



# 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
<b>Art and Design</b>	
Portfolio Part B – Further work Final piece 1 – paintings and drawings on Gelli print surfaces  Start of Ian Murphy project	AO2, A01, A03 and A04 Painting skills using acrylic paint Research skills Analysis of artists techniques and style Observational drawing skills Compositional skills Developing designs and techniques inspired by artists.
<b>Business</b>	
<p>In Term 2, students focus on how a small business moves from an idea to a working, successful enterprise. They will explore how entrepreneurs plan their business, manage money and make decisions that affect whether the business survives and grows.</p> <p>Students will learn how businesses set aims and objectives, how they earn revenue, control costs and manage cash flow, and where start-up finance comes from. They will then examine how businesses become more effective through choices about location, marketing and the type of business they operate as.</p> <p><b>Content covered:</b>            Reviewing 1.1 and 1.2 from Term 1. Then progressing to:</p> <p><b>Topic 1.3: Putting a Business Idea into Practice</b></p> <ul style="list-style-type: none"> <li>• Business aims and objectives</li> <li>• Business revenues, costs and profits</li> <li>• Cash and cash flow</li> <li>• Sources of finance</li> </ul> <p><b>Topic 1.4: Making the Business Effective</b></p> <ul style="list-style-type: none"> <li>• Options for start-up and small businesses (sole trader, partnership, private limited company, franchise)</li> <li>• Business location</li> <li>• The marketing mix (Product, Price, Place, Promotion)</li> <li>• Business plans</li> </ul>	<p><i>Students will continue to:</i></p> <ul style="list-style-type: none"> <li>• Use business terminology accurately</li> <li>• Apply knowledge to business case studies</li> </ul> <p><i>Learn how to:</i></p> <ul style="list-style-type: none"> <li>• Interpret financial and numerical data</li> <li>• Analyse business information</li> <li>• Make and justify business decisions</li> <li>• Develop extended written responses</li> </ul>



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<b>Computer Science</b>	
Data representation + Python Programming	Unit 02: Data representation <ul style="list-style-type: none"> <li>• Binary, Denary and Hex conversions</li> <li>• Binary Arithmetic</li> <li>• Storing Images</li> <li>• Storing Text</li> <li>• Storing Audio</li> <li>• Compression</li> </ul> Practical programming Students are continuing to develop their python programming skills in preparation for their component 2 exam.
<b>Creative iMedia</b>	
In this term students will complete their R097 interactive digital media.  Task 1: Plan interactive digital media  Task 2: Create interactive digital media  Task 3: Review interactive digital media	Equip students with the confidence to use skills that are relevant to the digital media sector and more widely.  Continue developing their software specific skills to create a media product and supporting documentation which fulfils client requirements and target audience demands.  Students will create various elements and produce the supporting documentation to explain and demonstrate their skills and knowledge.
<b>Design and Technology</b>	
<b>Graphic Design</b> In this term students focus on a range of topics such as New and Emerging technologies, Sustainable design and Mechanisms	Students will also develop their design communication skills and prototype modelling, through various methods, such as 3D printing, Laser cutting and hand-sketching.
<b>Resistant Materials</b> In this term students focus on a range of topics such as New and Emerging technologies, Sustainable design and Mechanisms	Students will also develop their design communication skills and prototype modelling, through various methods, such as 3D printing, Laser cutting and hand-sketching.



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<b>Drama</b>	
<p>Exploration of Bertolt Brecht and Konstantin Stanislavski. Developing a deeper understanding of their techniques and how to apply to their own work. Component 3 preparation, looking at how to structure answer to exam questions.</p>	<p>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>
<b>English Language and Literature</b>	
<p><b>Power and Conflict Poetry</b> 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><b>Reading and Writing Non-Fiction:</b> 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>	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Enjambment</li> <li>• Caesura</li> <li>• Metaphor</li> <li>• Simile</li> <li>• Metre</li> <li>• Onomatopoeia</li> <li>• Dialect</li> <li>• Synthesis</li> <li>• Analysis skills</li> <li>• Terminology</li> <li>• Retrieval</li> <li>• Effect on the reader</li> <li>• Use of PETAL in different formations e.g. PEA paragraphs</li> </ul>
<b>Food Preparation &amp; Nutrition</b>	
<p><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 Class Charts</p>	<p>Practical skills:</p> <ul style="list-style-type: none"> <li>• Knife skills</li> <li>• Use of the cooker</li> <li>• Use of various pieces of equipment e.g. pasta machine, deep fat fryer, food processors, electric whisks</li> <li>• Different cooking methods</li> <li>• Prepare shape and combine</li> <li>• Sauce making</li> <li>• Bread, past and pastry dough</li> <li>• Raising agents</li> </ul>



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<b>French</b>	
<p>Continuing with  <b>Content: Module 4 En pleine forme</b>            Opinions about dishes            Meals and mealtimes            Good mental health            Giving advice            Describing unhealthy lifestyle choices            Taking part in a role-play about lifestyle            Saying what you are going to do to improve your life            Talking about lifestyle changes</p> <p><i>Then moving onto:</i>  <b>Content: Module 5 Numéro vacances</b>            Holidays and accommodation            Dream holidays            What you can see and do on holiday            Festivals around the world            Reviewing and booking holiday accommodation            Talking about staycation activities</p>	<p><b>Module 4 Skills</b>            Using the perfect tense (with both avoir and être), using the near future tense, plus and moins, using the imperfect, present and near future tenses, irregular verbs in je form across the three tenses (avoir, être, faire), negatives revisited: ne ... pas, ne ... rien, ne ... jamais, vous form of the imperative, using the partitive article (du, de la, de l', des), present and perfect tenses in translations, modal verbs (devoir, vouloir, pouvoir), à with definite article (au, à la, aux), avoir mal (+ au, à la, aux), perfect tense (revisited), imperative (revisited)</p> <p><b>Module 5 Skills</b>            Je voudrais + infinitive, pour + infinitive (in order to), the conditional of vouloir in singular forms (excluding singular vous), giving advice by using il faut, on doit, on peut, + infinitive, different types of questions (est-ce que), Using the perfect and imperfect tenses together, more complex sentences, relative pronoun qui, In + country, plusieurs, beaucoup de/d', Negatives in the imperfect and perfect tenses (ne ... pas, ne ... rien, ne ... jamais, ne ... personne) 'In' (dans ma chambre / l'hôtel, à + town, au centre-ville, en ville), si + present and near future tenses, using a range of tenses (perfect, imperfect, near future), shortening ne to n' in front of a vowel</p>
<b>Geography</b>	
<p><b>Theme 1 – Changing Places and Changing Economies.</b>            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.</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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<b>German</b>	
<p>Continuing with:  <b>Module 4 Content: Bleib gesund!</b>            Favourite sports in the German-speaking world            Healthy lifestyles            Accidents and illnesses            Good and bad habits            Wellbeing            What is important to you</p> <p><i>Then moving onto:</i>  <b>Content: Module 5 Meine Ecke</b>            Key facts about German-speaking countries            Where you live            Transport in your local area            Shopping habits            An ideal place to live            Describing your home</p>	<p><b>Module 4 Skills</b>            Comparative and superlative adjectives and adverbs, irregular adjectives:            gut / nah / viel(e), using sondern, um...zu, seit, modal verbs in the imperfect tense: können, dürfen, müssen, using beim + noun, perfect tense, infinitive construction with zu, future tense with werden + infinitive, revising past, present and future tenses, wenn + conditional, set phrases with zu, different tenses to ask questions, the superlative</p> <p><b>Module 5 Meine Ecke</b>            The superlative, prepositions followed by the dative, using a variety of adjectives with intensifiers and qualifiers, using prepositions + accusative, correct word order with modal verbs and weil, the time – manner – place rule, dual case prepositions followed by the dative, using was, wer, wo, position of modal verb in relative clauses, plurals of nouns, the imperfect tense, regular verbs in the imperfect tense, irregular verbs in the imperfect tense sein, gehen. revising the conditional, dual-case prepositions with the accusative, combining nouns to form new compound nouns</p>
<b>Health and Social Care</b>	
<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>Preparing for the internal assessment by completing a mock assignment for Component 1.            Completing the Pearson Set Assignment (PSA) for Component 1</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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<b>History</b>	
<p><b>Paper 1 World Depth Study:</b>  <b>Conflict and Tension 1919- 1939</b>            There is a focus on international conflict and tension in the period between the First and second world war.</p> <p><b>Students will study:</b>  <b>The challenges of reaching a peace settlement</b> 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.  <b>The formation of the League of Nations</b> and the challenges it faced in 1920s and 1930s including the Manchurian and Abyssinian crises.  <b>The causes of the Second World War</b> – how and why conflict occurred and why it proved so difficult to resolve the issues that caused it.</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.</p> <p>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>
<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 in formal assessments and within their lessons.</p> <p>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 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><b>Higher Tier</b></p> <ul style="list-style-type: none"> <li>• Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS).</li> <li>• 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.</li> <li>• Apply and use the concepts of congruence and similarity, including the relationships between lengths, areas and volumes in similar figures.</li> <li>• 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.</li> <li>• Know and use the trigonometric ratios and apply them to find angles and lengths in right-angled triangles in two-dimensional figures.</li> <li>• Learn the exact values of some trigonometric functions.</li> <li>• Apply ideas of relative frequency, sample spaces and the ‘AND’ ‘OR’ probability rules.</li> <li>• Construct Venn Diagrams to enumerate sets and calculate probabilities.</li> <li>• Work with Histograms, Tree Diagrams and other statistical diagrams (Y9 Recap)</li> </ul>



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



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<p><u>GCSE PE</u>  <b>Physical Training</b>            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><b>BTEC Tech Award</b>            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><b>BTEC Tech Award</b>            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>
<b>Science</b>	
<p><b>Combined Science</b>            Atomic structure            Photosynthesis            Forces            Motion</p> <p><b>Biology</b>            Photosynthesis            Ecology            Trophic</p> <p><b>Chemistry</b>            Electrolysis            Energy changes            Organic chemistry</p> <p><b>Physics</b>            Forces and pressure            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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<b>Spanish</b>	
<p>Continuing with:</p> <p><b>Module 4 Content: Mi estilo de vida</b>            Learning about typical foods in Spanish-speaking countries            Describing healthy daily routines            Talking about mealtimes and food trends            Comparing old and new habits            Talking about illnesses and injuries            Talking about future plans to improve health and wellbeing</p> <p><b>Then moving onto:</b>  <b>Content: Module 5 ¡A clase!</b>            Learning about schools in Spain            Talking about a typical day at school            Talking about my studies            Talking about how I would change my school            Talking about students and teachers at school            Describing a school trip in the past</p>	<p><b>Module 4 Skills</b>            Using adjectives of nationality, <i>después de</i> + infinitive, <i>antes de</i> + infinitive, indefinite adjectives, expressions with <i>tener</i>:  <i>Tener sed, razón, cuidado, revisit of: irregular present tense verbs, reflexive verbs and possessive adjectives, direct object pronouns, impersonal verbs: hay que + infinitive, se necesita + infinitive, hace falta + infinitive, the imperfect tense to say what you used to do, ya no + verb, using reflexive verbs in the preterite tense, giving advice using debes, tienes que and necesitas, using the preterite tense, Simple future tense, Si + present tense + future. Revision of: present tense, imperfect tense, preterite tense, future tense</i></p> <p><b>Module 5</b>            Absolute superlative: suffix <i>-ísimo/a/os/as</i>, making adjectives agree with the noun (but not when followed by <i>claro</i> or <i>oscuro</i>), Relative pronouns <i>que, cuando, donde, llevar + time period + present participle, present tense verb + desde hace + time period, verbs that are irregular in the present tense in the 'l' form hago / vengo / pongo / tengo / salgo / conozco, the relative pronoun lo que, the conditional tense, impersonal verbs with an infinitive, negatives, sino, adverbs: add <i>-mente</i>, adjectives which shorten before nouns (<i>buen, mal, primer, tercer, algún, ningún, gran</i>) or change meaning (<i>único, gran/grande</i>), preterite and imperfect tenses</i></p>
<b>Personal Development (PD)</b>	
<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>Rights, Responsibilities and British Values:            Students will explore cults, Human Rights, LGBTQ+ rights and explore how British Values and present in today's society.</p> <p>Exploring world issues:            How international aid works. They will learn about the 'Me Too' movement and women's rights.</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> <p>Students will also be able to build upon their prior knowledge of British values and have a deepened understanding of the impact of them in Britain to promote more in-depth discussions.</p>



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Throughout this term, students will use 'Unifrog' to embed their careers education. Work Experience Placements have been launched to students and students are required to find an appropriate work placement for later on in the year. This placement needs to be documented on UNIFROG.	
<b>Religious Education (RE)</b>	
<b>Morality</b>	Students focus more on the ethical side of RE. The pupils will look at scenarios such as the trolley problem and critically analyse situations from the different perspectives of each religion's belief based upon their prior knowledge.