

<p><b>ENGLISH</b></p>	<p>In Year 10, students will build upon the foundations established in Year 9 by following the AQA GCSE English Literature and English Language programmes of study. For Literature, students will begin studying J.B.Priestley's play 'An Inspector Calls', exploring the techniques used by Priestley to convey his perspective on British society.</p> <p>Alongside An Inspector Calls, students will enhance their reading skills through focused work, analysing and exploring writers' craft in extracts from a range of fiction texts in preparation for GCSE English Language. In addition, Year 10 will continue to develop their creative writing by expanding their repertoire of structural techniques. They will develop their language choices to create meaning and atmosphere, and editing their techniques to aid them in crafting their own writing and refining their technical accuracy.</p>
<p><b>MATHEMATICS</b></p>	<p>In Year 10, students will continue their mathematics journey to their GCSE mathematics qualification. We are following the Edexcel schemes of work and students are working towards 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 learning how to use Pythagoras and trigonometry, calculating missing sides and angles in right angled triangles. They will extend their knowledge of <math>y = mx + c</math> identifying and finding parallel and perpendicular lines before looking at real life graphs such as distance time and more complex algebraic graphs such as quadratic and cubic graphs.</p> <p>Foundation tier pupils will be solving inequalities and finding the general rule for sequences. They will extend their angles knowledge using the rules to solve increasingly challenging questions and calculating missing angles in polygons. They will also find the averages of large data sets using a table, drawing conclusions using the averages found. Using their knowledge of area, they will calculate surface area and find the volume of prisms.</p>
<p><b>SCIENCE</b></p>	<p><b>Biology:</b> This half term, students will be studying Natural Selection. They will learn about the development of the theory of evolution by natural selection and how we can now use genetic analysis to confirm evolutionary links. We shall also be studying genetic engineering, selective breeding and the classification of organisms.</p> <p><b>Chemistry:</b> Students will be applying their key principles in chemistry and learning about bonding between atoms, ionic, covalent and metallic. They will look at the types of structures and properties that are associated with each type of bonding. Following on from this, students will develop their knowledge of acids and alkalis.</p> <p><b>Physics:</b> This term all students will study forces and motion and apply Newton's laws of motion to different real-life situations, particularly to vehicle braking distances and collisions. Students following the separate science pathway will also study an additional astronomy module.</p>
<p><b>PHYSICAL EDUCATION (all students)</b></p>	<p>Year 10 will participate in a variety of games, focusing on skill development, advanced tactics and officiating. Students will follow a fitness programme where they will take some responsibility for developing their own fitness. They will have the opportunity to experience and develop their skills in new sports, such as table tennis and stoolball.</p>

<b>FRENCH</b>	<p>Year 10 pupils will begin theme 2 of their GCSE course, learning how to talk about their local area; what there is to see and do and the advantages and disadvantages of different places to live. They will be introduced to key discussion topics such as 'What would you change about your town and why?' and 'Where would you like to live in the future?' Key grammatical concepts this term include using the imperative, irregular adjectives, the pronoun 'y', the verb 'pouvoir' and the future tense.</p>
<b>RELIGION, PHILOSOPHY AND ETHICS</b>	<p>Throughout Year 10, students will carry out bite-sized investigations/mini-projects during their daily Act of Worship, which explores 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.</p>
<b>LIFE SKILLS</b>	<p>During the first topic 'Health and Wellbeing', students will explore mental health and ill health, strategies to support mental health and emotional wellbeing, how to safeguard their mental health and how to challenge stigma, stereotypes and misinformation regarding mental health. In the second topic 'Life Beyond School', financial decision making will be the focus. Students will learn about budgeting, saving, preventing and managing debt, the relationship between gambling and debt and about the fraud and cybercrime. The term will finish with a look at critical thinking, British Values, human rights and electoral systems as part of the Citizenship curriculum.</p>
<b>GEOGRAPHY</b>	<p>Students will continue with Paper 1 topics and complete the living world unit of work before revisiting the management of climate change through adaptation and mitigation strategies. They will then move onto Paper 2- Challenges in the Human environment and discover the rise of the megacity through an exploration of the temporal and spatial impact of urbanisation. Students will also immerse themselves in exam language and apply their learning to exam style questions. Students will be encouraged to become synoptic in their learning by interleaving their knowledge from previous topics. There will be a greater emphasis on the application of exam technique to successfully deconstruct and tackle the challenging A03 style questions. These will require students to make informed judgements with evaluation and specific detail.</p>
<b>HISTORY</b>	<p>Students will continue the Health and Treatment (Britain c1000-present day) unit of study before embarking on the third unit of the GCSE course: Conflict and Tension in Asia 1950-1975. As part of this unit, students will investigate the case studies of the Korean and Vietnam Wars, and there will be an emphasis on high-level source skills as well as the skills involved in successful extended writing.</p>

<b>ART &amp; DESIGN</b>	<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 10 and the first term of Year 11 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 10, students will be working on two different projects: Natural Forms and Transport.</p> <p>In the Autumn Term, they will start the Natural Forms project. They will further develop technical skills and will have the freedom to experiment with materials relevant to their theme and imagery. They will gain confidence working with more independence.</p> <p>The Natural Forms project contributes to their coursework which is weighted at 60% of their overall grade.</p>
<b>COMPUTER SCIENCE</b>	<p>Students in Year 10 will be developing the skills for the 3 exam components next year. The areas of study will cover all of the computer science theory that is required for the written paper. These include algorithm design and problem solving, data representation, data storage, databases, hardware and software, networks and data transmission, programming, security, the internet and ethics. The next part of the curriculum will cover the software and theory required for the on-screen exam. These are computer science theory, algorithm design and practical application. The final component covered this year will be programming in Python. Students will develop their problem solving skills, programming, software development, implementation, testing and evaluation.</p>
<b>DANCE</b>	<p>Students begin this term developing and deepening their analysis skills, with a focus on subject specific language. We focus on 2 of the AQA anthology dance works, these are professional dance works selected by AQA to study for the written exam. Practically, they will focus on movement content and safe practice, and analytically, production features. Exam questions will be used to assess understanding, as well as practical work. Alongside this work, the students will be preparing for Component 1 of the course, developing their performance and choreography.</p>
<b>DESIGN TECHNOLOGY</b>	<p>Year 10 students will continue their GCSE course and explore the portfolio process in greater depth. Pupils will develop their practical skills with a focus on quality finishes, which will complement their theory studies on a wide range of topics. The first term will see the pupils explore a range of materials and processes that will lead to a short client-focused project.</p>
<b>DRAMA</b>	<p>Students will start the year by studying the life and work of theatre practitioner, Bertolt Brecht. Brecht made and shaped theatre in a way that had a huge impact upon its development. Many of his ideas were so revolutionary that they changed the theatrical landscape forever. Modern theatre owes a lot to his methods. Students will spend one hour a week in a theory lesson and one hour a week in a practical workshop.</p>
<b>ENTERPRISE &amp; MARKETING</b>	<p>Students will start their coursework which will run alongside the teaching of the exam content. They will learn how businesses target and segment the market and how they use research to adapt their product designs to suit the needs of their customers. They will be using this as part of their coursework project. Pupils will learn how break-even and profit is calculated which links to a later coursework task. Students will also learn about product differentiation.</p>

<b>HEALTH &amp; SOCIAL CARE</b>	<p>Year 10 will start their formal coursework on RO22 communication and working with individuals in health, social care and early years settings. Students will gain an understanding of the personal qualities that contribute to effective care and how to communicate effectively.</p>
<b>HOSPITALITY &amp; CATERING</b>	<p>Year 10 will be looking more closely at different hospitality and catering providers and how these operate. They will identify the different job roles available and learn how to cook a range of dishes using different cooking methods. Year 10 will complete projects on the importance of nutrition, menu planning, creating dishes for different individuals and plating up techniques. They will also prepare themselves for their formal exam.</p>
<b>CREATIVE iMEDIA</b>	<p>Learners will start to complete work on RO82 where they will understand the pre-production skills used in the creative and digital media sector. This will develop their understanding of the client brief, time frames, deadlines and the preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.</p>
<b>MUSIC</b>	<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 – Pop ballads from the 1970s, 1980s and 1990s and solo artists from the 1990s to the present day (as part of the “Conventions of Pop” area of study). 2nd half of term – the Baroque solo concerto and concerto grosso (as part of the “Concerto through Time” area of study).</p>
<b>PHYSICAL EDUCATION (GCSE)</b>	<p>Within GCSE physical education students will predominantly participate in theory lessons, although some time will be spent understanding theoretical concepts in a practical setting. Lessons will concentrate on component one: physiology and factors that affect performance and health and fitness topics. Students will be expected to develop their practical skills in core PE lessons and in extracurricular activities.</p>
<b>SPANISH</b>	<p>Year 10 will begin the term revising the past, present and future tenses. They will then move on to the second module of their GCSE course, learning how to talk about their school life using a range of tenses. Students will complete a speaking assessment halfway through the first term. Key grammatical concepts include: the present tense, the future tense, the preterite tense, the imperfect tense, the comparative, the superlative, adjectival agreement and negatives.</p>
<b>SPORTS STUDIES</b>	<p>This term students will complete and be assessed in unit RO52 – developing sport skills. Lessons will be delivered in both theoretical and practical settings. Students will choose two sports and develop their ability in the key components of those sports. They will officiate in their two sports and be able to apply practice methods to support improvement.</p>
<b>TRAVEL &amp; TOURISM</b>	<p>In Year 10 students will explore the different factors that may influence global travel and tourism, and how organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.</p>