongside the practical aspects of the component.</p>
<p>ENTERPRISE & MARKETING</p>	<p>Students will be finishing their coursework and will receive their provisional grade back at the start of the term. Students will then start their second piece of coursework. This involves branding their product they have designed. Students will then begin to prepare for their pitches they have to deliver.</p>

<p>FRENCH</p>	<p>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/vices – again offering the opportunity to use multiple tenses in French to discuss changes in habits and future intentions.</p>
<p>GEOGRAPHY</p>	<p>Geographers will complete their studies of Resource Management and the optional food unit and thus the completion of Paper 2 topics. They will then begin Paper 1 which is living with the physical environment. They will complete physical landscapes of the UK and River landscapes of the UK topics. They will continue focus on the application of knowledge and sequential formation of landforms using physical processes. Students will apply exam techniques to 6-mark questions and focus on writing with extension and depth of geographical detail. They will continue to develop their use and understanding of geographical skills.</p>
<p>HEALTH & SOCIAL CARE</p>	<p>Students will be focusing on completing RO34 ‘creative and therapeutic activities’. This unit provides students with the knowledge of the different types of creative and therapeutic activities that are available, and the different needs these activities address for children and young people, adults and older adults. Students will also learn about the many benefits of participating in creative and therapeutic activities and how to encourage positive experiences for all those who take part in and support them.</p>
<p>HISTORY</p>	<p>Students will continue with the beginning of their unit on ‘Russia c1894-1945’. The study investigates three linked areas of Russia in this period - namely the end of Tsardom, Lenin’s era and the USSR under Stalin. Higher-order source skills will be an important aspect of students’ work, as will be the focus on how to write successful extended examination answers.</p>
<p>HOSPITALITY & CATERING</p>	<p>Students will be focusing on being able to recall, select and communicate sound knowledge and understanding of the aspects of the hospitality sector. They will apply suitable knowledge and understanding in a range of situations to be able to give appropriate responses to queries and issues, with an appreciation of factors that affect success in hospitality and catering. Over the summer term, students will be continuing to learn and practice a range of practical skills and demonstrate their abilities through provided recipes and their own choices of dishes. Students will begin to apply their knowledge to a provided brief.</p>
<p>LIFE SKILLS</p>	<p>During the first half term, students will be learning about community cohesion and challenging illegal acts, such as Female Genital Mutilation and extremism. Within this topic we will explore how to address radicalisation and extremism. The second half term focuses on preparing students for the post-16 choices they will be making in Year Eleven, and their future career pathway options. Students will develop their skills in applications, CV-writing and interview techniques, using the Unifrog platform to develop their personal careers passport.</p>

<p>MUSIC</p>	<p>As part of the Rhythms of the World area of study, students will learn about 'Indian Classical Music' and traditional 'Punjabi Bhangra'. Through a range of integrated performing, composing and listening activities, students will study and develop an understanding of characteristic rhythms and metres and the origins and cultural context of the traditional music.</p> <p>Towards the end of the term, students will be preparing for an assessed solo performance and individual composition.</p>
<p>PHYSICAL EDUCATION</p>	<p>Students will participate in a variety of striking, fielding and invasion games, focusing on skill development, advanced tactics and officiating. Students will participate in a range of athletics events and will have the opportunity to officiate and improve their own personal performance.</p>
<p>GCSE PHYSICAL EDUCATION</p>	<p>Students will continue researching and writing their AEP which is 10% of their final mark. They will continue to learn paper 1 topics and be introduced to some paper 2 elements. Towards the end of the Summer Term, they will have the opportunity to show their knowledge in a end of year practice exam. Students will be expected to develop their practical skills in core PE lessons and in extracurricular activities.</p>
<p>PSYCHOLOGY</p>	<p>Students continue their studies in Psychology by exploring 'Social influence'. In particular students will consider conformity, obedience, prosocial and crowd behaviour. Social and dispositional factors are studied in each of these areas and underpin these types of human behaviour. The two key studies in this topic are Asch's conformity study and Piliavin's bystander subway study and students will learn to evaluate them.</p> <p>The final assessment of the year is conducted during this term and students will spend some of their learning time revisiting key topic areas identified as areas for improvement.</p>
<p>RELIGION, PHILOSOPHY & ETHICS (GCSE)</p>	<p>The GCSE Religious Studies groups will study their final two thematic studies. Theme A (<i>'Relationships and Families'</i>) explores religious and non-religious views about sexuality, relationships, marriage, divorce and families. Theme C (<i>'Existence of God and Revelation'</i>) is a philosophy focused unit which looks at arguments for and against God's existence, such as the Design Argument, First Cause Argument and Special Revelation. Students will be visiting St Paul's Cathedral and the London Central Mosque later in the year.</p>
<p>SPANISH</p>	<p>Students will start the fourth module of their GCSE course: hobbies and free-time activities. As part of this unit of work, they will then learn how to talk and write about television programmes, films, sports, different types of entertainment and role models. Grammar concepts this term include: stem-changing verbs, adjectives of nationality, 'soler + infinitive' and combining tenses.</p>
<p>SPORTS STUDIES</p>	<p>Students will Focus on 'R185 - Performance and leadership in sports activities. R185 requires pupils to develop their knowledge and ability to lead sporting activities, we will predominantly be working with table tennis. Students will also be looking to develop their own personal skills within two sporting activities, for example netball and badminton. Homework will be based around next years 'R184 - Contemporary issues in sport' unit which will be assessed with an exam at the end of Year 11.</p>



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TRAVEL & TOURISM	Students will start to learn the content for the year 11 exam. This will include factors influencing global travel and tourism, response to factors, possible impacts of tourism and sustainable tourism.
DUKE OF EDINBURGH	Students will be finishing the following sections of their DofE Bronze award. The Volunteering section, which will include organising and running a charity event. The Expedition sections will include a practice expedition and assessed expedition, testing them on their navigation, camp craft and survival skills

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.