

## YEAR TEN CURRICULUM SUMMARY – SUMMER TERM 2020

<b>ENGLISH</b>	<p>During the Summer Term, pupils in Year Ten will have the opportunity to revisit key topics from the Literature unit. Having the opportunity to revisit poetry, An Inspector Calls and Macbeth, pupils 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. Pupils will practise the process of planning, writing and editing in order to develop effective analytical responses.</p> <p>Alongside Literature, pupils will also continue to revise their creative writing skills through weekly imaginative writing tasks. These lessons will give pupils an opportunity to practise skills required for Language Paper 1, Section B and to reinforce vital editing skills.</p> <p>Towards the end of the summer term, pupils 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>
<b>MATHEMATICS</b>	<p>In Year Ten students will continue their mathematics journey through their GCSE mathematics qualification. We are following the Edexcel schemes of work and students will either be working towards the higher tier or the foundation tier. In this third term they will be studying different topics:</p> <ul style="list-style-type: none"> <li>• foundation tier will be working on multiplicative reasoning which will involve solving problems with compound measures, finance problems involving percentages and then a unit on constructions, loci and bearings.</li> <li>• higher tier will be working on circle theorems and extending their algebra knowledge to work with algebraic fractions, functions and proofs.</li> </ul>
<b>SCIENCE</b>	<p>During the Summer Term, Year Ten students will be covering the following topics in science:</p> <p><b>Biology:</b> students will be learning about Ecosystems and Material Cycles. They will learn how organisms are affected by their environment and the importance of the carbon and nitrogen cycles.</p> <p><b>Chemistry:</b> in this unit of chemistry, we will be looking at hydrocarbons again but extending this to include the structure and properties of carboxylic acids, alcohols and polymers. We will also find out how polymers are made, disposed of and recycled.</p> <p><b>Physics:</b> students will be studying the particle model and forces and matter. They will learn how the particle model explains the properties of matter and what happens when energy is transferred to or from a substance. They will also learn about springs and the energy transfers in stretching them.</p> <p>In addition to the above, students will carry out a selection of core practicals which will be recorded in their lab books. These practicals will develop key scientific skills including scientific thinking, experimental skills and analysis/evaluation techniques.</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences2016.html</a></p>

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<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 Nine, Ten and the first term of Year Eleven during lesson time. Over the course of Year Ten, students will be working on two different projects: Natural Forms and Transport.</p> <p>The Summer Term marks the start of the Transport project in which students will produce work based on the work of Italian Futurists. This Term is focussed on developing studies of transport working in a range of media.</p> <p>The Transport project contributes to their coursework which is weighted at 60% of their overall grade.</p>
<b>ENTERPRISE AND MARKETING</b>	<p>Students will begin unit 5 which looks at the role of finance. Students will learn where businesses can source finance from, revenue, costs, profit and loss. Students will study how break-even is calculated and how break-even is used in decision making. Students will also discover the importance of cash and cash flow and learn how to complete cash flow forecasts. Students will then move on to unit 6 where they will learn about different influences on businesses including the economic climate.</p>
<b>COMPUTER SCIENCE</b>	<p>This term covers a wide variety of theoretical and practical topics. Areas covered include computations 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, 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>
<b>DANCE</b>	<p>The students will spend this term consolidating their knowledge of the anthology works through a written exam, and learn the set dance phrases in preparation for their first practical exam in the autumn term. Choreography will focus on finishing their duets ready for assessment in the first term of Year Eleven.</p>
<b>DESIGN TECHNOLOGY</b>	<p>In the final term, Year Ten 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 that will be announced at the start of June 2019.</p>
<b>DRAMA</b>	<p>Year Ten students will begin preparation for their component one 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 portfolio of evidence alongside the practical aspects of the component.</p>
<b>FRENCH</b>	<p>Year Ten students will begin the term revising the vocabulary to do with school subjects. They will develop their understanding of school life in France and other French-speaking countries, drawing comparisons with their own lives at school. Students will then move on to learning about healthy living and will take part in important discussions regarding the dangers of smoking, alcohol and drugs. Grammar concepts this term include: the imperative, 'il faut + infinitive', 'il est interdit de + infinitive' and combining tenses. Students will also sit practice GCSE listening and reading papers this term.</p>

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<b>GEOGRAPHY</b>	Students will complete section A of Paper 2 – urban issues and challenges and become more familiar with exam precision and technique. This term will also see students visiting Sheringham in Norfolk as part of their physical fieldwork for Paper 3. It is here that they will explore geomorphological processes and the need for coastal management along a stretch of coastline. The remainder of the term will focus on understanding how to apply this experience to an exam context and critically assess this experience.
<b>HEALTH &amp; SOCIAL CARE</b>	Year Ten will be focusing on RO22 which will inform their coursework for this unit. Students will be able to identify how to communicate effectively, understand the personal qualities that contribute to effective care and plan for both a one-to-one interaction and group interaction where they demonstrate good communication skills.
<b>HISTORY</b>	Students will complete their third unit of study, Conflict and Tension in Asia – the Korean and Vietnam Wars, before embarking on the final unit on the GCSE course. This final unit takes as its focus Norman England 1066-1100. The historic environment study which forms part of this unit is based on the battlefield site of the Battle of Hastings. Higher-order source skills and examination technique practice are an integral part of the students' work.
<b>HOSPITALITY &amp; CATERING</b>	Year Ten will be focusing on the factors that need to be considered when planning menus for example; allergies, food trends, environmental or ethical issues and customer needs. Through practical lessons students will be focusing on using at least 2 cooking techniques and 2 preparation techniques per dish they design and ensuring they can work to a time plan.
<b>CREATIVE iMEDIA</b>	Students will learn the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. Students will also complete R087 looking at Interactive multimedia products. Students will understand they are used widely in everyday life within the creative and digital media sector. This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.
<b>MUSIC</b>	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, pupils will study and develop an understanding of characteristic rhythms and metres and the origins and cultural context of the traditional music. Towards the end of the term, we will be preparing for an assessed solo performance and individual composition.
<b>PHYSICAL EDUCATION</b>	Year Ten will participate in a variety of striking and fielding and invasion games, focusing on skill development, advanced tactics and officiating. Students will participate in a variety of athletics events and will have the opportunity to officiate and improve their own personal performance.
<b>GCSE PHYSICAL EDUCATION</b>	Year Ten will be researching and writing their AEP which is 10% of their final mark. They will choose a sport, analysis their performance and the skills involved before producing an action plan to improve that sporting skill. Students will be expected to develop their practical skills in core PE lessons and in extracurricular activities.

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<b>PSHE</b>	The Year Ten PSHE programme will begin with a look at the different types of families in the UK today, exploring parenthood, parenting skills and their importance to family life. The implications of unplanned pregnancy and family breakdown will be discussed, with a focus on strategies for coping. The final topic of the summer term will focus on preparing students for the post-16 choices they will be making in Year Eleven and their future career pathways.
<b>RELIGIOUS STUDIES</b>	Students will continue studying Islam and look at how practices affect the lives of individuals. Practices studied will include the Five Pillars of Islam: Shahadah, Salah, Zakah, Sawm and Hajj and will also focus on the importance of religious festivals. Exam technique will continue this term and will focus on the larger 12 mark questions.
<b>SPANISH</b>	Year Ten students will begin the term by revising vocabulary to do with hobbies and free time activities. Students 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. Students will also sit practice GCSE listening and reading papers this term.
<b>TRAVEL &amp; TOURISM</b>	Students will understand the possible negative and positive impact of tourism and visitor activities on global destinations. They will learn about the different types of impact that may affect local communities and environments at global destinations. Students will know about the issue of sustainability. They will gain an understanding of how some global destinations aim to minimise the negative impacts of tourism and maximise the positive impacts of tourism to achieve sustainable tourism. They will know that sustainable tourism includes low-impact tourism that protects the natural, cultural and heritage environments for future generations. They will understand how governments and travel and tourism organisations can achieve sustainable tourism while meeting the needs of present generations.

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.