



The JF Way

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Year 10 Curriculum Summary: Term 2

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

Topic / Knowledge	Skills
Art and Design	
<p>TOPIC/KNOWLEDGE Portfolio Part B – Further work Final two mini projects exploring the painting style of Cezanne and the assemblage work of Joseph Cornell.</p>	<p>SKILLS AO2, AO1, AO3 and AO4 Research skills Analysis of artists techniques and style Photography skills Observational drawing skills Compositional skills Painting skills using acrylic paint Developing designs inspired by artists.</p>
Business	
<p>TOPIC/KNOWLEDGE Unit 2 Influences on a business</p> <p>This unit explores the importance of external influences on business and how businesses change in response to these influences. The impact of those influences on the four functional areas of operations, human resources, finance and marketing are again studies.</p> <p>Content covered: Impact of technology on business Ethical and environmental considerations How the economic climate affects businesses Globalisation Legislation The competitive environment</p>	<p>SKILLS <i>Students will:</i> Continue to broaden and develop the use of business terminology to identify and explain business activity. Further develop their application skills using different business case studies Use inference to pick up on business issues implied within case studies. Further develop their evaluation skills through problem solving and decision-making skills relevant to business. Investigate, analyse and evaluate business opportunities and issues to develop depth in written responses.</p>
Computer Science	
<p>TOPIC/KNOWLEDGE Data representation + Python Programming</p>	<p>SKILLS Unit 02: Data representation</p> <ul style="list-style-type: none"> • Binary, Denary and Hex conversions • Binary Arithmetic • Storing Images • Storing Text • Storing Audio • Compression <p>Practical programming Students are continuing to develop their python programming skills in preparation for their component 2 exam.</p>



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Topic / Knowledge	Skills
Design and Technology	
<p><i>TOPIC/KNOWLEDGE</i> FOOD PREPARATION & NUTRITION: 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 Class Charts</p>	<p><i>SKILLS</i> Practical skills:</p> <ul style="list-style-type: none"> • Knife skills • Use of the cooker • Use of various pieces of equipment e.g. pasta machine, deep fat fryer, food processors, electric whisks • Different cooking methods • Prepare shape and combine • Sauce making • Bread, past and pastry dough • Raising agents
<p>D&T Graphic Design (Papers and Board) : In this term students focus on a range of topics such as New and Emerging technologies, Sustainable design and Mechanisms</p>	<p>Students will also develop their design communication skills and prototype modelling, through various methods, such as 3D printing, Laser cutting and hand-sketching.</p>
<p>D&T Resistant Materials (TIMBER): In this term students focus on a range of topics such as New and Emerging technologies, Sustainable design and Mechanisms</p>	<p>Students will also develop their design communication skills and prototype modelling, through various methods, such as 3D printing, Laser cutting and hand-sketching.</p>
Drama	
<p><i>TOPIC/KNOWLEDGE</i> Written Exam Section B Mock Performing Texts</p>	<p><i>SKILLS</i> Devising from stimuli Character development Playwrights' dramatic intentions Proxemics Vocal techniques Physical Theatre Consolidation of different style/genres Analyse and evaluate acting, design and technical aspects. Analyse and evaluate the characterisation and interaction of actors in a scene. Analyse and evaluate the ability to interact with an audience. Working collaboratively</p>



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English Language and Literature	
<p><i>TOPIC/KNOWLEDGE</i></p> <p>Power and Conflict Poetry This is an anthology of fifteen poems that students need to know for Literature Paper 2, in order to make a structured comparison between two poems, one of which is chosen by the exam board in the exam</p> <p>Reading and Writing Non-Fiction: Literary Non-Fiction is the focus of English Language Paper 2 – students need to be able to explore two previously unseen non-fiction texts from the last two centuries, and also be able to write persuasively to a brief</p>	<p><i>SKILLS</i></p> <ul style="list-style-type: none"> • Rhyme • Enjambment • Caesura • Metaphor • Simile • Metre • Onomatopoeia • Dialect • Synthesis • Analysis skills • Terminology • Retrieval • Effect on the reader <p>Use of PETAL in different formations e.g. PEA paragraphs</p>
French	
<p><i>TOPIC/KNOWLEDGE</i></p> <p>French Module 3 Content: Holidays What you normally do on a holiday Talking about holidays (past, present and future) Ideal holiday Booking and reviewing hotels Ordering in a restaurant Talking about travelling Buying souvenirs Talking about holiday disasters</p>	<p><i>SKILLS</i></p> <p>French Module 3 Skills The conditional, reflexive verbs in the perfect tense, en + present participle, avant de + infinitive, demonstrative adjectives and pronouns, the pluperfect tense</p>
Geography	
<p><i>TOPIC/KNOWLEDGE</i></p> <p>Theme 2, <i>Changing Environments</i>, covering topics such as rivers and river management, weather and climate and climate change. Theme 2, <i>Changing Environments</i>, covering topics such as rivers and river management, weather and climate and climate change. Theme 2, <i>Changing Environments</i>, covering topics such as rivers and river management, weather and climate and climate change.</p>	<p><i>SKILLS</i></p> <p>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.</p>



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German	
<p><i>TOPIC/KNOWLEDGE</i></p> <p>German Module 3 Content: Holidays Hotel booking Travelling and transport Buying train tickets Accommodation and associated problems Directions to place in Vienna Ordering at a restaurant Shopping for souvenirs Describing problems</p>	<p><i>SKILLS</i></p> <p>German Module 3 Skills Clauses and subordinate clauses with 2 verbs, comparative and superlative adjectives, demonstrative article dieser, imperatives, wenn clauses with the subjunctive, nominative and accusative endings with adjectives, indefinite and demonstrative articles, seit + present tense</p>
Health and Social Care	
<p><i>TOPIC/KNOWLEDGE</i></p> <p>Component 1 content coverage 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>Preparing for the internal assessment by completing a mock assignment for Component 1. Completing the Pearson Set Assignment (PSA) for Component 1</p>	<p><i>SKILLS</i></p> <p>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>



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History	
<p><i>TOPIC / KNOWLEDGE</i> Paper 1 World Depth Study: Conflict and Tension 1919- 1939 There is a focus on international conflict and tension in the period between the First and second world war. Students will study: The challenges of reaching a peace settlement at the end of the First World War including the aims of the “<i>Big Three</i>”, main terms of the Treaty of Versailles and the German reaction to it. The formation of the League of Nations and the challenges it faced in 1920s and 1930s including the Manchurian and Abyssinian crises. The causes of the Second World War – how and why conflict occurred and why it proved so difficult to resolve the issues that caused it.</p>	<p><i>SKILLS</i> 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 with a particular focus on source analysis and evaluation. They will also be expected to appreciate the importance of ordering events chronologically and evaluating and developing judgements on what caused key events and the outcomes.</p>
Mathematics	
<p><i>TOPIC/KNOWLEDGE</i> 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. 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. In Term 2 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 in order to improve their learning whilst supporting the retrieval of key concepts already met through their KS3 education.</p>	<p><i>SKILLS</i> Higher Tier</p> <ul style="list-style-type: none"> • Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS). • Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides including the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs. • Apply and use the concepts of congruence and similarity, including the relationships between lengths, areas and volumes in similar figures. • Know the formula for Pythagoras' Theorem and apply it to find angles and lengths in right angled triangles and, where possible, general triangles in two and three dimensional figures. • Know and use the trigonometric ratios and apply them to find angles and lengths in right-angled triangles in two dimensional figures. • Learn the exact values of some trigonometric functions. • Apply ideas of relative frequency, sample spaces and the 'AND' 'OR' probability rules. • Construct Venn Diagrams to enumerate sets and calculate probabilities. • Work with Histograms, Tree Diagrams and other statistical diagrams (Y9 Recap)



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	<p>Foundation Tier</p> <ul style="list-style-type: none"> • Manipulate algebraic expressions (including those involving surds) by collecting like terms, expanding brackets and factorisation. • Calculate the nth term of a linear sequence. • Solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation (review of Year 9) • Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS). Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides. • Know and use the trigonometric ratios and apply them to find angles and lengths in right-angled triangles in two dimensional figures. • Use the form $y = mx + c$ to identify parallel lines • Find the equation of the line through two given points, or through one point with a given gradient. • Identify and interpret Gradients and Intercepts of linear functions graphically and algebraically • Know and use the formulae relating to circles. • Calculate the perimeter of 2D shapes including circles and composite shapes • Calculate areas of circles and composite shapes (Review of Year 9) • Calculate the surface area of spheres, cones and composite solids • Calculate arc lengths, angles and areas of sectors of circles
Music	
<p><i>TOPIC / KNOWLEDGE</i> World music revision & assessment The Concerto through time Preparation for Performance exam (w/c 20/3/23) Mock free choice composition</p>	<p><i>SKILLS</i> Listening Ensemble / Performance Composing</p>
Physical Education	
<p><i>TOPIC/KNOWLEDGE</i> <u>Core PE:</u> Basketball Football Tchoukball Table Tennis Rugby HRF</p>	<p><i>TOPIC/KNOWLEDGE</i> <u>Core PE:</u> 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>



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<p><u>GCSE PE</u> Physical Training Linking sports and physical activity to the required components of fitness, Understand and justify why the components of fitness may or may not be needed when performing certain physical activities and sports.</p>	<p><u>GCSE PE</u> Understanding of how test scores are measured/recorded (eg in seconds, levels, centimetres, numbers). Definitions of the terms qualitative and quantitative, in relation to the collection of fitness testing data. Understanding that the quantitative data collected during fitness testing can be compared to national averages.</p>
<p>BTEC Tech Award Pupils will complete Component 1 and Component 2 Set Assignments (Coursework) - Preparing Participants to Take Part in Sport and Physical Activity and Taking Part and Improving Other Participants' Sporting Performance, for moderation. Within these components, pupils will also be assessed on their ability to lead a warmup, coach a sporting session of their choice and their practical ability in one sport.</p>	<p>BTEC Tech Award 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>
Science	
<p>Combined Science Atomic structure and radioactivity Photosynthesis Forces Motion</p> <p>Biology Photosynthesis Ecology Trophic</p> <p>Chemistry Electrolysis Energy changes Organic chemistry</p> <p>Physics Motion Atomic structure</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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Personal Development (PD)	
<p><i>TOPIC/KNOWLEDGE</i></p> <p>Violence, crimes, and seeking society: Students will learn about honour-based violence, forced marriages, and online gambling. They will learn how to keep data safe.</p> <p>Exploring world issues: How international aid works. They will learn about the 'Me Too' movement and women's rights.</p> <p>Throughout this term, students will use 'Unifrog' to embed their careers education.</p>	<p><i>SKILLS</i></p> <p>Describe what a forced marriage is and what honour-based violence is. They will be able to explain how international aid works.</p>