Year 10 Summer Term 2 (June – July 2024)
Curriculum Overview

Core Subjects – All learners

English

Language

CAE Exam preparation: Paper 1 and 2

Reading 19th century fiction (Paper 2)

- Understand, summarise, analyse and evaluate a range of 19th century fiction texts (including literary non-fiction).

Imaginative Writing (Paper 1)

- Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Reading non-fiction (Paper 2)

- Understand and summarise a range of 20th and 21st century non-fiction texts (including literary non-fiction).
- Develop skills to analyse, evaluate and compare non-fiction extracts.

Transactional Writing (Paper 2)

- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

Literature

CAE Exam preparation: Paper 1

Macbeth & Refugee Boy

After CAEs continue with Poetry

Conflict Poetry (Paper 2)

- Maintain a critical style and develop an informed personal response connected to the conflict poems.
- Use textual references, including quotations, to support and illustrate interpretations.
- Analyse the language, form and structure used by the poets to create meanings and effects, using relevant poetic terminology.
- Compare the themes and big ideas expressed within the poems.
- Show understanding of the relationships between the poems and the contexts in which they were written.

Mathematics

Foundation Mathematics Curriculum

Exam Skills – Revisiting topics focussing on exam questions and exam technique

Personalised learning – revisit and consolidate topics

Higher Mathematics Curriculum

Functions, Percentages & Constructions:

Substituting into a Function
Interest Rates (Simple, Compound, Finding r)
Reverse Percentages
Problem Solving with Percentages
Construct Triangles based on Congruency rules (SSS SAS ASA RHS)
Construct Perpendicular and Angle Bisectors (incl. from a point)
Complete Loci problems involving constructions and scales

Exam Skills – Revisiting topics focussing on exam questions and exam technique

Personalised learning – revisit and consolidate topics

Core Subjects

Combined Science	**Hormonal control (Organisms)** • Identify the major glands in the human body. • Define the term hormone. • Explain how blood glucose is regulated. • Explain how blood glucose is affected and controlled in type 1 and 2 diabetic patients. **Crude oil (Earth)** • Describe the formation of crude oil and explain why it is a finite resource. • Describe and explain how fractional distillation can be used to produce useful fractions from crude oil. • Use the general formula for alkanes to write formulae and draw structures of hydrocarbons. • Describe and explain the processes involved in cracking. • Test for and explain the difference between saturated and unsaturated hydrocarbons.
Core Physical Education	**Self-Efficacy** Students will understand what is meant by the term 'self-efficacy' and to be able to apply this knowledge to PA, Sport and further aspects of life. **Self-Help** Students will understand what is meant by the term 'self-help' and be able to be apply this knowledge to PA, Sport and further aspects of life. **Attitudes & Behaviours** Students will understand what is meant by and the importance of attitude and behaviour in all aspects of life. **Confidence** Students will understand confidence and connect this concept to positive attitude and behaviour.

Humanities

History	**Whitechapel** Local context, problems of housing, organisation of policing, role of the police, public attitudes towards crimes. • Describe what the environment of Whitechapel was like? • Explain how the environment caused problems for the authorities? • Explain how the authorities responded to the environment?
Geography	**Physical Landscapes of the UK: Coasts** • UK has a range of diverse landscapes. • The coast is shaped by several physical processes. • Distinctive coastal landscapes are the result of rock type, structure, and physical processes. • Different management strategies can be used to protect coastlines from the effects of physical processes. **Fieldwork** Students will know: • How coastal landscapes are formed. • The physical processes which occur along the coasts. • How we manage the risks of living near the coast.

Modern Foreign Languages

Philosophy and Ethics	**Paper 1 Section 4: Matters of Life & Death** • Christian teachings about the origins and value of the universe & life: scientific explanations for the origins of the universe & life and Christian responses to them. • Sanctity of life: why human life is holy; how the Bible can be interpreted to show life as special, the importance of sanctity of life today. • Abortion & Euthanasia – nature of each, Christian responses, biblical teachings, ethical theories. • Christian teachings and beliefs about life after death & beliefs that support the existence of a life after death (including remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on). • Christian responses to non-religious arguments against life after death: why Christians reject them (including as a source of comfort, lack of evidence). • Issues in the natural world – threats to the world, including pollution, global warming, and the use of natural resources; stewardship and humanity's role as stewards. Animal rights (inc. experimentation & food). Moving on to… Paper 2 Section 1: Muslim Beliefs • History of Islam • Six Beliefs and Five Roots • Allah • Risalah
French	**10.9 Charity Work** • Retrieval of reflexive verbs in the present and past tense to discuss daily routines. • Introduction to '***ce que'*** to add extra detail to our sentences. • Discussion on the advantages of completing charity work in our local community and abroad. • Use of present participles of regular verbs. **10.10 Parent and Sibling Relationships** • Revisiting direct and indirect object pronouns. • Use of ***'don't'*** to express 'whose'. • Revision of the comparative and superlative to compare family members. • Use of the imperfect tense to describe past relationships.
Spanish	**10.9 Charity Work** • Retrieval of reflexive verbs in the present and past tense to discuss daily routines. • Introduction to '***lo que'*** to add extra detail to our sentences. • Discussion on the advantages of completing charity work in our local community and abroad. • Use of present participles of regular verbs. **10.10 Parent and Sibling Relationships** • Revisiting direct and indirect object pronouns. • Use of ***'cuyo'*** to express 'whose'. • Revision of the comparative and superlative to compare family members. • Use of the imperfect tense to describe past relationships.

Design Technology

3D Product Design	**Major Project:** Term 3: Developing ideas and refining techniques. **Focused Research** • Artist research • In-depth topic research **Contextual Links** • Artist/designer studies • Analysing artists/designer work **Developing Ideas** • Sketching designs • Additional photography • Digital designs • Analysis of ideas • Compare designs Students will be considering ways to develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies and learning how other artists/designers have developed similar ideas and concepts. Students will then combine and refine successful areas of their project into meaningful ideas to develop into potential outcomes. Throughout Y10 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design.
Engineering	**R038 – Principles of Engineering Design.** This unit provides the opportunity for students to develop their understanding of the requirements of design briefs and design specifications for the development of new products. **Topics/Skills covered in the R038 unit include:** • How Manufacturing considerations affect design, scale of manufacture, material availability, types of manufacturing process and labour costs. • This also includes one-off, batch and mass production; wasting, shaping, forming, joining, finishing and assembly. **R040 – Design, Evaluation and Modelling** This unit will enable students to perform effective product analysis. It requires students to apply practical skills to produce a prototype product or model using craft-based modelling materials alongside computer-controlled or rapid-prototyping processes. **Topics/skills covered in the R040 unit include:** • Carry out a product analysis using ACCESS FM and comparing products using raking matrices and Quality Function Deployment (QFD). • Create a 3D model using CAD software and simulate the operation of the product using CAD software. Including the creation of single components and assemblies; the simulation of mechanical performance and the fit of components in an assembly.
Textiles	**Major Project:** Developing ideas and refining techniques. **Contextual Links** • Artist studies • Analysing artists work **Developing Ideas** • Thumbnail sketches

	• Developed designs • Fashion Flats • Digital designs (Photoshop/PIXLR) • Modelling on the mannequin • Adapting an existing pattern • Making a toile • Analysis of ideas • Compare designs Students will be expected to be refining and developing their ideas. With inspiration and clear links to relevant artists, students will be developing meaningful ideas which can be executed into an original and creative outcome. Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.
Food Technology	**NEA 1 Mock. Food Investigation.** The NEA 1 Food Investigation Task allows students to investigate the working characteristics, functions, and chemical properties of ingredients. **NEA 2 Mock. Food Preparation Assessment.** The NEA 2 Food Preparation Assessment task gives students the opportunity to demonstrate their knowledge and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the task. Topics and Skills covered • Introduction to Research task (NEA1) researching functions and working characteristics of bread. • Creating a hypothesis to test. • Independent investigation into ingredients/ equipment • Evaluating against hypothesis • Students will build upon general practical knowledge and skills, both during preparation and practical sessions. • Students will develop their knife skills and expand their knowledge and ability to use a range of kitchen equipment. • Students will gain awareness of different cooking methods, and the science behind these. • There will be a focus on high-level skills used in the kitchen. These include sauce making, tenderising, and marinating. • Students will understand the importance and use of raising agents in the kitchen, and the science behind how this works. • Long Exam question practise.
Art	**Major Project:** Term 3: Developing ideas and refining techniques. **Contextual Links** • Artist studies • Analysing artist's work **Developing Ideas** • Sketching designs • Additional photography • Digital designs (Photoshop/PIXLR) • Analysis of ideas

Performance

Business and IT

	• Compare designs Students will be expected to be refining and developing their ideas. With inspiration and clear links to relevant artists, students will be developing meaningful ideas which can be executed into an original and creative outcome. Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many works of art.
Physical Education	**2.2 Sports Psychology** • Characterisation of a skill • Classification • Goal Setting • Mental Preparation • Types of guidance • Types of feedback Students should be able to apply the characteristics of skilful movement in relation to the sports psychology Mathematics/Science Links: 1. Applying practical examples to the subject knowledge learnt 2. Provide data for students to rank popularity, identify increases and decreases in participation etc. 3. Mini test on definitions
Health and Social Care	**Learning outcome A:** **Understand human growth and development across life stages and the factors that affect it.** **Coursework** Pearson sets the assignments for the assessment of this component. The assignment for this component consists of four tasks. • In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages. • In response to Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages. • In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. • In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.
Business	**Unit 8** **Business Planning** This content area focuses on how a business & enterprise activity can plan for the future. Pupils will learn about: • **The purpose and benefits of planning** • **The sections of the business plan**
Information Technology	**How can we analyse data using a spreadsheet?** **Learning Aim B:** VLOOKUP HLOOKUP logical operators filtering data macros data validation, graphs and charts, count functions data summaries, creating the dashboard. **Learning Aim C:** Drawing conclusions and making recommendations

Computer Science	**How do we share resources, files and services with others?** Transmission media advantages and disadvantages, factors that affect network performance **How does the technology work as we use networks without wires?**

Bluetooth Wi-Fi Ethernet use of addressing in these technologies	dynamic and static addressing use of encryption in networking hardware standards in wired and wireless networks	use of protocols – SMTO, POP, IMPA, FTP, HTTP, HTTPS, and TCP, concept of layers