



The JF Way

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Year 10 Curriculum Summary: Term 3

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 Part A – sustained unit AO1, AO3 Start of the sustained unit.	Personal photography Drawing/painting of personally selected images – Observational drawing skills Tonal skills. Painting and drawing skills Artist research and development
Business	
Unit 2 Influences on business content to be concluded: Competition Unit 4 Human resources The unit explores purpose of human resources management, its role within business and how it influences business activity. Content covered: Importance of organisational structures Recruitment and selection Financial and non-financial methods of motivation Training	<i>Students will:</i> Continue to broaden and develop the use of business terminology to analyse and evaluate business scenarios. 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. Start to make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills. Begin to solve problems looking at the interdependent nature of business activity and functions.
Computer Science	
Logic and Languages + Python Programming	Unit 08 Logic and Languages • Logic Diagrams • Truth Tables • Defensive Design • Errors and Testing • IDE's • Translators • High level languages • Low level languages Practical programming Students are continuing to develop their python programming skills in preparation for their component 2 exam.



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Design and Technology	
Graphic Design In this term students complete two assessments. They complete a Mock examination, which assessing students recall of subject knowledge. The second assessment is a Mock NEA, which provides students the opportunity to design and make a product in response to a given design challenge. This is to prepare them for 'the real thing' in Year 11.	
Resistant Materials : In this term students complete two assessments. They complete a Mock examination, which assessing students recall of subject knowledge. The second assessment is a Mock NEA, which provides students the opportunity to design and make a product in response to a given design challenge. This is to prepare them for 'the real thing' in Year 11.	
Drama	
Creation and development of Component 1 Devising stimulus.	Devising Collaborative work Character profiles Improvisation Structuring a narrative Genre and style Working with a stimulus Experimentation and refinement Time management Design elements
English Language and Literature	
TOPIC/KNOWLEDGE Romeo and Juliet 24 lessons For Literature Paper 1, students must have prepared themselves to write an extended essay on a question about a Shakespeare play. At JFCS we study Romeo and Juliet. In the exam, a short extract is provided, but students must be prepared to show a knowledge of the wider text from memory. A small number of marks are also available for the quality of their written communication in this unit	SKILLS Skills focus: - Structuring analytical paragraphs (PETAL) - Sequencing an essay or argument - Choosing and using quotations - Applying literary terminology - Writing accurately Skills focus: - Revision skills - Memory practice



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*For students in 10X7, they will be revising <i>A Christmas Carol</i> and <i>Macbeth</i> in lieu of the stated texts. End of Year Exam Revision, Consolidation and Stretch & Spoken Language Endorsement 16 lessons In preparation for End of Year exams, and in practice for public examinations in year 11, students revise the content of Language Paper 1 and Literature Paper 2, looking at material covered earlier in year 10.	• Exam skills practice • Exploring a range of stretching material • Completing a short, prepared speech on an agreed topic including a short Q&A with your class
Food Preparation & Nutrition	
FOOD PREPARATION & NUTRITION: Topic of functional and chemical properties of food and costing recipes and working to a budget. We will continue to cook fortnightly and politely request students bring in their own clean aprons from home for practical lessons. 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 the Homework Hub.	



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French	
Module 6 Content: Notre planète Understanding infographics about the environment Talking about geography and the climate Learning about Francophone countries Talking about environmental problems Talking about the weather Discussing what we can do together to protect the environment Describing a photo taken outside in nature Talking about day-to-day actions to protect the environment Discussing school environmental projects	Module 6 Skills: Numbers and percentages, comparative adjectives, future tense verbs with weather phrases, using the present and perfect tenses, perfect tense revisited (<i>rencontrer, écrire, aller</i>), imperfect tense revisited, using the present, perfect, imperfect and near future tenses, comparative adverbs, when to use the perfect and imperfect tenses, using the present, perfect, imperfect and near future tenses
Geography	
Theme 1 – Changing Places and Changing Economies. An exploration of UK cities and change. Students explore how cities have changed overtime including processes such as: Urbanisation Suburbanisation. Counter urbanisation and re urbanisation. Tourism. Pupils examine the impacts both positive and these changes have had both on the urban and rural communities. Pupils also investigate how retail provision is changing. Pupils are introduced to the fieldwork element of the course and begin preparations for an off-site fieldwork investigation.	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	
Module 6 Content: Schöne Ferien German-speaking travel destinations Different holiday destinations Types of holiday accommodation Problems on holiday A past holiday The weather in the past Future and ideal holidays	Module 6 Skills Forming the imperative, forming questions (word order), interrogatives: using <i>wer, wen</i> and <i>wem</i> , negatives, possessive adjectives, prepositions with the genitive case, a range of conjunctions, interrogative and demonstrative adjectives, the infinitive form of second verb in sentence at end of a clause



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Health and Social Care	
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 Completing the Pearson Set Assignment for Component 1. Component 2A content coverage A range of different health conditions and how they can be managed by the individual and supported with healthcare services available. The different health and social care services and how they meet service user needs. A range of social care needs are explored and how these can be met by the social care services that are available. Types of barriers which can make it difficult to use healthcare services and how they can be overcome by the service providers or users.	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. Develop an understanding about the scale of the Health and Social Care sector: about 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK.
History	
Paper 1 Germany Period Study: <u>Germany 1890 – 1945 Democracy and dictatorship</u> There is a focus on international conflict and tension in the period between the First and second world war. Students will study: The difficulties facing Kaiser Wilhelm in ruling Germany, the impact of defeat in WWI, economic and political challenges facing the new Weimar Republic and its recovery in the Golden Years. The impact of the Wall Street Crash and depression in leading to growth in support for the Nazi Party, the failure of Weimar democracy and the establishment of Hitler's dictatorship. The experiences of the German people under the Nazis 1933 – 45 including economic changes, social	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 interpretations – how and why they differ about a given topic and using contextual knowledge to judge their accuracy. 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.



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policies and practice and the use of propaganda verses fear as methods of control.	
Mathematics	
New Topics Higher Tier: Volume and Surface Area - To know and apply the formulae to calculate the volume and surface area of prisms, including cylinders and composite solids - To know and apply the formulae to calculate the volume and surface area of spheres, pyramids and cones. - To apply the knowledge of volume of cones to calculate the volume of frustums, using scale factors and making links to similar triangles Changing the Subject of a Formula - To be able to rearrange formulae involving factorising to change the subject Transformations (Recap) - To be able to identify, describe and perform translations, rotations, reflections and enlargements of shapes in a single or combined transformation Linear, Quadratic and Cubic Graphs - Use the form $y = mx + c$ to identify parallel and perpendicular lines - Plot and recognise the distinct features of linear, quadratic, cubic, reciprocal and exponential graphs Inequalities - To be able to solve linear and quadratic inequalities and represent the solution set on a number line, knowing the conventions of an open and closed circle - To be able to represent inequalities graphically Foundation Tier: Simultaneous Equations	For both tiers of entry, assessment objectives are embedded across the curriculum. These are: - AO1: Use and apply standard techniques: - Recall facts, terminology and definitions. - Accurately carry out routine procedures. - Accurately calculate with written methods and through using a calculator. - AO2: Reason, interpret and communicate mathematically: - Draw conclusions from mathematical information. - Use reasoning to achieve a given result. - Present arguments and proofs. - AO3: Solve problems within mathematical and other contexts - Make and use connections from different strands of mathematics. - Interpret results from given information. - Evaluate solutions and identify how they may have been affected by assumptions made - 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 in formal assessment and within their lessons. - Students will begin to develop 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.



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- Solve two linear simultaneous equations in two variables algebraically - Find approximate solutions to two linear simultaneous equations graphically Properties of Polygons - Derive and use the sum of angles in a triangle - Calculate and use the angle sum in any polygon and derive properties of regular polygons - Apply the properties and definitions of the special types of quadrilaterals (including Square, Rectangle, Parallelogram, Trapezium, Kite and Rhombus) Real-Life Graphs - Plot co-ordinates and draw a conversion graph - Read a value from a conversion graph - Interpret the gradient of a straight-line graph as a rate of change - Plot and interpret graphs in real contexts, to find approximate solution to problems involving distance, speed and acceleration	Towards the end of the year all students in Year 10 will review their learning since the start of the year and will complete an End of Year assessment. The assessment is based solely on past GCSE paper questions across two papers, non-calculator and calculator. This experience is designed to closely resemble the GCSE assessment experience in style, format and difficulty.
Music	
Own choice composition Re-recording of performances Revision of all topics so far for mocks – MAD TSHIRT, World Music, Concert, Film Music New topic - Popular Song	Composing Ensemble / Performance Listening
Physical Education	
Core PE	
Athletics Rounders Tennis.	Athletics – Explore a variety of track and field events, preparing pupils for the Moorways District Athletic event, in June. Pupils will learn how these events are measured and organised, with a big emphasis on health and safety with throwing events.
GCSE PE	
Movement Analysis This topic will assist students in understanding how and why our body moves in certain ways. They will	Movement Analysis – Understanding how levers, planes and axes help us coordinate our bodies to perform specific skills and techniques. Preparation for Paper 1 mock exam.



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identify how planes, levers and axes help to perform sporting skills. Students will also begin to complete the NEA coursework element of the course.	Non-exam assessed coursework completion. The non-exam assessment (NEA) for this specification is split into two strands: a practical performance, and an analysis and evaluation of a performance.
BTEC Tech Award	
Students will begin, Component 2: Taking Part and Improving Other Participants' Sporting Performance	The key purpose of this assessment is for learners to develop an understanding of participating in sport by developing their knowledge and understanding of skills and strategies used, in addition to being able to demonstrate these skills through conditioned practice or drills. In addition to demonstrating, students will also design and deliver a session aiming to improve a particular skill. Students will also gain an understanding of the components of fitness and the roles and responsibilities of officials in sport.
Science	
Combined Science Electrolysis Energy changes Ecology Respiration Organic chemistry Biology Trophic levels Homeostasis Nervous system Chemistry Organic Chemistry Physics Waves	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.
Personal Development (PD)	
Exploring relationships and sex: Students will learn about campaigns against FGM. They will understand the difference between porn and real life. Students will learn the signs of domestic abuse. Throughout this term, students will use 'Unifrog' to embed their careers education.	Describe the importance of consent in a relationship.



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Religious Education (RE)	
Students will look at science vs. Religion. They will learn the pros and cons of using science developments and explore the different religious views on the topics.	Students will understand the issues between science and religion.