

Date 24 October 2023

Dear Parent/Guardian

### **Year 10 Curriculum Newsletter- Autumn Term**

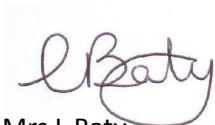
I would like to take this opportunity to welcome our Year 10 students back to school for the start of a successful year. I hope that they have settled back in well, maintaining good habits, engaging in their studies and also extra curricular clubs. We thank you for recognising and supporting the need for excellent attendance- they have now entered a very important stage in their education.

Our Key Stage 4 curriculum is taught over two years and aims to be ambitious and engaging. The content in each subject is coherently planned and carefully sequenced to allow students to acquire a deep knowledge, develop skills and build solid foundations for future learning. We are extremely proud of our school, staff and students who continue to exceed year on year. This is due to our high expectations, a commitment to constantly improving achievement for our students and our belief that all students are entitled to the best education possible.

I would like to take this opportunity to launch our first Curriculum Newsletter to share the topics and content your child will be learning this Autumn Term. All students study English, Maths, Science and PE as part of their core curriculum in addition to their individual option choices. Please visit our school website in the Curriculum section for all other information.

If you have any queries regarding your child's curriculum, please do not hesitate to contact Assistant Headteacher for Curriculum, Mrs L Baty

Yours sincerely



Mrs L Baty  
Assistant Head Teacher

English	<p>Students will begin the year by studying the play, 'An Inspector Calls' by J.B. Priestley. Students will be encouraged to: read a modern play with good understanding, and make connections across their reading with other Literature texts, read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas and develop the habit of reading widely.</p> <p>After October half term, Year 10 students will then move on to begin the Language element of their GCSE. The aim of Language Paper 1 is to engage students in a creative text and inspire them to write creatively themselves by: in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. Section B, when writing their own creative text, is inspired by the topic that they have responded to in section A, aiming to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image; the source for the reading questions will be a literature fiction text.</p> <p>Students will then study one cluster of poems taken from the AQA poetry anthology: Poems Past and Present. Poems are linked from 1879 to the present day. The titles of the two clusters are: 'Love and Relationships' and 'Power and Conflict.' Students will compare two of the 15 poems in the exam, being able to compare and contrast imagery, language, emotions and tone.</p>
Maths	<p>Students will be introduced to topics relevant to their GCSE studies. They will study surds, an introduction and calculating, direct and inverse proportion, factorising complex quadratics. Students will learn how to apply trigonometry and Pythagoras Theorem in 3D and unfamiliar problems. They will then construct histograms and other charts and graphs and look at sampling techniques.</p>
Combined Science	<p>In biology, students will develop their understanding of health and disease. Students will learn the difference between communicable and non-communicable diseases and how we can prevent and treat them. They will then look at plants as organisms. Students will develop an understanding of how plants use photosynthesis to make glucose and how it can be transported around the whole organism.</p> <p>In chemistry, students will learn about the metal reactivity series. They will learn why some metals are more reactive than others and they will develop an understanding of reversible reactions.</p> <p>In physics, students will develop their understanding of radioactivity. They will explain what makes some atoms radioactive, how we can measure radioactivity and the uses and dangers of radioactivity. Students will develop their understanding of "half life" and will be able to calculate half life using a graph.</p>
Separate Science	<p>In biology, students will develop their understanding of health and disease. Students will learn the difference between communicable and non-communicable diseases and how we can prevent and treat them. They will then look at plants as organisms. Students will develop an understanding of how plants use photosynthesis to make glucose and how it can be transported around the whole organism.</p>

	<p>In chemistry, students will learn about the metal reactivity series. They will learn why some metals are more reactive than others and they will develop an understanding of reversible reactions. Students will also complete the “quantitative chemistry” unit. This unit is complex, students will develop their understanding of titration, moles, Avogadro’s constant, atom economy and yield.</p> <p>In physics, students will develop their understanding of radioactivity. They will explain what makes some atoms radioactive, how we can measure radioactivity and the uses and dangers of radioactivity. Students will develop their understanding of “half life” and will be able to calculate half life using a graph. Students will then move on to electricity, developing an understanding of the terms current, potential difference and resistance, how electricity is transferred to their home and static electricity.</p>
PSHE/RSE/ Careers	<p>Students will begin the year by completing a self evaluation so we can ensure that their PD curriculum is fit for purpose and meets the needs of the cohort. Students will complete their dedicated CEIAG unit of work. (Please see careers)</p> <p>In the second half term students will study the topic of ‘Healthy and Wellbeing’. Students will further explore mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p><b>Links to Careers:</b> Students will reflect on their careers journey; past, present and future, to identify the career values important to them. They will learn correct work experience protocols to get the most out of going out on work experience in the summer term. They will participate in at least one visit to a local education provider. All teachers will link curriculum learning with careers so that every student will have the opportunity to experience how their subjects help people to gain entry to a wide variety of occupations.</p>
PE	<p>This term in PE year 10 will pick a PE pathway to follow throughout the year. They will implement advanced tactics and strategies to outwit opponents and perform and adapt advanced skills within their chosen pathway. Students will respect officials and have positive working relationships with peers. This is part of their Heads, Heart and Hands assessment, explored in a range of activities including rugby, football, benchball, basketball, trampolining and netball.</p>
Statistics	<p>Students who have selected statistics as an option will study further Statistical Diagrams, including discussion about misleading statistical diagrams and how sometimes the media and companies use statistics to mislead their audience. They will move on to economic and social statistics. This content is how to calculate and interpret index numbers, weighted index numbers and chain base numbers.</p>
Sport Studies	<p>This term in year 10 sports studies we will be covering topics in the R185 Performance and Leadership in Sport Activities unit. Students will be assessed in two of their strongest sports and then apply practice methods to support in improvement in one of those sports. These practice methods will include specific strengths, weaknesses and tactics. Students will then create an action plan on how to improve their weaknesses that they have identified.</p>

Child Development	This term in Child Development Year 10 will be exploring Task 3 and 4 of Unit R058 which will see them comparing formula milks, creating a pack lunch for a child and finally taking part in a practical assignment which will see them either make a bottle of milk or a pack lunch following the correct nutritional requirements for babies and children. They will also complete Task 1 and 2 which will see them design a nursery and observe a child in a play setting.
Finance	Students will develop their knowledge and understanding of budgeting to achieve different financial goals. Students in finance will also look at the fundamentals of banking in the UK. Students will develop their knowledge of different lending providers and products.
Health & Social Care	Students in health and social care will be exploring health and wellbeing. Students will develop their knowledge and understanding of what it means to be healthy. Students will explore different physical and lifestyle factors which can affect health and well-being.
Digital IT	Students will develop an understanding of how existing user interfaces can be used and improved. Students will also develop their knowledge and understanding of accessibility and user interfaces. Students will explore different planning tools that can be used during project development.
Business & Enterprise	Students will develop their knowledge and understanding of different enterprises. Students will also develop their knowledge of different entrepreneurs. Students will review customer needs and competitor behaviour in different businesses.
Creative Media	Students in media will be exploring and analysing existing media products and their properties. Students will further develop their skills in exploring and analysing media products from a range of different sectors.
Fashion & Retail	Students in retail will be exploring and analysing different customer experiences. Students will develop their knowledge of different forms of retail businesses and different location characteristics.
Hair & Beauty	Students in hair and beauty will develop their practical skills and theory skills with facials and skin care tasks. Students will further develop their knowledge of hair, skin and nail's structure. Students will develop their understanding of the impact of manufacturing on the environment and development of hair and beauty products.
RE	In this term students are introduced to the GCSE AQA course in Religious education in which they will gain a qualification. The course begins with a Thematic study on Conflict and Pacifism. Students study this area from both a Christian and Buddhist perspective.
History	Students will be finishing the final part of the USA topic that they have been studying at GCSE level. For this last section, students will explore how America recovered its economy after the Great Depression through the implementation of Roosevelt's New Deal, whilst also comparing this to the impact of WWII. Lastly, students will spend some time analysing the conditions of America for black

	people living under the Jim Crow laws and how these laws began to be challenged through the works of the Civil Rights Movement.
Geography	<p><b>AQA GCSE Geography Paper 1 Section C: Physical landscapes in the UK</b></p> <p><b>River landscapes in the UK</b> Students will explore the physical processes involved in creating different landforms along contrasting parts of UK rivers. In addition, the causes of floods along with flood management will be investigated, which will be illustrated by a UK example.</p> <p><b>Paper 1 Section A: The challenge of natural hazards</b></p> <p><b>Tectonic hazards and climate change</b> Students will investigate the types and risk factors linked to natural hazards before focusing on tectonic hazards. This will include the physical processes linked to different plate margins as well as the impacts of earthquakes in areas of contrasting wealth using examples. In addition, students will investigate the reasons people live in tectonic areas as well as risk management strategies to reduce the impacts of disasters.</p>
Travel & Tourism	<p>During this half term, students have been learning about types of travel and tourism organisations, how they are owned, what their main aims are and how they work together to increase profits and provide better customer service.</p> <p>Next half term, they will begin exploring popular visitor destinations around the UK and across the world. They will investigate the types and features of global destinations as well as the different types of tourism and tourist activities.</p>
French	This term in French, the focus is on environmental issues. This includes our local environment, problems and actions we take to help as well as global issues and problems for the planet, such as global warming and climate change, as well as what must be done to save the planet. Writing skills are a key area of focus also.
Spanish	This term in Spanish, students will focus on sports, Spanish daily life and festivals in Spanish speaking countries.
Art & Design	<p>In half term students will begin to develop their sustained project for Component 1 which is worth 60% of their final grade. They will be introduced to a number of themes / starting points and must select ONE of these. In the first half term they will choose one artist to research and create some experiments in the style of this artist.</p> <p>In half term two students will continue to develop their portfolio by experimenting in the style of their chosen artists and craftspeople. This half term they will focus heavily on recording their ideas, observations and insights through annotation, drawings and photos as their work progresses.</p>
D&T	<b>Throughout half term 1: students develop their theory knowledge and then further apply the knowledge to answer exam questions.</b>

	<p><b>The following theory will be studied over half term one:</b></p> <ol style="list-style-type: none"> <li>1. New and Emerging Technologies</li> <li>2. Energy generation and storage</li> <li>3. Developments new materials - smart materials</li> <li>4. Mechanisms</li> <li>5. Forces and stresses</li> <li>6. Materials - recap</li> <li>7. Life cycle of products planned obsolescence - 6 R's</li> <li>8. Maths</li> </ol> <p><b>During half term two: students design and manufacture a lamp created using CAM and CAM, alongside hand tools. Within this project they will look at the following areas:</b></p> <ol style="list-style-type: none"> <li>1. Design Ideas Hand sketching (isometric and orthographic.)</li> <li>2. Design Ideas onshape</li> <li>3. Design Ideas modelling</li> <li>4. 2D Design</li> <li>5. Manufacture and assembly of the lamp.</li> </ol> <p><b><i>Mock exam within half term 2.</i></b></p>
Music	<p><b>Component 1 Preparation</b></p> <p>Pupils will study a range of musical genres focusing especially on a specific list of musical elements in keeping with the BTEC specification.</p>
Engineering	<p><b>Unit 1: Teaching - Manufacturing engineering products</b></p> <p>Students develop practical skills and processes, such as; selecting parts, reading technical drawings, marking out and further use of hand tools. Further developing machine processes for example using the centre lathe and pillar drill.</p> <p>In theory we recall and develop understanding of Safety and Risk Assessment and apply it to practical aspects of the project.</p> <p><b>Unit 1: Manufacturing Engineering Products</b>  <b>Controlled assessment: 20 hours</b>  <b>40% of qualification</b></p> <p>The course work begins with the Planning Stage, with a new annual Client Brief. Understanding the client brief and planning the project commences.</p> <p>Students understand the brief requirements and begin to understand each project component, materials and process required, whilst developing time management plans and risk assessments to support the project manufacture.</p>
Performing Arts	<p>In this half term, students will begin Unit 1 - 'Performing'.</p> <p>The students will be introduced to their chosen show or play. They will research key elements of the production - i.e., writers / venues / music / themes / genre / characters. They will also create an action plan for rehearsal and performance</p>
Hospitality	<p><b>Controlled Assessment Theory:</b></p>

	<p>Students will begin their controlled assessment theory this term.</p> <p>Students will be issued with their learner assignment brief in which they need to make two meals for two target groups in relation to a specific design brief. They will describe the functions of a wide range of nutrients needed in the human body and be able to analyse the nutritional needs of two client groups. They will then select appropriate dishes for the two client groups and discuss which nutrition is evident in each dish, relating this to how it supports the health of the individual.</p>
Photography	<p><b>Start Component 1 - Personal Investigation Portfolio 60%</b></p> <p>Pupils will choose a theme from a list of 6 starting points. They will focus mostly on research and digital manipulation of images that they have taken themselves relating to their theme. Pupils will ensure they purposefully consider how their work is thoughtfully refined as their portfolio continues to develop.</p>