



# The JF Way

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## Year 10 Curriculum Summary: Term 1

The table below shows the knowledge and skills that Year 10 students are learning in their subjects this term.

Topic / Knowledge	Skills
<b>Art and Design</b>	
Portfolio Further work – Print. Focussing on assessment areas; AO2, A01 and A04	Students are exploring new materials and experimenting with a variety of media, materials and techniques such as collagraph and Lino printing. Observational drawing skills. Sketchbook design, organisation and personalisation.
<b>Computer Science</b>	
Python Programming Algorithms Architecture of the CPU	<b>Component 02: Computational thinking, algorithms and programming</b> Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. <b>Practical programming</b> Students are given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02. <b>Architecture of the CPU</b> Students will look at how data is passed around a computer system and how it is processed and stored.
<b>Design and Technology</b>	
<b>FOOD PREPARATION &amp; NUTRITION:</b> We will be finishing off our current topic 'Nutritional Needs and Health' before moving on to the topic of Food Science. This will be broken down into: 'Cooking Food and Heat Transfer' and 'Functional and Chemical Properties of Food'. Each practical lesson will focus on a different aspect of food science, in addition to developing students' practical skills. All practical dates and recipes can be found on Satchel One for this term.	Jointing chicken Skin & fillet fish
<b>PAPER &amp; BOARD:</b> NEA Coursework 'mock' - students are directed through a 'mock' NEA coursework portfolio.	Designing for a client Design development



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<p><b>TIMBER:</b> Developing prototype models; evaluating prototypes to inform final design; producing a high-quality product to meet specific user requirements; understanding quality control and design for manufacture; completing portfolio work in accordance with AQA mark scheme.</p>	<p>Research into the work of others Working with precision and accuracy to make scale models</p>
<b>Drama</b>	
<p><b>Devising workshops</b> Stimulus &amp; Practitioner/style exploration Rehearsal &amp; Performance techniques Mini performance assessments using exam criteria for C1, consolidating our understanding of different style/genres</p> <p><b>Written Exam Section B</b> Introduction to Live Theatre Review Watching Live Theatre Acting aspects Technical Aspects Design Aspects 30-mark question</p>	<p>Devising workshop/ Written exam Section B:</p> <ul style="list-style-type: none"> <li>Stimulus &amp; Practitioner/style exploration</li> <li>Rehearsal &amp; Performance techniques</li> <li>Mini performance assessments using exam criteria for C1, consolidating our understanding of different style/genres</li> </ul>
<b>English Language and Literature</b>	
<p><b>An Inspector Calls:</b> Students will learn about Priestley's intention in creating a play which reflects societal issues during the Edwardian period.</p> <p><b>Language Paper 1:</b> I do, We do, You do model Of Mice and Men will be used as stimulus for LP1 skills.</p>	<p>Stage directions, form, lighting, adverbial uses, costume for dramatic purpose, audience interaction, dramatic irony, building a line of enquiry throughout an analytical response.</p> <p>Analysis, evaluation, synthesis and question level strategies/structures</p>
<b>Enterprise</b>	
<p><b>Component 1 – Exploring Enterprises</b></p> <ul style="list-style-type: none"> <li>Size and Features of SME's</li> <li>Sectors and business models in which enterprises operate</li> <li>Aims and objectives of enterprises</li> <li>Skills and characteristics of entrepreneur</li> <li>Market research methods</li> <li>Understanding customer needs</li> </ul>	<p>Introduction to what it takes to be successful in setting up and running a for-profit enterprise you need to understand the different types and sizes of profit-making enterprise.</p> <p>Acquisition and accurate application of new technical, business vocabulary. Desk and in-person research skills. Development of written responses to include explanation analysis and evaluation.</p>



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<b>French</b>	
<b>Theme 1</b> Talking about food and meals Discussing and shopping for clothes Daily life Food for special occasions Polite language Tu/vous Family celebrations Festivals and traditions	Using pouvoir and devoir, the pronoun en, questions in the tu and vous forms, venir de +infinitive, using a combination of tenses Listening, Speaking, Reading and Writing
<b>Geography</b>	
Theme 2, <i>Changing Environments</i> , covering topics such as rivers and river management, weather and climate and climate change.	Embedded within each topic are key assessment objectives that includes AO1 Knowledge, AO2 Understanding, AO3 Evaluation and Analysis and AO4 – Skills. The fieldwork enquiry is introduced in Year 10 with pupils completing one of their two investigations into a geographical place and issue.
<b>German</b>	
<b>Theme 1</b> Describing photos What makes a good friend Relationships Views on marriage Weekend activities Comparing life as a child and life now	Adjectives, possessive adjectives, the dative with mit, separable verbs in the present and perfect tenses, prepositions in and an, modal verbs in the imperfect Listening, Speaking, Reading and Writing



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<b>Health and Social Care</b>	
<p><b>Introduction to the BTEC TECH AWARD and the HSC course</b>            The 3 components and their planned coverage across the two-year course            Aspects of Human Physiology</p> <p><b>Component 1 content coverage</b>            The 5 life stages            PIES (Physical, Intellectual, Emotional, Social Development)            Factors which affect development            Life events; expected and unexpected            Coping with life events; where to access formal and informal support</p>	<p>Introduction to routine tests carried out in the HSC sector; practical application of these over a 6-week period            Importance of avoiding plagiarism and working independently            Application of correct referencing skills</p> <p>Develop transferable skills, such as written communication skills, which will support progression to Level 2 or 3 vocational or academic qualifications.</p>
<b>History</b>	
<p>Paper 2 Thematic study:  <b><u>Health and the people</u></b>  <b>There is a focus upon the key features of the various time periods, a consideration of the pace and scale of change, the causes and consequences of the developments that took place and the significance of key developments, individuals and events.</b>  <b>Medieval c1000 – 1500</b> which includes a case study of the Black Death  <b>Renaissance 1500 –1800</b>, introducing significant individuals such as Vesalius, Harvey and Pare.  <b>Modern medicine 1800 – present</b> which outlines the fast pace of improvement in medical understanding and treatment of disease due the discovery of the Germ theory and penicillin, as well as the introduction of the NHS.</p>	<p>Embedded within each topic are key assessment objectives. Students will be taught to explain and analyse second order concepts such as continuity and change, cause and consequence, significance as well as similarity and difference. Students will be given step by step instructions on how to answer exam questions including, how useful a contemporary source is, explaining the significance of an individual or event, comparing similarities between two given moments and evaluating factors that have led to change.</p>



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<b>Mathematics</b>	
<p>Students in year 10 continue to study a range of topics from each of the core Mathematical strands at GCSE: Number, Algebra, Geometry, Ratio and Proportion and Statistics.</p> <p>To develop confidence with the wide breadth of topics within GCSE Mathematics, students will experience a more dedicated focus on assessment and GCSE exam questions both formally and within their lessons.</p> <p>In Term 1 we provide students with the opportunity to revisit and master topics and advance their understanding of key concepts introduced at KS3 in Number and Geometry. Students will then begin to develop understanding of the key links between different areas of Mathematics through the interleaving topics from the GCSE curriculum to improve their learning whilst supporting the retrieval of key concepts already met through their KS3 education.</p>	<p><b>Higher Tier</b></p> <ul style="list-style-type: none"> <li>Solve problems involving percentage change including increase and decrease, original value problems and compound interest in financial mathematics.</li> <li>Apply and interpret limits of accuracy including upper and lower bounds in calculation.</li> <li>Use standard units of measure, including compound measures and change freely between them.</li> <li>Calculate exactly with Surds including simplifying expressions involving surds and rationalising the denominator.</li> </ul> <p><b>Foundation Tier</b></p> <ul style="list-style-type: none"> <li>Understand and use place value including in the context of standard form to calculate with very large or small numbers.</li> <li>Solve problems involving percentage change including increase and decrease, original value problems and compound interest in financial mathematics.</li> <li>Use standard units of measure, including compound measures and change freely between them.</li> </ul>
<b>Music</b>	
<p>Language for learning – MAD T SHIRT</p> <p>World Music – African / Samba / Bhangra / Indian / Calypso / Israeli / Palestinian</p> <p>Revision of Film Music</p>	<p>Composing</p> <p>Listening</p> <p>Ensemble</p> <p>Performance</p>
<b>Physical Education</b>	
<p><b>Core PE:</b></p> <p>Netball, Ultimate Frisbee, Handball, Football, Rugby, HRF, Basketball.</p>	<p><b>Core PE:</b></p> <p>Promoting healthy lifestyles and games. The focus in KS4 PE is ensuring all pupils are exposed to a variety of sports and enjoy recreational participation in physical activity.</p>
<p><b>GCSE PE</b></p> <p>Applied Anatomy and Physiology</p> <p>Chapter 1 - Bones, muscles and joint movement.</p> <p>Chapter 2 – The respiratory system and passage of blood through the heart.</p> <p>Chapter 3 – Aerobic and anaerobic exercise</p>	<p><b>GCSE PE</b></p> <p>Pupils will start to make connections between practical performance and theory content to improve overall performance on the course.</p> <p>Students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.</p>



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<p><b>BTEC Tech Award</b> Component 1 - Preparing Participants to Take Part in Sport and Physical Activity</p>	<p><b>BTEC Tech Award</b> Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</p>
<b>Science</b>	
<p><b>Combined Science</b> Communicable diseases Quantitative chemistry Atomic structure Non-communicable diseases Extracting metals Waves</p> <p><b>Biology</b> Communicable disease Non-communicable disease Photosynthesis</p> <p><b>Chemistry</b> Quantitative chemistry Extracting metals</p> <p><b>Physics</b> Atomic structure and radiation Forces</p>	<p>Further developing scientific skills including; developing a method to record accurate results, measuring accurately, graph plotting, drawing conclusions and evaluating methods</p> <p>Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments.</p> <p>Develop the ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.</p>



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<b>Personal Development</b>	
<p><b>Half term 1 – Rights and responsibilities and Mental health and wellbeing</b></p> <p>Launch of work experience Instagram generation Targeted advertising and what is it Marriage – what is it? Child abuse Screen time and safe use of mobiles Common types of mental health Promoting emotional well being</p> <p><b>Half term 2 – Exploring British values</b></p> <p>Critical thinking and fake news What is a cult Exploring Britishness and British values LGBTQ+ rights and British values What are human rights?</p>	<p>Students will use Unifrog to secure a work experience placement. Students will understand what rights and responsibilities they have as citizens. They will understand the differences between real life and life online and be aware of the dangers posed by being online too much. Students will learn and understand about British Values and will be able to discuss these and what they mean to them.</p>