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
Art and Design	
Portfolio Further work – Focussing on assessment areas; AO1, A02 and A03	Students are exploring new materials and experimenting with a variety of media, materials and techniques such as collagraph printing, collage, weaving, painting and drawing Observational drawing skills. Sketchbook design, organisation and personalisation.
Business	
Chapter 1 – Business in the Real World Purpose and nature of business Ownership structures Aims and Objectives Stakeholders Location Planning Expansion	Introduction to the theory behind real-world businesses and development of problem-solving skills. Acquisition and accurate application of new technical, business vocabulary. Application of knowledge gained to different situations using case studies. Development of written responses to include explanation and analysis.
Computer Science	
Python Programming Algorithms Architecture of the CPU	**Component 02: Computational thinking, algorithms and programming** 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. **Practical programming** Students are to 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. **Architecture of the CPU** Students will look at how data is passed around a computer system and how it is processed and stored.
Design and Technology	
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	Jointing chicken Skin & fillet fish

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developing students' practical skills. All practical dates and recipes can be found on Satchel One for this term.	
GRAPHICS NEA Coursework 'mock' - students are directed through a 'mock' NEA coursework portfolio.	Designing for a client Design development
RESISTANT MATERIALS 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.	Research into the work of others Working with precision and accuracy to make scale models
Drama	
Frantic Assembly Exploration of Set Text – I love you Mum I promise I won't die	• Stimulus & Practitioner/style exploration • Rehearsal & Performance techniques • Theatrical skills • Acting skills • Practical exploration of the Set Text. • Mini performance assessments using exam criteria for C1, consolidating our understanding of different style/genres
English Language and Literature	
An Inspector Calls: Students will learn about Priestley's intention in creating a play which reflects societal issues during the Edwardian period. **Language Paper 1:** I do, We do, You do model Of Mice and Men will be used as stimulus for LP1 skills.	Stage directions, form, lighting, adverbial uses, costume for dramatic purpose, audience interaction, dramatic irony, building a line of enquiry throughout an analytical response. Analysis, evaluation, synthesis and question level strategies/structures
French	
School life in Francophile countries School subjects and school life School rules What has happened at school What school used to be like Learning languages	Definite articles, comparative articles, reasons/justifications, il faut que, irregular perfect tense verbs, negatives in the perfect tense, the imperfect tense, indirect object pronouns, using the imperfect, present and near future, negatives in different time frames

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Geography	
Theme 2, *Changing Environments,* 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.
German	
Describing festivals and cultural events Describing family members How we get on with people and why Role models A family celebration in the past Discussing a party	Opinions and justifications, possessive adjectives (*mein*), relative pronouns, dative prepositions and pronouns, qualifiers and intensifiers, present and past tense alongside each other, time–manner–place rule, using future tense, present tense and past tense, *in* + dative vs *in* + accusative, sequencers
Health and Social Care	
Introduction to the BTEC TECH AWARD and the HSC course The 3 components and their planned coverage across the two-year course Aspects of Human Physiology **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	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 Develop transferable skills, such as written communication skills, which will support progression to Level 2 or 3 vocational or academic qualifications.
History	
Paper 2 Thematic study: **<u>Health and the people</u>** **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.** **Medieval** c1000 – 1500 which includes a case study of the Black Death	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.

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Renaissance 1500 –1800, introducing significant individuals such as Vesalius, Harvey and Pare. **Modern medicine 1800 – present** 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.	
Mathematics	
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 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 an understanding of the key links between different areas of Mathematics through the interleaving of topics from the GCSE curriculum to improve their learning whilst supporting the retrieval of key concepts already met through their KS3 education.	**Higher Tier** • Solve problems involving percentage change including increase and decrease, original value problems and compound interest in financial mathematics. • Apply and interpret limits of accuracy including upper and lower bounds in calculation. • Use standard units of measure, including compound measures and change freely between them. • Calculate exactly with Surds including simplifying expressions involving surds and rationalising the denominator. • Convert recurring decimals to fractions. **Foundation Tier** • Understand and use place value including in the context of standard form to calculate with very large or small numbers. • Solve problems involving percentage change including increase and decrease, original value problems and compound interest in financial mathematics. • Use standard units of measure, including compound measures and change freely between them.
Music	
Language for learning – MAD T SHIRT World Music – African / Samba / Bhangra / Indian / Calypso / Israeli / Palestinian Revision of Film Music	Composing Listening Ensemble Performance
Physical Education	
Core PE: Netball, Ultimate Frisbee, Handball, Football, Rugby, HRF, Basketball.	**Core PE:** 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.
GCSE PE Sports Psychology - Classification of skills and goal setting	**GCSE PE**

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- Skill Acquisition - Mental Preparation Health, Fitness and Wellbeing - Health and the body - Energy use and diet	Pupils will continue to make connections between practical performance and theory content to improve overall performance on the course. Students should develop knowledge and understanding of the different types of skill and the methods we use to acquire them. They will also explore the effects of mental preparation on sporting performance, including the effects of arousal and the different methods to control arousal. Students will also develop an understanding of the importance of exercise for health, fitness and wellbeing. Exploring a range of topics which include; Reasons for participating in sport, obesity and the results of a sedentary lifestyle.
BTEC Tech Award Component 2 – Taking part and improving performance.	**BTEC Tech Award** In this component learners will be participating in a range of sports and assessed in one of these. They will also learn how to design and deliver a session plan, aiming to improve a particular skill from there chosen sport. Develop an understanding of the components of fitness and how these can be applied to their chosen sport. Explore the roles and responsibilities of officials within their chosen sport.
Science	
Combined Science Communicable diseases Quantitative chemistry Atomic structure Non-communicable diseases Extracting metals **Biology** Communicable disease Non-communicable disease Photosynthesis **Chemistry** Quantitative chemistry	Further developing scientific skills including; developing a method to record accurate results, measuring accurately, graph plotting, drawing conclusions and evaluating methods Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments. Develop the ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

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Extracting metals **Physics** Atomic structure and radiation Forces	
Personal Development	
Life Beyond School Instagram Generation and targeted advertising **Careers** Considering work experience and how to research possible placements Contacting employers, CVs and cover letters **Mental Health and Wellbeing** Child Sexual Exploitation Screen time Promoting emotional wellbeing **Rights, Responsibilities and British Values** British values and LGBTQ+ rights	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 start to learn and understand about British Values and will be able to discuss these and what they mean to them.
Religious Education	
Students will be covering content on Ethics and Morality	Students will explore the debate of religion vs science in detail, considering content such as IVF, euthanasia and genetic engineering. Students will also study objective and relative morality and learn about Utilitarianism.