



The Snaith School



Year 10 Curriculum Guide 2024/25

Welcome

Pupils at The Snaith School have access to an ambitious curriculum that develops the powerful knowledge and skills to which they are entitled in order to lead successful lives and make a positive contribution to their communities. Our school delivers a curriculum that has at its heart the intention to support students to be their 'best self' by removing barriers and ensuring social justice. This is underpinned by a culture that places high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at The Snaith School. The Year 7 curriculum is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives.

Students will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 7 curriculum builds on KS2 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Students will also learn about the personal and social issues which challenge them as young adults in today's society. They will study an hour of 'APEX' (Achieving Personal Excellence) per week and these lessons focus on aspects of personal, social, health and economic education. These lessons develop students' personal development alongside teaching them the importance of British values. 'APEX' is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

Staff Contacts:

English: Mrs L Gordon

Maths: Mrs S Kilner

Science: Miss C Maguiness

History: Miss S Wilson

Geography: Mr T Harrison

French: Mrs E Reynolds

Design & Technology: Miss E Scott

Art: Mrs L Nichols

Business: Mr Appleyard

Computing: Miss M Till

Health and Social Care: Mrs H Athorne

Music: Mr S Elliott

Philosophy, Ethics and RE: Mrs S Kears

Physical Education: Mr B Franklin

APEX: Mrs R Hull

Maths

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content: Ratio and Proportion</p> <p>Vocabulary: Unit Pricing, Ratio, density. Direct and inverse proportion</p>	<p>Content: Quadratics and Graphs</p> <p>Vocabulary: Quadratic, Turning Point, Roots, y-intercept, simultaneous equations</p>	<p>Content: Shape and Space Vectors, Transformations, Trigonometry and Pythagoras</p> <p>Vocabulary: Trigonometry, translation, enlargement, Pythagoras, vectors</p>
<p>Content: Statistics</p> <p>Vocabulary: Primary, secondary, discreet, continuous, mode, median, mean, range, quartiles, cumulative frequency</p>	<p>Content: Area, Perimeter and Volume</p> <p>Vocabulary: Tangent, chord, sector, capacity, radius, sector, segment, compound units</p>	<p>Content: Similarity</p> <p>Vocabulary: Perpendicular, Congruent triangles, Similarity, constructions, bisector</p>

Our Year 10 curriculum aims to ensure that students can do the following:

Students will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

Students will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler, protractor, pair of compasses and calculator (these are available to buy from the school supplies shop)
- Encourage the need for meeting homework deadlines
- Encourage the need to review answers to check they are reasonable
- Encourage the need for revision to consolidate the topics taught

Students will be set weekly homework.

This will be in the form of a written tasks that is given out at the start of each week and marked the following week.

The following website can help your son/daughter's learning:

- www.vle.mathswatch.co.uk/vle/
- www.corbettmaths.co.uk

English



English serves as the gateway to learning through the knowledge of both language and literature, and the ways in which they shape and reflect a diverse society. A critical understanding of these disciplines enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively.

Knowledge taught in Year 10

Autumn	Spring	Summer
<p>English Language Paper 1- Reading Skills</p> <p>Pupils will use a range of fiction extracts to embed key GCSE reading skills.</p>	<p>English Literature Paper 1 – Romeo and Juliet</p> <p>Pupils will study the play and embed knowledge of plot, characters and themes.</p>	<p>English Language Paper 1 and Paper 2</p> <p>Past Paper Practice</p> <p>Pupils will use past exam papers to consolidate the key skills taught this year.</p>
<p>English Literature Paper 2– Anthology Poetry (Power and Conflict)</p> <p>Pupils will explore a selection of poems taken from the GCSE anthology.</p>	<p>English Language Paper 2 - Writing Skills</p> <p>Pupils will use the themes and context of Romeo and Juliet to explore non-fiction writing.</p>	<p>English Language – Spoken Language</p> <p>Pupils will study the art of rhetoric before completing their own speaking and listening presentations.</p>
<p>English Literature Paper 1 – Romeo and Juliet</p> <p>Pupils will study the play and embed knowledge of plot, characters and themes.</p>	<p>English Literature Paper 2 – An Inspector Calls</p> <p>Pupils will study the play and embed knowledge of plot, characters and themes.</p>	
<p>Vocabulary</p> <p>Imply, convey, highlight, emphasise, portray, juxtapose, reinforce, amplify, expose, provoke, reveal, accentuate</p> <p>Medias res, exposition, narrowing/broadening narration, perspective, linear, cyclical</p>	<p>Vocabulary</p> <p>Simile, metaphor, personification, pathetic fallacy, noun, verb, adjective, adverb, superlative, preposition, caesura, enjambment, sensory language, sibilance, assonance, anaphora, hyperbole, allusion, euphemism, semantic field</p>	

Our Year 10 curriculum aims to ensure that students can do the following:

- Pupils will work to enhance their analysis skills when reading both fiction and non-fiction texts in both English Language and English Literature.
- Pupils will be able to identify language devices used by writers and the effects these have on the reader as well as the relevance of structure, themes, characters and events in texts.
- Pupils will also work on enhancing their writing skills by understanding how to vary vocabulary, sentence structures, use of devices and spelling, punctuation and grammar to excellent effect

Assessment

Students will be assessed regularly in both English Language and English Literature to ensure understanding and to address any misconceptions. GCSE mark schemes will be used in both teacher assessments and self/peer assessments so that students become familiar with the requirements for each grade.

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you
- Encourage your child to use other sources of information to help them (such as KS4 BBC Bitesize, GCSEPod or their exercise books) when completing homework and not treat it like a test
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them
- Encourage your child to read a wide range of fiction and non-fiction texts

Science

As well as continuing to develop important skills from Key Stage 3, the science curriculum in Years 10 and 11 provides students with the opportunity to deepen their knowledge and understanding across biology, chemistry and physics by studying either Combined Science (2 GCSE's) or Triple Science (3 GCSE's). It also gives students the robust academic grounding required for a range of future careers.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Biology Content: Organisation part 2</p> <p>Vocabulary:</p> <p>Digestive system, Digestion, Oesophagus, Stomach, Liver, Gall bladder, Pancreas, Small Intestine, Large Intestine, Villi, Bile, Enzyme, Active site, Substrate, Amylase, Protease, Lipase, Lipids, Protein, Starch, Glucose, Amino acids, Fatty acids, Glycerol, Benedict's, Biuret, Iodine, Sudan (III), Root hair cell, Palisade cell, Xylem, Phloem, Meristem, Transpiration, Translocation, Stomata, Guard cell, Palisade mesophyll, Spongy mesophyll, Upper epidermis, Waxy cuticle, Lower epidermis, Gas exchange, Concentration gradient, Active transport, High concentration, Low concentration, Partially permeable membrane, High water concentration, Low water concentration</p>	<p>Biology Content: Photosynthesis & Respiration</p> <p>Vocabulary:</p> <p>Carbon Dioxide, Oxygen, Glucose, Chloroplast, Limiting factors, Light intensity, Rate, Inverse square law, Starch, Fats, Cellulose, Amino acids, Nitrate ions, Exothermic, Aerobic, Anaerobic, Lactic acid, Oxygen debt, Liver, Yeast, Ethanol, Fermentation, Heart rate, Breathing rate, Breathing volume, Fatigue, Metabolism, Glycogen, Urea</p>	<p>Biology Content: Ecology</p> <p>Vocabulary:</p> <p>Community, Ecosystem, Habitat, Abiotic, Biotic, Adaptation, Extremophiles, Transect, Quadrat, Abundance, Mean, Mode, Median, Primary consumer, Secondary consumer, Tertiary consumer, Predator, Prey, Carbon cycle, Photosynthesis, Respiration, Decomposition, Microorganisms, Combustion, Feeding, Water cycle, Transpiration, Precipitation, Evaporation, Condensation, Biodiversity, Human population, Waste, Pollution, Deforestation, Peat bogs, Biofuels, Global warming, Climate change</p> <p>Addition Vocabulary for Triple only:</p> <p>Trophic level, Herbivores, Carnivores, Apex predators, Decomposers, Pyramids of biomass, Egestion, Faeces, Decay, Rate, Optimal conditions, Compost heap, Fertiliser, Biogas generator, Atmospheric gases, Food security, Food production, Farming techniques, Conservation, Quotas, Sustainable fisheries, Efficiency, Genetic modification, Fusarium</p>
<p>Biology Content (TRIPLE only): Communicable Diseases part 2</p> <p>Vocabulary for Triple only:</p> <p>Binary fission, Nutrient broth, Colonies, Agar plate,</p>		

<p>Uncontaminated cultures, Disinfectants, Aseptic techniques, Culture media, Inoculating loops, Sterile, Monoclonal antibody, Clone, Antigen, Lymphocytes, Hybridoma cell, Diagnosis, Fluorescent, Radioactive, Decay, Malformed stems, Pests, Tobacco Mosaic Virus, Rose black spot, Aphids, Nitrate, Deficiency, Magnetism, Chlorophyll, Horticulturists</p>		
<p>Chemistry Content: Bonding, Structure and Properties of Matter</p> <p>Vocabulary: Element, Compound, Mixture, Chemical bond, Electron shell diagram, Electronic configuration, Ion, Ionic bond, Charge, Donate, Accept, Electrostatic force, Lattice, Structure, Covalent, Electron, Intermolecular force, Overcome, Giant structure, Lattice, Delocalised electron, Positive ion, Alloy, Pure metal, Solid, Liquid, Gas, Melting, Evaporating, Condensing, Freezing, Aqueous (Aq)</p> <p>Additional Vocabulary for Triple only: Nanoparticle, surface area, volume, ratio, coarse particle</p>	<p>Chemistry Content: Chemical Changes</p> <p>Vocabulary: Acid, alkali, anode (positive electrode), cathode (negative electrode) crystallisation, displacement, electrolysis, electrolyte, extraction, filtration, neutralisation, oxidation, pH scale, redox reaction, reduction, strong acid, reactivity series, titration, universal indicator, weak acid</p> <p>Additional Vocabulary for Triple only: Titration, Burette, Pipette, Concordant, Accurate, Indicator</p>	<p>Chemistry Content: Energy Changes</p> <p>Vocabulary: Activation energy, alkaline batteries, battery, chemical cells, endothermic reaction, exothermic reaction, fuel cells, overall energy changes, reaction profile, rechargeable cells</p> <p>Addition Vocabulary for Triple only: Cell, Battery, Rechargeable, Non-rechargeable, Electrolyte, Electrode, Fuel cell, Hydrogen fuel</p>
<p>Chemistry Content: Quantitative Chemistry</p> <p>Vocabulary: Actual yield, atom economy, Avogadro's law, concentration, conservation of mass, limiting reactant, mole, percentage by mass, percentage yield, relative formula mass (RFM), theoretical yield, thermal decomposition, uncertainty</p> <p>Addition Vocabulary for Triple only:</p>		<p>Chemistry Content (TRIPLE Only): The Rate and Extent of Chemical Change Part 2</p> <p>Vocabulary: Activation energy, catalyst, collision theory, effect of changing concentration, pressure or temperature on equilibrium, effect of concentration, pressure, surface area and temperature on reaction rate, equilibrium, Le Chatelier's Principle, rate of reaction, reversible reaction</p>

Yield, Atom economy, Desired product, Volume, Decimetre		
<p>Physics Content: Electricity</p> <p>Vocabulary:</p> <p>Ammeter, Voltmeter, Potential difference, Current, Resistance, Resistor, Variable resistor, Directly proportional, Series, Parallel, Ohmic conductor, Battery, Cell, Thermistor, Temperature, LDR, Light intensity, Filament lamp, Thermostat, Linear, Non-linear, Diode, Amps, Coulombs, Time, Work done, Energy, Joules, Charge, Power, Watts, Ohms, Alternating current, Direct current, Direct potential difference, Alternating potential difference, Domestic, Frequency, Hertz, Live, Earth, Neutral, Fuse, National Grid, Transformers</p>	<p>Physics Content: Particle Model</p> <p>Vocabulary:</p> <p>Specific Heat Capacity, Density, Displaced, Irregular shape, Mass, Specific Latent Heat, Vaporisation, Fusion, Eureka Can, Volume, Joule-meter, Gradient</p>	<p>Physics Content: Atomic structure</p> <p>Vocabulary:</p> <p>Atom, Nuclear model, Plum pudding, Nuclide, Notation, Spectra, Energy levels, Background radiation, Source, Risk, Irradiation, Contamination, Sieverts, Nuclear decay, Ionising power, Penetrating power, Field, Alpha, Beta, Gamma, Nuclear, Radiation, Half-life, Sample, Activity, Becquerels</p>
<p>Physics Content: Energy</p> <p>Vocabulary:</p> <p>Power, Work Done, Joules, Watts, Stores, Transfers, Efficiency, System, Conservation, Conduction, Dissipation Conductivity, Rate of energy transfer, Efficiency, Useful, Non-useful, Intended, Fossil fuels, Renewable, Non-renewable</p> <p>Additional vocabulary for Triple only:</p> <p>Insulation, Rate of energy transfer</p>		<p>Physics Content (TRIPLE only): Forces and Motion</p> <p>Vocabulary:</p> <p>Vector, Resultant vector, Horizontal, Vertical, Component, Scale, Force, Gravitational potential store, Elastic potential store, Kinetic energy store, Graph of motion, Speed, Velocity, Distance, Displacement, Direction, Scalar, Vector, Acceleration, Average acceleration, Final velocity, Initial velocity, Distance, Terminal velocity, Force, Mass</p>

Our Year 10 curriculum goals:

- Deepen scientific knowledge and understanding, in biology, chemistry and physics, building on the fundamentals introduced throughout Key Stage 3.
- Broaden scientific skills, including enquiry, observation, practical, modelling, as well as mathematical and literacy skill sets to both familiar and unfamiliar contexts.
- Develop new key scientific vocabulary for Key Stage 4.
- Develop critical evaluation skills in both practical and theoretical science.

Classwork and Homework

Students will develop a range of skills during their Science lessons. In class, students will complete mini-quizzes, learn new content and key vocabulary and complete a range of different practicals. Students will develop their exam technique and scientific skills.

Homework may take the form of a research task, key terminology to learn, short and/or longer answer examination style questions and revision of key content using Tassomai.

Assessment

At the end of each topic there is an assessment. This is a set of examination style questions based upon the topic studied and will also include some questions on previous topics. Students will also sit cumulative assessments in October and April. At the end of Y10, students will sit an examination paper based upon the topics and content covered during both Years 9 and 10.

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you
- Encourage your child to use other sources of information to help them (such as KS4 BBC Bitesize or their exercise books) when completing homework and not treat it like a test
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them.
- Encourage your child to record key words and their meanings in their planner and then quiz them on the key words and their meanings.
- Encourage your child to look over what they have learnt in Y9 & 10 and ensure they have a good understanding, as these topics underpin Biology, Chemistry & Physics in Y10 & Y11

Geography

Year 10 is the foundation of our GCSE success with students building on content from Key Stage 3 to studying geomorphology (Coasts) followed by weather hazards and climate change where students look at the impacts and effects of both tropical cyclones and drought. They then go on to look at global development where they study a developing county in detail. We finish year 10 by looking at physical fieldwork focusing on the Holderness coastline.

From September 2022 students will be studying the Edexcel A specification.

Knowledge taught in Year 10

Autumn	Spring	Summer
<p>Content: Weather hazards and Climate Change</p> <p>Students will study how the atmosphere and oceans are responsible for the climate and weather we experience on our planet. They will look in detail at the causes and impacts of both Tropical Cyclones and Droughts in countries of varying levels of development.</p> <p>Vocabulary:</p> <p>Hazard Storm Global Atmospheric Circulation Drought</p>	<p>Content: Changing Cities</p> <p>Students study two cities in detail looking at their site, situation and connectivity. They will look at the challenges faced by these cities and how they are different and similar.</p> <p>Vocabulary:</p> <p>Site Situation Connectivity Challenges Opportunities Solutions Top down Bottom up Small scale Large scale</p>	<p>Content: Physical Fieldwork</p> <p>Students will use the summer term to consolidate their learning by planning and undertaking physical fieldwork where they will investigate the role of erosion and transport on the Holderness coastline. This involves a 1-day trip to the coast where students will put their skills into practice.</p> <p>Vocabulary:</p> <p>Beach profile Erosion Transport Management</p>
<p>Content: Coasts</p> <p>Students will study coastal environments, their associated hazards, geomorphological processes, human management and how they change over time. Students will study specific local and national locations to support this learning through case studies on Hornsea and the Holderness Coast</p>	<p>Content: Rivers</p> <p>Continuing on from the coastal topic earlier in the year, students will look at how river landscapes influence and shape the physical geography of the UK. They will look at local examples and use their prior knowledge of erosion and transport to explain and examine the role of physical processes in the formation of river landforms, as well as how Humans are managing and engineering river landscapes.</p>	<p><i>Some of the topics we study in year 10 do not fit neatly into one half term and will be carried after holidays. This means students will study these 5 areas in year 10.</i></p> <p><i>In the unlikely scenario that we cannot get out to do physical fieldwork during the summer term, the resource management topic usually studied in Year 11 will be dropped in its place.</i></p>

<p>Vocabulary:</p> <p>Coastal Erosion Transportation Deposition Hard Engineering Soft Engineering</p>	<p>Vocabulary:</p> <p>Erosion Transportation Deposition Hard Engineering Soft Engineering</p>	
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Our Year 10 curriculum goals:

- Allow students to study a wide variety of human and physical features by applying prior learned skills to new content with increasing depth and vigour.
- To develop increased awareness of the interconnectivity of the physical and human environment
- To develop students' decision-making skill and enhance their ability to write coherent and rounded arguments about real places and issues.
- To encourage students to make links between different facets of geography through in-depth enquiry on varied and contrasting locations.

How parents can help to support their child's learning:

- Encourage research and consolidation work outside of the classroom including use of resources on Microsoft Teams
- Encourage students to answer past exam questions (available in school and on Microsoft Teams) to improve the quality of their written arguments.
- Encourage use of pre-made CGP revision cards to allow students to focus on retrieval practice away from the classroom.

History

Across Year 10, GCSE pupils will study the two topics they will be examined on within their GCSE Paper One. These two topics are: Conflict and Tension: The Inter War Years (1919-1939) and Germany (1890-1945) which is an in depth look into the development of Germany across this time. With both modules being within the modern history era, there is a heavy emphasis on war and conflict of the two world wars. From multiple countries perspectives, pupils gain a deep understanding of what caused the world to be at war twice in such a short period of time. Pupils will develop an appreciation of how consequences of World War One significantly contributed to the outbreak of World War 2, whilst also looking at other reasons why the world was thrust into war for a second time.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content: <u>The Interwar years 1919 – 1939</u></p> <p>Pupils will gain an understanding of how the European powers and the USA emerged in 1918. They will investigate the effect of the treaty of Versailles, the structure of the League, and how successful the League of Nations were in dealing with international disputes, focusing on events such as Abyssinia and Manchuria. Skills will include analysing sources and interpretations.</p> <p>Vocabulary:</p> <p>Invasion Treaty League of Nations Allies</p>	<p>Content: <u>The Interwar Years 1919-1939</u></p> <p>An enquiry into the causes of the Second World War focusing on the events that led up to September 1939. Events studied will include, the remilitarisation of the Rhineland, Anschluss, appeasement and the Nazi Soviet Pact. Skills will include analysing sources and interpretations. Pupils may also start the Germany module during this half term.</p> <p>Vocabulary:</p> <p>Anschluss Appeasement Remilitarisation Nationalism</p>	<p>Content: <u>Germany 1890- 1945</u></p> <p>Pupils will investigate how the Nazis became popular after 1929 and study Hitler's rise to power. They will go on to explore what life was like in Nazi Germany for the different social groups and understand how the Nazis were able to retain power during the 1930's.</p> <p>Vocabulary:</p> <p>Aryan Third Reich Volksgemeinschaft SS SA</p>
<p>Content: <u>The Interwar years 1919 - 1939</u></p> <p>An enquiry into the causes of the Second World War focusing on the events that led up to September 1939. Events studied will include, the remilitarisation of the Rhineland, Anschluss, appeasement and the Nazi Soviet Pact. Skills will include analysing sources and interpretations.</p>	<p>Content: <u>Germany 1890 - 1945</u></p> <p>Pupils will investigate what Germany was like pre-1914, focusing on the role of the Kaiser and Germany's place within the world. Students will study how Germany was affected by the war and how this led to an unstable Weimar Government. Pupils will understand how Germany emerged from the 1920s to enter the golden age of 1924 under Stresemann.</p>	<p>Content: <u>Elizabethan England 1568-1603</u></p> <p>An enquiry into the role and rule of Elizabeth I. Pupils will start looking at the background of Elizabeth and the impact she had on society on the 1500s. Pupils will understand the role of Government during her reign and how the problem of marriage worried many people.</p>

Vocabulary: Anschluss Appeasement Remilitarisation Nationalism	Vocabulary: Weimar Reichstag Kaiser Putsch	Vocabulary: Privy Council Heir Tudor Royal Court
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Our Year 10 curriculum goals:

- Understanding chronology
- Organisation and communication skills
- Interpretation and source work
- Structuring written work
- Understanding change over time

How parents can help to support their child's learning:

- Encourage your child to visit museums and historical sites.
- Encourage your child to read widely, including newspapers and websites.
- Encourage your child to complete homework.

MFL

These topics build on prior knowledge from KS3 and allow students to deepen knowledge and express themselves with increasing fluency in three time frames

Knowledge taught in Year 10

Autumn	Spring	Summer
<p>Content:</p> <ul style="list-style-type: none"> • Friendships • Family relationships • When you were younger • Festivals and celebrations 	<p>Content:</p> <ul style="list-style-type: none"> • Free time • Technology 	<p>Content:</p> <ul style="list-style-type: none"> • Healthy living • Home and local area

Our Year 10 curriculum goals:

- Improved spontaneous and natural sounding speaking using authentic expressions.
- Developing writing to link ideas more effectively
- Using the context to work out unknown words and finer details.
- Acquiring key GCSE skills in preparation for GCSE exams in the summer of Year 11
- Developing reading skills with more challenging authentic texts in French
- Developing listening skills using continuous texts and predicting the context
- Understanding a wider range of complex structures
- More confident verb manipulation and learning verb endings.
- Working with at least three tenses
- Developing confidence when speaking in the Target Language
- Self-correction of errors to meet the demands of the new GCSE • Improving written accuracy to 'show what you know' to the Examiner.
- Understanding translation skills into both languages (French and English)
- Developing skills to speak spontaneously in French • Producing role-plays confidently.
- Developing key structures to allow pupils to talk about any photo

How parents can help to support their child's learning:

- Use their child's sentence builders to test vocabulary in short, regular bursts.
- Encourage homework on sentencebuilders.com to be done in short periods over several days to aid memory.
- Ask them to teach you what they have learned that week, as a child who can explain to others has understood the work themselves.

APEX

Importance of Subject: APEX stands for Achieving Personal Excellence. The purpose of APEX is to prepare pupils for teenage and adult life. To teach them to understand risk taking in an adult world, to help them to become resilient and be able to manage their own wellbeing and to highlight where they can access support. APEX teaches the importance of British Values and how to be critical moral decision makers who take an active part in society.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content: How do I take care of my own health and well-being?</p> <p>Students will learn how to take care of their own health and well-being. This unit will focus on alcohol and binge drinking, drug abuse and self-harm.</p> <p>Vocabulary:</p> <p>Intoxication, cannabis, cocaine, binge drinking, alcoholism, self-harm</p>	<p>Content: What is acceptable and unacceptable in a relationship?</p> <p>Students will continue to develop their understanding of relationships and sex education. This unit will focus on domestic violence and honour based violence. We will also look at the dangers of sexting, porn and revenge porn.</p> <p>Vocabulary:</p> <p>Honour-Based Violence, abuse, domestic abuse, pregnancy, teenage pregnancy, pro-life, prochoice, contraception, stalking, harassment, consent, up skirting, revenge porn.</p>	<p>Content: Is our world fair?</p> <p>Pupils will analyse the impact of Fake News and develop critical thinking skills. They will develop awareness of the impact of social media validation on wellbeing. They will investigate the rise of the Me Too movement and its consequences for women's rights.</p> <p>Vocabulary:</p> <p>Fake News, bias, democratic society, social media validation, women's rights, sexual misconduct.</p>
<p>Content: How does the Media portray Religion?</p> <p>As part of their Core RE studies, students consider how the media presents religion and they will analyse how this impacts prejudice and discrimination.</p>	<p>Content: Harm No Living Thing</p> <p>Students explore religious and non-religious views about animal rights, whether we should be stewards of the earth and why some people choose to be vegan and vegetarian. This forms their second Core RE topic.</p>	

Our Year 10 curriculum goals:

- To provide pupils who have not taken Philosophy and Ethics with a KS4 Religious Studies Curriculum
- To deepen understanding about issues around consent and make pupils active in protecting themselves and others.
- To further develop resistance to substance misuse and manipulation.

- To enable pupils to take part in debates about gender issues in an empowered and responsible way.
- To prepare pupils for the working world

How parents can help to support their child's learning:

- Encourage your child to keep up to date with the news and current affairs. There are a variety of news apps available.
- Communicate with your child about issues they may be thinking about or dealing with.
- Inform school of any issues where you think your child could benefit from additional support.

GCSE Art & Design

The GCSE Art curriculum has been designed to build on the knowledge from previous key stages whilst simultaneously preparing students for the next level of their Arts education. Our curriculum selects from a broad range of possibilities. The themes and projects we choose are designed for students to achieve well in relation to the assessment objectives of the qualification. Through the curriculum students can become fluent & creative artists. Students are often given open-ended projects with some set guidelines, expectations or what we would call success criteria. This element of freedom does encourage students to think about their thinking within their creative process. Year 10 is focussed on completing the Portfolio element of their qualification (60%)

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content:</p> <p>Students begin Year 10 with a project based on a 'Collection of objects' . Students are given free choice of objects as this is the foundation of their first extended project. Having explored a variety of media and skills in Yr9, students are at a point where they can begin a main project straight away in Yr10.</p> <p>Photography begins the project as they need some strong black and white images to base their own drawings from. We find students drawing from their own images strengthens their personal response from the beginning (A03/2). Students learn how to compose/light and take photographs of their collection of objects and develop Editing/photoshop/ skills to refine outcomes</p> <p>Vocabulary:</p> <p>Observation Composition Viewpoints Focus Framing Tone Crop Levels</p>	<p>Content:</p> <p>Completion of Autumn term tasks</p> <p>We then begin to focus on enabling students to gain inspiration from other Art & artists (AO1). Students are given a broad choice of which artists to research(A01). We do this now so that the student's ideas and responses later in the project are unique and individual. If student study the same artist as a class, the outcomes can become too similar.</p> <p>Students learn how to research an artist and look at the depth of their chosen artist's work. Emphasis is placed on opinion/reflection on artist work using key vocabulary and the artists use of the visual elements. Students extend their knowledge of the artist by copying the artist's work and working in their style, exploring the processes by which the artist achieves their outcomes.</p> <p>Students will research 2 artists so that their ideas in the following tasks are broad and varied regarding concepts, themes, processes and media.</p>	<p>Content:</p> <p>Completion of Spring term tasks</p> <p>Students then learn how to develop these initial ideas. Ideas are developed (A02) in terms of composition, media, and colour. Development is extensive – encouraging a personal response whilst maintaining links to the artist's researched. Students learn how to select their most successful idea in relation to the assessment objectives and they create a final response (AO4) for final piece – refining skills from ideas and development</p> <p>Vocabulary:</p> <p>Stretch & Challenge Composition development Colour Development Media development Artist Links Final Response</p>

	<p>Vocabulary:</p> <p>Inspiration Style Media Theme Context Process</p>	
<p>Content:</p> <p>Students then have a sustained period of recording the photographic observations. They complete tonal drawings (A03) and then Monoprints and media experiments (A03/2) on the same images. These techniques can be switched depending on the individual student and their level of confidence. Students are all drawing different things, so independent, problem-solving skills are developed too.</p> <p>Vocabulary:</p> <p>Observation Drawing Recording Texture Tone Blending Mono Print Texture Detail Accuracy Refine Challenge Media</p>	<p>Content :</p> <p>Having researched 2 artists students then get the opportunity to respond to these artists – allow them to influence their own work (A01,4). Student's do this by creating a series of initial ideas (A02), combining their observations (photographs, drawings) and elements of their artists style (A01)</p> <p>Students are challenged to create a wide variety of ideas.</p> <p>Vocabulary:</p> <p>Exploration Ideas Composition Imaginative Inspired Artist links</p>	<p>Content :</p> <p>At the end of Yr 10 students are introduced to their Yr 11 project 'Landscapes'. Students investigate; What a landscape is, different photography styles of landscapes and plan their own collection of Landscape Photographs. This is introduced at the end of summer term so that summer holidays can be used to take their observational landscape photographs.</p> <p>Vocabulary:</p> <p>Landscape Seascape Cityscape Fragment Texture Architecture Reflection Rule of thirds Focal Point</p>

Our Year 10 curriculum goals:

- For students to actively engage in the creative process of art and design to develop as effective and independent learners, and reflective thinkers with enquiring minds.
- To become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
- To develop and refine ideas and personal outcomes with increasing independence.
- To acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.
- To extend knowledge and understanding of art, craft and design in historical and contemporary contexts.

- Through the curriculum we aim to enable students to achieve well in relation to the Assessment objectives of the qualification.
- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the skills and techniques they have explored and the artists they have learnt about.
- Promote independent work at home, continuing their coursework independently, seeing their skills, ideas and outcome progress.
- Visit local or national Art and Photography exhibitions, seeing a variety of art outcomes to broaden their understanding of what art is and what it can be.

Business Studies

Business Studies builds knowledge and understanding of how businesses operate and the decisions they have to make. As much as possible the course includes real world examples to illustrate how businesses start-up, grow and become successful. This knowledge will be invaluable for any pupil because it is an insight into an area of life into which every single one of them will move into after education.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Investigating small businesses. Pupils will understand the issues involved in starting up and running a small business. Exploring how business ideas come about and how entrepreneurs turn those ideas into effective businesses.</p> <p>Vocabulary: Entrepreneur, Sole trader, partnership, limited company, unlimited liability.</p>	<p>Pupils now gain an insight into the financial side of a business and the concepts and calculations for revenue, costs and profit. Pupils will also understand the importance of cash to a business and the various sources of finance available.</p> <p>Vocabulary: Revenue, break-even, cash-flow, interest, profit and loss.</p>	<p>Pupils explore how to make a business effective. Mainly focusing on the key components of the marketing mix, product, place, price and promotion. Looking at each one in detail. Pupils will also understand the importance of business plans.</p> <p>Vocabulary: Marketing mix, pricing strategies, sponsorship, sales promotions, unique selling point.</p>
<p>Pupils build on the core knowledge acquired in first half term. Understanding how customer needs are identified and how this then shapes the aims and objectives of a business.</p> <p>Vocabulary: Segmentation, market research, qualitative and quantitative data, competitive environment.</p>	<p>Retrieval practice, we re-visit the different forms of business ownership that were first introduced in the first half term. Exploring in detail the suitability, benefits and drawbacks of each of them.</p> <p>Vocabulary: Limited liability, shareholders, franchise operations.</p>	<p>Understanding the external environment and how changes within the external environment that are outside a business's control can impact on the effectiveness and efficiency of what a business is trying to achieve.</p> <p>Vocabulary: Legislation, economy, stakeholders, e-commerce, exchange rates.</p>

Our Year 10 curriculum aims to ensure that students can do the following:

- To understand the four legal structures that a business can be set up as.
- To become familiar with a range of different business types and the benefits and drawbacks of each one.
- To investigate different entrepreneurs and how they became successful.
- Begin to learn and use the different vocabulary that makes up business language.
- To be able use a range of calculations to interpret business financial data.

Classwork and homework:

Classwork consists of a variety of individual, paired and group activities, worksheets are always differentiated to enable pupils to access as much of the learning as possible. Homework in yr10 consists of a series of investigations based on the current topic being studied. For example, the

first homework is to produce a profile of someone the pupil believes is an entrepreneur.

Assessment:

At the end of each topic there is an assessment (5 in total). This is a set of examination style questions based upon the topic studied and will also include some questions on previous topics. At the end of Y10, pupils will sit an exam paper.

How parents can help to support their child's learning:

- Discuss and share their own experiences of the world of work.
- Encourage your child to share homework tasks with you and contribute to them where you can.
- Encourage your child to be aware of current affairs either through watching news programmes or reading newspapers.

Computer Science

In Computer Science in Year 10, students focus primarily focus on the paper 1 content which covers the more theoretical aspects of the course. This includes topics such as System Architecture, Memory, Software, Binary and Hexadecimal, Data Representation and Algorithms. Running alongside the theory of paper 1 students will also develop they programming skills using Python.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content:</p> <p>Students will study the topics of System Architecture, Storage and Memory during lessons this half term. This enables them to develop an understanding of how key components work in a computer system.</p> <p>Vocabulary:</p> <p>CPU Von-Neumann RAM ROM Volatile Non-Volatile Optical Solid State Magnetic</p>	<p>Content:</p> <p>Students will study the topics of Binary and Hexadecimal. This enables students to understand the most basic language of a computer system and how that allows interaction throughout their devices.</p> <p>Vocabulary:</p> <p>Binary Denary Bits/Bytes/Nibble Hexadecimal</p>	<p>Content:</p> <p>Students will study the topics of Decomposition, Abstraction and Algorithms during lessons this half term. This enables them to develop an understanding of how computational thinking is applied and used in theory in a computer system.</p> <p>Vocabulary:</p> <p>Flowchart Abstraction Sequence Instruction</p>
<p>Content:</p> <p>Students will study the topics of Software during this half term. This enables them to develop an understanding of how software is created, managed and applied in a computer system</p> <p>Vocabulary:</p> <p>Operating System File management Anti-Malware Robust</p>	<p>Content:</p> <p>Students will study the topics of Data Representation during lessons this half term. This enables them to develop an understanding of how data is used and represented in a computer system.</p> <p>Vocabulary:</p> <p>ASCII Character set Bitmap Pixel Analogue Sample rate</p>	<p>Content:</p> <p>Students will study the topic of Truth Tables during lessons this half term. This enables them to develop an understanding of how a truth table is used to complete logical operations within a computer system</p> <p>Vocabulary:</p> <p>Logical operators AND/OR/NOT Truth tables</p>

Our Year 10 curriculum goals:

- Build confidence on using a computer system
- Become digitally literate
- Be aware of the ever-changing world of computing

How parents can help to support their child's learning:

- Encourage attendance to lessons to avoid falling behind
- Openly discuss the use of computing in your day to day lives
- Discuss any relevant news topics that relate to the world of computing
- Encourage your child to revise unit topics

Creative iMedia

The Cambridge Nationals in Creative iMedia will equip pupils with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The course consists of 3 units – 2 are assessed internally and 1 is an external written exam

R097 – Interactive digital media (35% internally assessed) – completed and assessed in yr10

In this unit pupils will learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

R094 – Pre-production skills (25% Internally assessed)

In this unit pupils will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate a visual identity to engage a target audience.

R093 – Creative imedia in the media industry (40% externally assessed)

In this unit pupils will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content: <u>R097</u></p> <p>After a course introduction pupils will be introduced to the importance of file names and folder structures before researching the different types of Interactive digital products and the assets they contain. This leads on to devices interactive digital products can be viewed on and the resources which are needed to create and view them.</p> <p>Vocabulary:</p> <p>Assets Devices Interactive digital media Content Graphical user interface (GUI) Non-linear navigation</p>	<p>Content: <u>R097</u></p> <p>Using the skills developed in the Autumn term pupils will start their independent coursework tasks following the OCR set assignment.</p> <p>Vocabulary:</p> <p>Client brief Target audience Image techniques Audio assets Moving assets File naming Conventions</p>	<p>Content: <u>R094</u></p> <p>Identity is a vital component of any business, product or brand. Pupils will investigate what visual identity means, the components which are features of visual identity and the different element which make up the visual identity. Part of the work covered will also consist of looking at different company logos to see how they have changed over time and discuss the reasons how/why they have been developed</p> <p>Vocabulary:</p> <p>Visual identity Brand values Logo Slogan/Strapline Typography House style</p>

<p>Content: <u>R097</u></p> <p>Now a lot of the theory surrounding interactive digital products has been covered, pupils will start on the planning of a sample coursework based around a practice theme. Pupils will develop their assets creation skills using Photoshop before creating an interactive product with non-linear navigation.</p> <p>Vocabulary: Wire frame Visualisation diagram Storyboard Rollover Page template Asset properties</p>	<p>Content: <u>R097</u></p> <p>Pupils will complete the remaining tasks of their coursework using the OCR set assignment.</p> <p>Work will need to be completed by April in order for it to be submitted to OCR (exam board) in May</p> <p>Vocabulary: Testing Review Success criteria Constraints Improvements Developments</p>	<p>Content: <u>R094</u></p> <p>Once pupils understand the fundamentals of what makes a good visual identity, Pupils will start their second piece of coursework using the OCR set assignment. This will be achieved by using the planning skills covered in their previous unit (R097) and their creative skills developed over key stage 3.</p> <p>Vocabulary: Bitmap/Raster Vector Permissions Concept sketch Canvas size Justification</p>
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Our Year 10 curriculum goals:

- Be confident when using the computer system and a wide range of software applications
- Be able to save documents using appropriate file names in a logical area
- Become digitally literate
- Be able to research, plan, create and review digital products in line with a given client brief and understand the importance of visual identity.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons
- Ask your child to share the work they have been doing in lesson with you through Microsoft Teams
- Encourage attendance to lessons to avoid getting behind in internally assessed units
- Encourage your child to attend after school sessions when completing their coursework for additional support if required

Drama

Pupils learn a wide range of skills over the two-year course. This course will enable learners to develop as creative, effective and independent individuals who able to make informed choices in process and performance.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content: Introduction to DNA</p> <p>Preparation for Comp 3. Students to be introduced to performance text, DNA.</p> <p>Vocabulary: Characteristics of performance text (genre, structure, form and style), social, historical and cultural context, how meaning is interpreted and communicated through performance conventions, use of performance space and spatial relationships on stage, impact of different stages, the actor's vocal and physical interpretation of character.</p>	<p>Content: Introduction to Devising Theatre (C1)</p> <p>Mock C1 performance, including creative log and evaluation. Introduce rehearsal techniques during C1 development. Devising- introduction to stimuli consisting of:</p> <ul style="list-style-type: none"> • a quotation • a song • a picture • a concept or statement. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Researching and developing ideas using the techniques or characteristics of the practitioner or genre • rehearsing, amending and refining the work in progress. • Improvisation, Forum Theatre, Tableaux, Hot Seating – Vocal and Physical Skills • Practical Skills - Pitch, pace/tempo, pause, accent, volume, clarity, gesture, stillness, fluency, expression, posture, facial expressions, movement and proxemics. 	<p>Content:</p> <p>Completion of Component 1 – Devising Theatre</p> <p>Component 1 devising and creative log</p> <p>Revisit 'DNA': Component 3</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Devising: create and develop ideas to communicate meaning for performance (AO1, 30 marks). • Realising: apply theatrical skills to realise artistic intentions (AO2, 15 marks) • Evaluating: analyse and evaluate their own work (AO4, 15 marks). • Practical Skills - Pitch, pace/tempo, pause, accent, volume, clarity, gesture, stillness, fluency, expression, posture, facial expressions, movement and proxemics. • SHCP background • stage and set designs, • understanding character motivation
<p>Content: Introduction to Practitioners</p> <p>Preparation for Comp 1. Opportunity for students to explore and outline the main techniques and characteristic of 3 chosen practitioners: Stanislavski, Brecht, Berkoff, Emma Rice, Katie Mitchell, Theatre in Education, Physical Theatre, Musical Theatre.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Brecht: direct address, narrator, multi-rolling, gestures, placards, music and songs, alienation, no fourth wall, episodic structure and political message. • Berkoff: stylised movement (slow motion/robotic), exaggerated facial expressions, direct address, exaggerated vocal work, tableaux, 		

mask and ensemble playing.

- *Theatre in Education: target audience, topic, multi-rolling, educational information, direct address.*
- Practical Skills - Pitch, pace/tempo, pause, accent, volume, clarity, gesture, stillness, fluency, expression, posture, facial expressions, movement and proxemics.

Our Year 10 curriculum goals:

- Pupils learn how to apply knowledge and understanding when making, performing, and responding to drama.
- Pupils will explore performance texts, understanding their social, cultural, and historical context including theatrical conventions of the period in which they were created.
- Through the WJEC Eduqas specification students will also develop a range of theatrical and performance skills when applying them to practical work and performances.
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How parents can help to support their child's learning:

- Ensure that all homework is completed on time
- Support your child in spelling key words correctly which have been identified in their log book/portfolio
- Encourage your child to watch/read set performance text's, and discuss artistic intentions and interpretations
- Encourage your child to take part in extra-curricular activities. We provide the following extra-curricular activities: Drama Club
- Encourage participation in the School productions (lunchtime and after-school rehearsal)

D&T

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content:</p> <p>Drawing and Communication Skills Isometric, 1 point perspective, 2-point perspective, Crating, Shading and Rendering, CAD-Sketch up and Pro-Desktop) Timbers Sources, Types, Properties, Uses, Stock forms</p> <p>Vocabulary: Isometric Three-dimensional Crating Rendering 1 point perspective 2 point perspective</p>	<p>Content:</p> <p>Polymers, fibres and Fabrics Fabric (structures- weaving, felting), joining, forming polymers Polymers and fibres & fabrics Sources, Types, Properties, Uses, Stock forms</p> <p>Vocabulary: Bias Warp Weft Weaving Knitting Bonding Natural Synthetic Properties Polymers</p>	<p>Content:</p> <p>Mini Design Project Contexts, briefs, users, Investigations, and research, Sketching and ideas generation, Sketch modelling Evaluation of ideas</p> <p>Vocabulary: Analysis Stakeholder Research Investigation Specification Evaluation</p>
<p>Content:</p> <p>Manufacturing Project- Lamp Using Timbers, connecting electronics Systems Inputs and outputs, programmable components</p> <p>Vocabulary:</p> <p>Construction Assembly Manufacture Finish Quality Assurance Quality Control LED Components Solder</p>	<p>Content:</p> <p>Metals Sources, Types, Properties, Uses, Stock forms, Metal practical- aluminium animals New and emerging materials, existing products and practices Primary and secondary research, Iconic design movements and designers. New and emerging materials</p> <p>Vocabulary:</p> <p>Ferrous Non-ferrous Properties Research Investigation Modern Materials Smart Materials</p>	<p>Content:</p> <p>Year 11 NEA Exam board contexts released 1st June, Analysis of contexts, Investigations into context, Investigation into users / stakeholders, Investigation into materials / technical data, Design brief User and stakeholder requirements (specification)</p> <p>Vocabulary:</p> <p>Analysis Stakeholder Investigate Specification Context Brief Properties</p>

Our Year 10 curriculum goals:

- To cover all material areas so pupils have a through understanding of the working properties of each.
- To ensure skills are developed in each material so pupils have an informed decision when selecting materials for their NEA.
- To ensure pupils identify a real-life stakeholder so they are designing more realistically.
- To have a sound understanding of all material areas, practical skills, designing and manufacture

How parents can help to support their child's learning:

- Support when identifying a stakeholder and collecting research into the stakeholder
- Homework is an essential part of the course so ensuring your child spends the correct amount of time on it.
- Support with revision and ensuring your child revises before the end of unit assessments.

Food Preparation and Nutrition

GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content: Food, nutrition, and health – Macronutrients</p> <p>Protein – protein in the diet, excesses and deficiencies coagulation, denaturation, amino acids, protein structures, High biological value proteins, Low biological value proteins, alternative proteins Fats - What is fat, functions and sources. Effects of a deficiency of fat in the diet, excess and amounts of fat needed for life stages. Saturated and unsaturated fats. Carbohydrates -Function in the diet, excess and deficiencies, gelatinisation, caramelisation, sauce making</p> <p>Food Practical Skills Knife skills Vegetable and fruit preparation Roux Sauce Assessment Shortcrust Pastry Bread making</p> <p>Vocabulary: Denaturation, amino acids, protein structures, High biological value proteins, Low biological value proteins, alternative proteins, emulsification, gelatinisation, Emulsions, Dextrinisation</p>	<p>Content: Diet, nutrition, and health– Nutritional needs and health</p> <p>Diet, nutrition, and health Energy needs</p> <p>NEA 2 Walkthrough Food from around the world (Italian Food) Research Trial dishes Planning Dove tailing Time plans Evaluation How to carry out nutritional analysis Costing Evaluation</p> <p>Food Practical Skills Italian foods Pizza Making Folding, Rolling, shaping, cooking Cake making Pasta Making Roux Sauce</p> <p>Vocabulary: Diet, nutrition and health, multicultural foods, worldwide, NEA 2, research, possible trial dishes, skill level, complexity, recipes, planning, nutritional analysis,</p>	<p>Content: Cooking Methods/ Food Labelling and marketing</p> <p>Heat Transfer Cooking methods Convection Conduction Radiation Why we cook food? What changes when we cook food? Food Labelling Food Marketing Food Choices</p> <p>Food Practical Skills Reduction: Reduction sauce to show how evaporation concentrates flavor. E.g. tomato pasta sauce, curry sauce, gravy, meat sauce Emulsion: Make an emulsion sauce such as a salad dressing, demonstrating an understanding of how to stabilize an emulsion. Shape and bind wet mixtures (such as falafels, burgers, fish cakes or meatballs) whilst demonstrating the technical skill of preventing cross contamination and handling high risk foods correctly</p> <p>Vocabulary: Conduction, convection, food choices, labelling, traffic light system, mandatory labelling, healthy eating, radiation, water soluble vitamins, Cooking methods</p>
<p>Content: Food, nutrition, and health – Micronutrients</p> <p>Vitamins Minerals Water Basic food hygiene Micro-organisms and enzymes The signs of food spoilage</p>	<p>Content: Food Provenance – Environmental impact and sustainability</p> <p>Food sources Food and environment Sustainability of food Food Production</p>	<p>Content: Food Science – The functional and chemical properties of food.</p> <p>NEA 1 Walk Through Proteins Carbohydrates Fats and oils Raising agents</p>

<p>Micro-organisms and food production Bacterial contamination Temperatures Cross Contamination Food Poisoning Buying and storing food Preparing, cooking and serving food</p> <p><u>Food Practical Skills</u></p> <p>Filleting and deboning chicken Working with raw meat Fresh Pasta making Sauce Making All in one Cake making and decorating</p> <p><u>Vocabulary:</u> Micro-organisms and enzymes, food spoilage, Micro-organisms and food production, Bacterial contamination, Temperatures, Cross Contamination Food Poisoning, Buying and storing food</p>	<p>Technological developments associated with better health and food production Fair Trade Locally Sourced ingredients</p> <p><u>Food Practical Skills</u></p> <p>Prepare, combine and shape Dough Setting Mixtures Cutting and shaping dough Cheesecake making Investigation of ingredients Water based methods using the hob: Steaming, boiling and simmering; blanching; poaching. Dry heat and fat based methods using the hob: Dry frying, shallow frying, stir frying.</p> <p><u>Vocabulary:</u> GM Foods, Locally Sourced, Sustainability, Fairtrade, food sources, Production, Carbon Foot print, Red Tractor,</p>	<p>NEA 1 Walk Through</p> <p><u>Food Practical Skills</u></p> <p>The use of self raising flour, baking powder, bicarbonate of soda. Steam as a raising agent: Use of steam in a mixture (choux pastry, batter) Biological raising agent: Use of yeast in breadmaking. Removal of heat: Gelation: use a starch to set a mixture on chilling for layered desserts such as custard. Use protein: Set a mixture on heating such as denatured and/or coagulated protein in eggs.</p> <p><u>Vocabulary:</u> Food Science investigation, why ingredients work in the way that they do, science structures for proteins</p>
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Our Year 10 curriculum goals:

- To become confident in basic cooking skills and to cook a wide range of different products
- To understand health and safety around cooking
- To become independent in cooking
- To understand the main properties and functions of Macronutrients (Protein, Fats and Carbohydrates)
- To start to understand the principles behind food science.

How parents can help to support their child's learning:

- To support your child to bring ingredients into school.
- To encourage your child to practise recipes/ cooking at home.
- To encourage your child to pre-learn any key words for the topics.

Health and Social Care

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in one of the fastest growing sectors in the UK: Health & Social Care. The course covers some of the fundamental aspects of health and social care, including growth and development, health and social care services and values, and health and wellbeing, giving learners a broad introduction to a sector that transects a wide range of careers from social care and social work to many different branches of healthcare. The breadth of this course allows learners to identify their strengths and interests to help inform next steps in education and training.

Knowledge taught in Year 10:

Autumn 1: Topic 1 Growth and Development	Spring 1: Major Life Events	Summer 1: Health and Social Care Services
<p>Content: Learners will explore different aspects of growth and development across the entire life span. They will explore all aspects of development (physical, intellectual, emotional and social).</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Physical Development Intellectual Development Emotional Development Social Development Life-Stage Milestone Motor Skills Primary/Secondary Sexual Characteristics Problem solving Abstract/ creative thinking Memory Recall Cognitive Bonding Attachment Socialisation Relationships Cognition Therapeutic Concepts 	<p>Content: Learners will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Physical events Relationship changes Life Circumstances Ill health Injury/accident Bereavement Redundancy Retirement Adaptation Speech and language therapy Physiotherapy Counselling / psychotherapy Prosthetics Formal/ Informal Support Voluntary Support Collaborative Practice 	<p>Content: Understanding the different sectors of health and social care services (primary, secondary and tertiary) and researching what service they provide individuals.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Primary Services Secondary Services Tertiary Services Palliative Care Allied Health Care Professionals Social Support Domiciliary Care Neurological Person-centred approach Physiotherapy Psychological Respite care Sensory impairment Barrier/Obstacle

Autumn 2: Topic 2 Factors	Spring 2: Coursework Piece 1	Summer 2: Barriers to Health and Social Care																																																																																																
<p>Content: Learners explore how different factors can impact our growth and development. These can be physical factors such as illness and disease or social factors like marriage and divorce.</p> <p>Vocabulary:</p> <p>Genetics Inheritance Factors Culture/cultural Isolation Segregation Discrimination Economics Environmental</p>	<p>Content: Students will apply their knowledge of PIES to write a controlled assessment. They will be told beforehand which life stages will be assessed and they are allowed to take in their exercise book of notes to help them. The assessment is sat in exam conditions, and they are only able to edit it in school under teacher supervision.</p> <p>Vocabulary:</p> <table border="1" data-bbox="564 815 1037 1142"> <thead> <tr> <th>Physical</th> <th>Intellectual</th> <th>Emotional</th> <th>Social</th> </tr> </thead> <tbody> <tr><td>Diet</td><td>Reading</td><td>Confident</td><td>Loneliness</td></tr> <tr><td>Healthy</td><td>Vocabulary</td><td>Proud</td><td>Conversation</td></tr> <tr><td>Exercise</td><td>Knowledge</td><td>Superior</td><td>Manners</td></tr> <tr><td>Stamina</td><td>Awareness</td><td>Secure</td><td>Friendships</td></tr> <tr><td>Hygiene</td><td>Discriminatory views</td><td>Bellied</td><td>Intimate relationships</td></tr> <tr><td>Sleep</td><td>Understanding</td><td>Ashamed</td><td>Family</td></tr> <tr><td>Obesity</td><td>Stimulated</td><td>Insecure</td><td>Team building</td></tr> <tr><td>Anorexia</td><td>Curiosity</td><td>Inferior</td><td>Co-operation</td></tr> <tr><td>Bulimia</td><td>Education</td><td>Stereotyped</td><td>Society</td></tr> <tr><td>Dental decay</td><td>Concepts</td><td>Worthless</td><td>Peer-pressure</td></tr> <tr><td>Self-harm</td><td>Problem solving</td><td>Wanted</td><td>Isolation</td></tr> <tr><td>Nutrients</td><td>Concentration</td><td>Self-assured</td><td>Extrovert</td></tr> <tr><td>Minerals</td><td>Focus</td><td>Dejected</td><td>Introvert</td></tr> <tr><td>Height</td><td>Attainment</td><td>Embarrassed</td><td>Discussion</td></tr> <tr><td>Weight</td><td>Achievement</td><td>Valued</td><td>Withdrawal</td></tr> <tr><td>Gross motor skills</td><td>Memory</td><td>Respected</td><td>Group work</td></tr> <tr><td>Fine motor skills</td><td>Recall</td><td>Depressed</td><td>Bullied</td></tr> <tr><td>BMI</td><td>Engagement</td><td>Anxious</td><td>Initiating talk</td></tr> <tr><td>Strength</td><td>Commands</td><td>Bored</td><td>Sharing</td></tr> <tr><td>Tired</td><td>Counting</td><td>Jealousy</td><td>Deciphering body language</td></tr> <tr><td>Walking</td><td>Abstract Thinking</td><td>Optimistic</td><td>Independence</td></tr> <tr><td>Climbing</td><td></td><td>Stress</td><td>Separation anxiety</td></tr> <tr><td></td><td></td><td>Bored</td><td>Popularity</td></tr> </tbody> </table>	Physical	Intellectual	Emotional	Social	Diet	Reading	Confident	Loneliness	Healthy	Vocabulary	Proud	Conversation	Exercise	Knowledge	Superior	Manners	Stamina	Awareness	Secure	Friendships	Hygiene	Discriminatory views	Bellied	Intimate relationships	Sleep	Understanding	Ashamed	Family	Obesity	Stimulated	Insecure	Team building	Anorexia	Curiosity	Inferior	Co-operation	Bulimia	Education	Stereotyped	Society	Dental decay	Concepts	Worthless	Peer-pressure	Self-harm	Problem solving	Wanted	Isolation	Nutrients	Concentration	Self-assured	Extrovert	Minerals	Focus	Dejected	Introvert	Height	Attainment	Embarrassed	Discussion	Weight	Achievement	Valued	Withdrawal	Gross motor skills	Memory	Respected	Group work	Fine motor skills	Recall	Depressed	Bullied	BMI	Engagement	Anxious	Initiating talk	Strength	Commands	Bored	Sharing	Tired	Counting	Jealousy	Deciphering body language	Walking	Abstract Thinking	Optimistic	Independence	Climbing		Stress	Separation anxiety			Bored	Popularity	<p>Content: To gain knowledge of the 7 different types of barriers that can stop/reduce the chance of an individual accessing health and social care services.</p> <p>Vocabulary:</p> <p>Barrier/Obstacle Sensory Cultural Geographical Financial</p>
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Our Year 10 curriculum goals:

- To provide students with secure understanding of health and social care specific language
- To ensure students understand how people grow and develop.
- To seek opportunities to apply health and social care to real-life contexts.
- To be able to respond to a case study.
- To be able to retain and recall information on a wide-ranging curriculum.

How parents can help to support their child’s learning:

- Test their child’s knowledge and understanding of the new vocabulary needed for each topic.
- Encourage your child to discuss their learning with you and ask them how it links to their experiences in life.
- Ask your child to share their coursework with you and support school to ensure your child meets assessment deadlines.

Music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-class and choral singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content: Understanding the Elements of Music</p> <ul style="list-style-type: none"> Tempo, Rhythm and Metre Harmony/Tonality Structure/Form Melody Texture Timbre 	<p>Content: Area of Study 1: Western Classical Tradition 1650-1910</p> <ul style="list-style-type: none"> The Coronation Anthems and Oratorios of Handel. The Orchestra Music of Haydn, Mozart and Beethoven. The piano music of Chopin and Schumann. The Requiem of the late Romantic period. 	<p>Content: Area of Study 2: Popular Music</p> <ul style="list-style-type: none"> music of Broadway 1950s to 1990s rock music of 1960s and 1970s film and computer gaming music 1990s to present pop music 1990s to present.
<p>Content: Composing and Performing Music:</p> <p>Reinforcing the understanding of the elements of music by creating a cover version of a song using a combination of live instruments and music technology</p> <p>Students develop independent skills on various music technology software including BandLab for Education, Mixcraft 8 and MuseScore 3 looking at:</p> <ul style="list-style-type: none"> chords and chord progressions chord inversions writing a piano accompaniment step and live recording working with MIDI including quantizing 	<p>Content: Compositional Techniques</p> <p>Looking at various compositional techniques in preparation for the free choice composition including:</p> <p>Rhythm Syncopation, cross-rhythms/polyrhythms, minimalist techniques</p> <p>Texture Layering and using minimalist techniques</p> <p>Melody Motif, Riff/Ostinato, Retrograde, Inversion, Sequence, Augmentation, Diminution, Phrasing, Addition/Subtraction Process, other minimalistic techniques, composing with</p>	<p>Content: Free Choice Composition</p> <p>Writing a brief for the composition – having a compositional purpose</p> <p>Focusing on elements of music from each list:</p> <p>List 1</p> <p>at least two of rhythm, metre, texture, melody, structure, form</p> <p>List 2</p> <p>at least two of harmony, tonality, timbre, dynamics, phrasing, articulation.</p>

<ul style="list-style-type: none"> • microphone technique and fixing audio latency • Changing the tonality, timbre and dynamics with cover versions 	<p>different scales including Pentatonic</p> <p>Structure/Form Binary, Ternary and Rondo Forms as well as Minimalist structures</p> <p>Dynamics Composing effective dynamics, writing dynamics in MuseScore</p> <p>Articulation Staccato, Legato, Accents</p>	
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Our Year 10 curriculum goals:

- For students to establish performance skills on an instrument/voice or using music technology
- Students to independently use music technology as a tool for performing and composing music
- Students to develop compositional skills and make substantial progress with their free choice composition (15% of the course)
- Students to develop knowledge and understanding of musical elements to enable them to better understand how music is pieced together with a focus on two areas of study

How parents can help to support their child's learning:

- Encourage your son/daughter to practice their instrument/voice regularly
- Encourage your son/daughter to regularly attend their instrumental/vocal lessons
- Support your son/daughter in their home learning and developing their understanding of music. They have access to several websites to help them with this including Focus on Sound (helps with their listening skills and musical understanding of key words) and Teaching Gadget (helps them with understanding of music theory)
- Encourage your son/daughter to talk about their classroom music lessons
- Listen to performance/composition work your son/daughter has created from class/home learning
- Encourage your son/daughter to get involved in extra-curricular activities – this will help them to develop their ensemble performance skills

Physical Education - Core

We aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physical activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We will offer opportunities for pupils to compete in sport and other activities this will help to build character and embed values such as teamwork, resilience, tolerance, discipline and respect. Our curriculum will contribute to the development of other cognitive skills such as decision making, communication, analysis of performance and social skills. We will also ensure that PE contributes to improving the mental health of our pupils.

Our fundamental aim is to help our pupils to lead healthy and active lifestyles, helping them to know how to keep physically and mentally healthy and to create pathways for them to continue to be active beyond school.

Knowledge taught in Year 10: Boys & Girls – we have 4 pathways available for KS4 students: Competitive pathway, Healthy Active Lifestyle pathway, Traditional Pathway & Learning new skills pathway. Students can select which option they wish to take on a Half term basis. Options change on regular basis

Competitive pathway	Healthy Lifestyle pathway	Learning new skills pathway	Traditional pathway
Netball Table Tennis Ball Sports Handball Rounders Cricket	Yoga Dance Fitness suite Mental well-being Circuits	Badminton Kinball Boogie Bounce	Football Rugby Netball

Skills

- **Communication**
- **Lifelong interests**
- **Mental health & well-being**
- **Stress management**
- **Tactics and gameplay**
- **Co-operation**
- **Resilience**
- **Knowledge of different types of competition**
- **Further development of specific vocabulary for each activity including keywords**
- **Games for understanding**

Our Year 10 curriculum goals:

Pupils will tackle complex and demanding physical activities. They will have the opportunity to get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

Pupils will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.

- Develop their technique and improve their performance in other competitive sports or other physical activities.
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- To understand the importance of lifelong participation in physical activity and the health, social and emotional benefits it has
- Develop an appreciation of the relationship between physical activity and general health
- Develop an enjoyment of participation in physical activity and an awareness of education for leisure
- Appreciate the significance of co-operation with others in both team and individual activities
- Appreciate the views and abilities of others
- Develop acceptable social and sporting attitudes

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules



Physical Education (GCSE)

We aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physical activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We will offer opportunities for pupils to compete in sport and other activities this will help to build character and embed values such as teamwork, resilience, tolerance, discipline and respect. Our curriculum will contribute to the development of other cognitive skills such as decision making, communication, analysis of performance and social skills. We will also ensure that PE contributes to improving the mental health of our pupils.

Our fundamental aim is to help our pupils to lead healthy and active lifestyles, helping them to know how to keep physically and mentally healthy and to create pathways for them to continue to be active beyond school.

Knowledge taught in OCR GCSE Physical Education 1-9 (examination group Y10&11)

Physical factors affecting performance

Introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports. Pupils will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Pupils will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results. The study of these topics will aid pupils in the development of both their own practical performance and that of others.

Analysis and Evaluation of Performance (NEA)

This component requires students to draw upon knowledge, understanding and skills learnt throughout their course of study. This will allow them to analyse and evaluate either their own or a peer's performance in order to produce an action plan to improve the quality and effectiveness of the performance.

Practical Performances (NEA)

Performance of three activities taken from the two approved lists. Pupils are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

- One from the 'individual' list
- One from the 'team' list
- One other from either list

Socio-cultural issues and sports psychology

Pupils will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports. Pupils will also develop their knowledge and understanding of how sport impacts on society. Engagement patterns of different social groups will be understood by learners, along with strategies to promote participation with practical examples. The commercialisation of physical activities and sports will be understood, including the influences of sponsorship and the media. Pupils will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports. Pupils will develop their knowledge and understanding of sports psychology theories related to acquiring movement skills and optimising performance. Pupils will be able to reflect on their own learning and performance of physical activities and sports skills to recognise the key psychological concepts affecting performance. Pupils will develop their knowledge and understanding of the benefits of participating in physical activities and sports to their health, fitness and well-being. The physical, emotional and social aspects will be understood as well as the consequences of a sedentary lifestyle. Pupils will also develop their knowledge and understanding of energy use along with diet, nutrition and hydration.

Alongside the theoretical units of the course, students will take part in the practical 'ongoing' assessment in both team and individual sports.

Autumn	Spring	Summer
<p>Content: Physical factors affecting performance</p> <p>This component will assess:</p> <p>Applied anatomy and physiology –</p> <ul style="list-style-type: none"> ✚ Major bones and the function of the skeletal system ✚ Synovial Joints, ligaments, tendons and cartilage ✚ Movement at hinge and ball and socket joints ✚ Major muscle groups and roles that they play ✚ Lever systems ✚ Planes of movement and axes of rotation ✚ Cardiovascular system ✚ Respiratory system ✚ Aerobic and anaerobic exercise ✚ Short- and long-term effects of exercise <p>1.2 Physical training –</p> <ul style="list-style-type: none"> ✚ Components of fitness ✚ Principles of training ✚ Optimising training ✚ Injury prevention 	<p>Content: Physical factors affecting performance</p> <p>This component will assess:</p> <p>Applied anatomy and physiology –</p> <ul style="list-style-type: none"> ✚ Major bones and the function of the skeletal system ✚ Synovial Joints, ligaments, tendons and cartilage ✚ Movement at hinge and ball and socket joints ✚ Major muscle groups and roles that they play ✚ Lever systems ✚ Planes of movement and axes of rotation ✚ Cardiovascular system ✚ Respiratory system ✚ Aerobic and anaerobic exercise ✚ Short- and long-term effects of exercise <p>1.2 Physical training –</p> <ul style="list-style-type: none"> ✚ Components of fitness ✚ Principles of training ✚ Optimising training ✚ Injury prevention 	<p>Analysis and Evaluation of Performance (NEA)</p> <ul style="list-style-type: none"> ✚ This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.

Our Year 10 curriculum goals for Sport Studies:

- You will be able to work with independence to create material which shows effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities.
- You will develop the skills to produce work that is complete and coherent, demonstrating independence and understanding.
- Use technical language and terminology correctly
- Demonstrate evaluative skills.
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport

- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

How parents can help to support their child's learning:

- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to complete all homework on time

GCSE Photography

The GCSE Photography curriculum selects from a broad range of possibilities. The themes and projects we choose are designed for students to achieve well in relation to the assessment objectives of the qualification. The chosen themes explore the use of the camera in different ways and provides the students with a broad foundation in a variety of editing techniques which can be revisited and developed in later projects. Through the curriculum students can become fluent & creative Photographers and artists. Students are often given open-ended projects with some set guidelines, expectations or what we would call success criteria. This element of freedom does encourage students to think about their thinking within their creative process. Year 10 is focussed on completing the Portfolio element of their qualification (60%).

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content:</p> <p>Students use the Macro project to get to know the camera . Students learn about manual focus, zoom, macro lense and shutter button. The Macro theme focusses the students on the possibilities of photography through a close up eye – a new way of framing and seeing the world. Students explore descriptive words eg. Texture, colour; taking photographs that illustrate the word.</p> <p>Vocabulary:</p> <p>Macro Manual Focus Zoom Framing Angle Depth of field Variety Contact Strips Photoshoot</p>	<p>Content:</p> <p>Completion of Autumn term tasks</p> <p>Students Learn about Still Life Photography. This enables Students to use the camera on auto or manual focus and key fundamental skills , including; rule of thirds, composition, selection, framing. It also relies on independent skills of selecting their own objects – Students bring in their own objects and complete their own Still life photoshoots.</p> <p>Students learn about Black and white editing, creating strong tonal qualities as well as colour editing.</p> <p>Vocabulary:</p> <p>Still life Composition Rule of thirds Tone Levels</p>	<p>Content:</p> <p>Students revisit concepts covered in the still life project, but this time more focussed on marketing/briefs – photography for someone else rather than their own eye/taste. Also, this project introduces fonts/text in the context of advertising</p> <p>Students learn about the aesthetics of Food Photography and how magazines and marketing portray and edit Food images to entice the viewer.</p> <p>Students will combine their analysis and own photographs to design and create their own Food Magazine Front covers</p> <p>Vocabulary:</p> <p>Depth of Field Rule of thirds Background Aesthetic Mood Colour Layout Scene Font Main image Cover line Masthead Tag line</p>

		Pugs
<p>Content:</p> <p>Having mastered the Macro Photo, Students then learn how to develop their work by being influenced by an Artist. Students research a photographer called Doug Aitken or Merve Ozaslan. Once they have learnt how they create work and begun to understand the process and techniques they use, Students use this knowledge and combine with their own Macro images.</p> <p>Students are encouraged to explore ideas and outcomes, developing and refining work as it progresses.</p> <p>Vocabulary:</p> <p>Context Technique Ideas Develop Layers MArquee tool selection</p>	<p>Content :</p> <p>Students research the artist Guy Gatlin. This gives the students an opportunity to use their still life photographs whilst being inspired by a practicing artist.</p> <p>Vocabulary:</p> <p>Pattern Opacity Layers Eraser</p> <p>Pupils are likely to start the summer term project towards the end of this term</p>	<p>Content :</p> <p>Pupils extend their food photography work by looking at splash photography. Mastering shutter speed to capture the movement of milk.</p> <p>Students will explore the world of surreal photography and create scenes within the splashes of liquid</p> <p>Vocabulary:</p> <p>Shutter speed Movement Surreal Composition Ideas development</p>

Our Year 10 curriculum goals:

- For students to actively engage in the creative process of photography in order to develop as effective and independent learners, and reflective thinkers with enquiring minds.
- To become confident in taking risks and learn from experience when exploring and experimenting with ideas and techniques
- To develop and refine ideas and personal outcomes with increasing independence
- To acquire and develop technical skills through working with a broad range of techniques, processes and technologies with purpose and intent
- To extend knowledge and understanding of photography in historical and contemporary contexts.
- Through the curriculum we aim to enable students to achieve well in relation to the Assessment objectives of the qualification.
- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.

- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the skills and techniques they have explored and the photographers/artists they have learnt about.
- Promote independent work at home, continuing their coursework independently, seeing their skills, ideas and outcome progress.
- Visit local or national Art and Photography exhibitions, seeing a variety of art outcomes to broaden their understanding of what art is and what it can be.

Philosophy, Ethics and RE

RE, Philosophy and Ethics encourages us to explore and challenge our assumptions about what we are, how we think and the nature of the world around us. The subjects covered bring young people into contact with a diverse range of views and it offers them the opportunity to carry on the great conversation of humanity about the ideas that shape our lives. By debating ethical issues and considering right and wrong, or is there a right and wrong, they can learn to handle differences of opinion which could otherwise cause conflict.

In Year 10 RE, Philosophy and Ethics pupils will develop an understanding of complex world issues around them. They will start to appreciate the range of diverse views that exist and the influences that shape opinion. They will also be faced with making decisions and choices about their own morality. They will further develop their knowledge and understanding of Christian and Jewish beliefs.

Knowledge taught in Year 10:

Autumn	Spring	Summer
<p>Content: Relationships and families, Christian beliefs</p> <p>Relationships and families Human sexuality- approaches to homosexuality (religious and contemporary) Sexual relationships before and after marriage Marriage-purpose, same sex, religious teachings about Contraception and family planning The nature and purpose of families Gender equality-prejudice and discrimination Divorce and remarriage</p> <p>Christian beliefs Nature of God The Trinity Creation</p> <p>Vocabulary: Monotheism, omnibenevolent, omnipotent, Trinity, Incarnation, atonement, resurrection, creation, Cosmological argument, Nuclear family, Extended family, cohabitation, chastity, celibacy, promiscuity, fidelity, adultery, gender equality, contraception, divorce, remarriage, absolute morality, relative morality, commitment, roles, responsibilities</p>	<p>Content: Christian beliefs continued, Religion and Life</p> <p>Christian beliefs Jesus- the Incarnation, crucifixion, resurrection and ascension The afterlife and judgement</p> <p>Religion and Life Origins of the universe Origins of Human life Value of the world Use and abuse of the environment Pollution Use and abuse of animals Animal testing Sanctity of life Value of life Abortion Euthanasia Death and the afterlife</p> <p>Vocabulary: Evolution, Absolute Morality, Relative Morality, Cosmological and Teleological arguments, ex-nihilo, environmental sustainability, stewardship, dominion, soul, sacred, Sanctity of life, divine, abortion, lesser of 2 evils, infallible, pro-life, pro-choice, euthanasia</p>	<p>Content: Judaism beliefs, Religion Peace and Conflict</p> <p>Judaism beliefs The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh) The relationship between free will and the 613 mitzvot The covenants, The Messiah, The afterlife</p> <p>Religion, Peace and Conflict Forgiveness and Reconciliation War, including causes of war and the Just war theory Attitudes towards terrorism Weapons of mass destruction</p> <p>Vocabulary: Synagogue, Shekhinah, Shabbat, kosher, Torah, Mitzvot, Messiah, Covenant, Pikuach Nefesh, Tikkun Olam, Gan Eden, Gehinnon, Shekinah, forgiveness, reconciliation, terrorism, war, holy was, Just war theory, weapons of mass destruction, lesser of 2 evils</p>

Our Year 10 curriculum aims to ensure that students can do the following

- Understand a range of ethical issues and a variety of opinions about these issues
- Consider evidence and sources of wisdom and authority, and evaluate their value
- Build a well-constructed argument
- Justify their own and others opinions about moral and ethical issues
- Perfect organisation, communication, independent learning and literacy skills
- Demonstrate empathy and respect
- Understand a range of Christian and Jewish beliefs and the diversity between denominations

How parents can help to support their child's learning:

- Encourage your child to read for pleasure, strengthening literacy skills
- Ensure that all homework is completed on time
- Read through your child's assessments and essays and encourage debate about the topics they are studying
- Regularly test your child verbally on the keywords they need to know
- Watch and discuss with your child the news and discuss religious and moral issues as they occur
- Encourage your child to consider the views of other people, to show empathy to others and to consider whether there is always a clear right and wrong
- Model these values to your child