

# YEAR 10

## What are we studying?



| Subject | Last Term We Studied...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | This Term We are Studying...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| English | <b>People and Communities</b> <ul style="list-style-type: none"> <li>• Transactional writing and written accuracy</li> <li>• Craft of the writer</li> <li>• Evaluation</li> <li>• Information retrieval</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Language:</b> Component 2 Writing Skills: Transactional Writing<br><b>Literature:</b> Anthology Poetry, An Inspector Calls                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Maths   | <b>Proportion 12</b> <ul style="list-style-type: none"> <li>• Proportion problems including: applying all four operations with decimals and fractions,</li> <li>• Rounding including significant figures</li> <li>• Estimation</li> <li>• Ratio notation, dividing by a ratio, problems solving with fractions, percentages and ratio</li> <li>• Draw graphs from ratio</li> </ul> <b>Shape 17</b> <ul style="list-style-type: none"> <li>• Bearings and Scale Diagrams</li> </ul> <b>Proportion 13</b><br>Percentages including finance : percentage of an amount, percentage change, reverse percentage change, profit and loss. growth and decay | <b>Algebra 12</b> <ul style="list-style-type: none"> <li>• Collecting like terms, rules of indices, expanding and factorising linear and quadratic, solving equations, inequalities; <i>Extension only</i>: algebraic proof</li> </ul> <b>Data 9</b> <ul style="list-style-type: none"> <li>• Frequency polygons, frequency trees, stem and leaf; <i>Core Plus and extension only</i>: cumulative frequency graphs, box plots, histograms</li> </ul> <b>Number 12</b> <ul style="list-style-type: none"> <li>• Prime factors, HCF and LCM, product rule, standard form, calculating with standard form with and without a calculator, powers and roots, positive and negative integers; <i>Core plus and extension</i>: Surds, rationalising the denominator; recurring decimals into fractions</li> </ul> <b>Algebra 13 <i>Core, Core plus and extension only</i></b> <ul style="list-style-type: none"> <li>• Substitution into formulae and expressions</li> <li>• Rearrange Formulae</li> <li>• Simultaneous equations; solving graphically</li> </ul> <b>Shape 13</b> <ul style="list-style-type: none"> <li>• Understanding geometric notation for lines and angles, Solve angle reasoning problems using a combination of all prior learnt angle facts</li> </ul> <b><i>Core plus and extension only: terminology for parts of a circle and circle theorems.</i></b><br><b>Algebra 14</b> <ul style="list-style-type: none"> <li>• Linear sequences</li> <li>• Linear graphs and coordinates</li> <li>• Substitution and changing the subject</li> <li>• Equations and inequalities</li> <li>• Simultaneous equations</li> </ul> |



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| Art                      | <b>Steampunk:</b><br>Students explored the genre of Steampunk by SteamPunk using a wide range of mixed media to create the different textures, patterns and colours that link to the steampunk aesthetic. They design two different steampunk inspired animals before they developed this into a 2D relief cardboard tile that centred around their chosen animal. | <b>Human Condition - Component 1 (Supporting project):</b><br>Students begin with a introductory mini project based on the work of artist Ian Murphy to introduce them to a range of skills and techniques that will support them in completing their portfolio unit and teaches them the importance of and the 'how to' of presenting their work effectively to ensure they are getting the most out of each assessment objective. Students are then introduced to the 4 assessment objectives. They are encouraged to explore their own personal style whilst engaging with the work of artists, craftspeople and designers to aid the development of a personal response. This project is a sustained investigation from an initial starting point, recording the journey through A2 project boards, larger scaled pieces and annotations to explain ideas and context. |
| Photography              | N/A                                                                                                                                                                                                                                                                                                                                                                | <b>Skills Building - Component 1 (Supporting project):</b><br>Students begin the course in term 1 by completing a basic skills in photography project where they will learn about the features and functions of Canon DSLRs and important key parts around framing, shutter speed and depth of field. Students will then develop this into an exploration of lighting, digital editing and the moving image.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3D Design                | In KS3 Technology, depending on their subject students completed:<br><b>3D Product design:</b> Aroma Cube<br><b>Hospitality &amp; Catering:</b> Food Commodities<br><b>Textiles:</b> Skills Consolidation - Sugar Skull Cushion Project                                                                                                                            | <b>Introduction to 3D Design:</b><br>Students are introduced to the processes involved in designing and modeling new and original products. Students will explore kitbashing, the use of sketchup/blender for designing, laser cutting and 3D printing to model make.<br><b>Bring a Book to Life:</b><br>Students will then be introduced to their first sustained project with a brief relating to dioramas, costumes and set building in relation to a chosen book. Students will be guided through the use of a range of research to inform their designs to meet the brief. They will then be generating ideas and convey them in both 2D and 3D forms.                                                                                                                                                                                                                |
| Hospitality and Catering | In KS3 Technology, depending on their subject students completed:<br><b>3D Product design:</b> Aroma Cube<br><b>Hospitality &amp; Catering:</b> Food Commodities<br><b>Textiles:</b> Skills Consolidation - Sugar Skull Cushion Project                                                                                                                            | <b>Task 1a &amp; 1b. Analysis &amp; Nutrition</b><br>Students are provided with a past brief and taught how to critically analyse the brief to identify factors, nutrition, different consumers and their differing needs. They are introduced to the different nutritional groups and how these can be implemented in dishes to be provided for a consumer's needs.<br><b>Unit 1.4 - How hospitality and catering providers ensure food safety:</b><br>Students will be studying the ways in which food can cause ill health, how food related ill health can be prevented through control measures and continuing to complete a range of practical lessons which recap basic culinary skills.                                                                                                                                                                            |



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| Computer Science       | <b>Computer Systems:</b><br>Students learnt about the Central Processing Unit (CPU), the brain of the computer, and how it fetches, decodes, and executes instructions. Students gained an understanding of memory (RAM and ROM) and storage devices like hard drives and SSDs were explored, looking at how data is saved permanently. Students also learnt how this is the foundation for understanding how computers work efficiently and what factors affect their performance. Students then moved on to look at how we, as a society, have been impacted by new and emerging technologies.                                                                                                                                                                                                                                                                                                                      | <b>Algorithms:</b><br>Students will be learning about variables and how algorithms use sequencing, selection and iteration before moving on to look at abstraction and decomposition. Students will then learn how to track and refine algorithms and the use of flow charts. In the second half term students will move onto look at data representation including denary, binary and hexadecimal before looking at how data is represented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| IT                     | <b>Computer Systems:</b><br>Students learnt about the Central Processing Unit (CPU), the brain of the computer, and how it fetches, decodes, and executes instructions. Students gained an understanding of memory (RAM and ROM) and storage devices like hard drives and SSDs were explored, looking at how data is saved permanently. Students also learnt how this is the foundation for understanding how computers work efficiently and what factors affect their performance. Students then moved on to look at how we, as a society, have been impacted by new and emerging technologies.                                                                                                                                                                                                                                                                                                                      | <b>ICT in Society / Spreadsheets:</b><br>Students will learn about input and output devices before moving on to look at storage devices and computer components. Students will study the purpose of system and utility software, how is IT used in society and the difference between data, information and knowledge. They will then learn about how input data is checked for errors in different types of network and different network topologies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Enterprise & Marketing | <b>Component 1 Internal assessment:</b><br><br>Component 1 is an <b>internally assessed coursework unit</b> (worth 1/3 of the total qualification). Instead of a traditional exam, students complete a <b>Pearson Set Assignment (PSA)</b> based on a vocational brief: <ul style="list-style-type: none"><li>• <b>Research Tasks:</b> Students must select a real local enterprise (within a specific sector set by the exam board, such as fitness, beauty, or construction) and gather data on how it operates.</li><li>• <b>A Portfolio/Written Report:</b> Students typically produce a structured report (approx. 2–4 pages of A4) or a digital alternative (like a podcast script or presentation with screenshots). In this portfolio, they must apply their theoretical knowledge to evaluate the chosen business, analyze its market research methods, and make formal judgements on its success.</li></ul> | <b>Component 1:</b><br><br>This component provides a foundations-level understanding of how small and medium-sized enterprises (SMEs) operate and succeed. Learning is structured across three main areas: <ul style="list-style-type: none"><li>• <b>Learning Aim A: Examine the Characteristics of Enterprises</b> Students explore different types of local SMEs, their ownership structures, and their core purposes (e.g., survival, profit, or social aims). They also learn about the specific skills, mindsets, and characteristics that entrepreneurs need to run a business successfully.</li><li>• <b>Learning Aim B: Explore Market Research, Customer Needs, and Competitor Behaviour</b> Students learn how enterprises use primary and secondary market research to understand target markets, identify customer needs, and track what competitors are doing.</li><li>• <b>Learning Aim C: Investigate the Factors that Contribute to the Success of an Enterprise</b> Students look at internal and external factors that impact a business. This includes using situational analysis tools like <b>SWOT analysis</b> (Strengths, Weaknesses, Opportunities, Threats) and <b>PEST analysis</b> (Political, Economic, Social, Technological) to see how enterprises respond to the market.</li></ul> |

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| Science<br>(Biology,<br>Chemistry<br>& Physics) | <b>BI</b> <ul style="list-style-type: none"><li>Cells</li></ul> <b>CI</b> <ul style="list-style-type: none"><li>Atomic structure</li></ul> <b>PI</b> <ul style="list-style-type: none"><li>Energy</li></ul>                                                                                                                                                                                                                                                                                                                                   | <b>P1 - Energy</b> <ul style="list-style-type: none"><li>Exploring the world of energy, its generation and transfers.</li></ul> <b>P2- Electricity</b> <ul style="list-style-type: none"><li>Exploring the generation and transfer of electricity both commercial and domestic</li></ul> <b>P3 - Particle model</b> <ul style="list-style-type: none"><li>Exploring the structure of the three states of matter density and specific heat capacity.</li></ul> <b>C2 - Bonding and Structure</b> <ul style="list-style-type: none"><li>Exploring how atoms and elements combine to make new substances.</li></ul> <b>C3 - Quantitative Chemistry</b> <ul style="list-style-type: none"><li>Investigating how chemists calculate the correct quantities to react together to form new substances</li></ul> <b>C4 - Chemical changes</b> <ul style="list-style-type: none"><li>In this unit we will investigate the reaction of metals with acids and how we can separate metals from solutions.</li></ul> <b>B2 - Organisation</b> <ul style="list-style-type: none"><li>Exploring the organ systems of the body and processes involved.</li></ul> <b>B3 - Infection and Response (F)</b> <ul style="list-style-type: none"><li>Investigating communicable and noncommunicable diseases, how to treat/prevent them and the immune system.</li></ul> |
| Geography                                       | <b>KS3 Geography</b> <p>The challenge of natural hazards<br/>Students examined plate tectonics and earthquake hazards in Nepal and L'Aquila. They will look at the effects and responses to these hazards, along with how the effects of these can be reduced by planning, protection and preparation. They will also study weather hazards in the UK and a tropical storm in the Philippines. This will also examine cause, impact and management. Cause, impact and management of climate change is also studied as part of this topic.</p> | <p>Students will start with 5 lessons reteaching some core knowledge from the challenge of natural hazards unit.</p> <p><b>Unit 2: Urban</b><br/>We will study urbanisation around the globe and the will look at the UK city of Sheffield and Rio de Janeiro in Brazil. Students will study the opportunities and challenges in both these cities and will look at how both can be improved and made more sustainable.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| History | <p><b>How was modern Britain made?</b><br/>Students looked at the reforms that took place post-war and how they helped to improve the welfare of society and students developed an understanding of why people decided to migrate to Britain from the Caribbean. Students learnt that the migrants from the Caribbean helped to rebuild Britain Post World War II.</p> <p><b>How did British society change after 1945?</b></p> <p><b>The introduction of the NHS 1948.</b><br/>Students focused on the importance of developments in education. Students were able to judge whether attitudes towards gender have become equal and were able to discuss the effects of sexualities on school life</p> | <p><b>Unit 2: Elizabeth:</b><br/>The key terms and concepts we will cover will be how Elizabeth I overcame her problems and how she united the country under her Religious Settlement and this will also reinforce the concept of the divine right to rule.</p> <p>Aspects Covered:</p> <ul style="list-style-type: none"><li>• Northern Earls Revolt</li><li>• English society, the Elizabethan Age of Exploration and the future foundations for an Empire.</li><li>• Elizabeth's Foreign Policy</li></ul> <p><b>Unit 1 Medicine Through Time: The British Sector of the Western Front, 1914-1918.</b><br/>Students will be studying key battles, trench warfare, chain of evacuation, battle injuries and new medical discoveries and techniques implemented on the Western Front. It introduces students to new exam questions and skills, including historical enquiries and how sources are used to build up evidence of historical time periods and events.</p> |
| Games   | <p>Students looked at the following 2 concepts across the summer term.</p> <p><b>How can I improve my own personal best?</b><br/>Students looked at how they could improve Pb's across a range of disciplines within track &amp; field - 100m, 200m, 400m, 800m, 1500m, Javelin, Long Jump, Shot Putt, High Jump &amp; Discus.</p> <p><b>How would I tactically gain an advantage to score?</b><br/>Students developed their range of tactics and refined techniques, improving skill choice and effective application into game situations. Sports across the striking and fielding sector including rounders, cricket and softball were covered.</p>                                                 | <p>Students will follow a rotation and cover the 5 concepts as described below. Each concept is covered for 5 weeks across the activity areas listed.</p> <p><b>Regular participant in Games:</b></p> <ul style="list-style-type: none"><li>• Football, Handball, Netball, or Rugby</li></ul> <p><b>Applying Tactics in Games:</b></p> <ul style="list-style-type: none"><li>• Football, Handball, or Netball</li></ul> <p><b>Skill Development and Application in Games:</b></p> <ul style="list-style-type: none"><li>• Basketball, Netball, Handball or Rugby</li></ul> <p><b>Competition:</b></p> <ul style="list-style-type: none"><li>• Badminton or Table Tennis</li></ul> <p><b>Challenging Physical Boundaries:</b></p> <ul style="list-style-type: none"><li>• Circuit Training, HIIT, Boxercise, YOGA or Orienteering</li></ul>                                                                                                                             |

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| French                 | <b>Festivals and celebrations</b> <ul style="list-style-type: none"> <li>Describe festivals</li> <li>Give opinions (in the first and third person)</li> <li>Express wishes about future events using the conditional</li> <li>Describe past events and festivals I attended</li> <li>Understand the cultural significance of the studied festivals and celebrations</li> </ul> <b>End of Y9 assessment</b> <ul style="list-style-type: none"> <li>Listening / reading / writing all topics seen this year</li> </ul> <b>Film project</b> | <b>Module 1</b><br><b>Theme 1 My personal world</b> <ul style="list-style-type: none"> <li>Talk about sport stars</li> <li>Sport and free-time activities in 3 tenses</li> <li>Arrange to go out</li> <li>Describe past positive and negative events</li> <li>Take part in a interview</li> </ul> <b>Theme 4 Media and Technology</b> <ul style="list-style-type: none"> <li>Talk about online life and watching habits</li> </ul> <b>Module 2</b><br><b>Theme 1 My personal world</b> <ul style="list-style-type: none"> <li>Talk about identity, weekend routine</li> <li>Discuss friends and friendships</li> <li>Describe people</li> <li>Talk about role models</li> <li>Talk about celebrations in three time frames</li> </ul> |
| Spanish                | <b>Festivals and celebrations</b> <ul style="list-style-type: none"> <li>Describe festivals</li> <li>Give opinions (in the first and third person)</li> <li>Express wishes about future events using the conditional</li> <li>Describe past events and festivals I attended</li> <li>Understand the cultural significance of the studied festivals and celebrations</li> </ul> <b>End of Y9 assessment</b> <ul style="list-style-type: none"> <li>Listening / reading / writing all topics seen this year</li> </ul> <b>Film project</b> | <b>Module 1</b><br><b>Theme 1 My personal world</b> <ul style="list-style-type: none"> <li>Talk about sport stars</li> <li>Sport and free-time activities in 3 tenses</li> <li>Arrange to go out</li> <li>Describe past positive and negative events</li> </ul> <b>Theme 4 Media and Technology</b><br>Talk about online life<br><b>Module 2</b><br><b>Theme 6 Travel and Tourism</b> <ul style="list-style-type: none"> <li>Discuss travel wishes in Andalusia</li> <li>Discuss travel plans</li> <li>Talk about festivals in the Spanish speaking world</li> <li>Describe a past holiday</li> <li>Book accommodation</li> <li>Talk about holidays in 3 time frames</li> </ul>                                                       |
| Health and Social Care |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Component 1 - Human Lifespan Development</b><br><br><b>LO1 A - Understand human growth and development across life stages and the factors that affect it.</b><br><br><b>LO1 B - Understand how individuals deal with life events.</b><br><br>In this component, individuals will study the areas of growth and development and how they contribute to the whole person (P.I.E.S.). As well as reflecting upon factors and life events that can impact people's lives. including lifestyle, culture, relationships and the ways in which this can affect development.                                                                                                                                                               |

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| Sports Studies |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>This term students will begin their 2 year sports studies course. Students will start with:</p> <p><b>R185 Unit - Performance and leadership in sports activities.</b><br/> <b>TA1</b> - Key components of performance.<br/> <b>TA2</b> - Applying practice methods to support improvement in a sporting activity.<br/> <b>TA3</b> - Organising and planning a sports activity session.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Music          | <p><b>Song Writing</b><br/> Last term students used the song Africa by Toto to learn about song structure, devices used to create a song and as a listening analysis exercise.</p> <p>They then wrote their own songs on Garageband inspired by Africa. They used motifs, self-programmed drum patterns, pentatonic scale, chord progressions, riffs and structure.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>AOS 1: Forms &amp; Devices/Performance</b><br/> Students will be introduced to Area of Study 1: "Forms and Devices".</p> <p>Listening: This is a classical unit that will introduce students to their first set work, Badinerie by JS Bach and listen to works by other Baroque &amp; Classical composers.</p> <p>Students will complete composition exercises connected to this area of study, such as primary chords (I-IV-V), major scales, keys and modulation, classical and variations, binary, ternary and rondo form. They may also explore techniques such as ostinato, broken chords and sequences.</p> <p>They will begin weekly 1-1 instrument/singing lessons in preparation for their performance exams.</p> <p>Students will complete a range of short notation exercises in order to help them understand how music is written down and what the different symbols mean on a musical score. They will also complete some clapping games that involve notation.</p>                                                                                                                                                                                                                                                                                                              |
| Drama          | <p><b>Physical Theatre:</b></p> <ul style="list-style-type: none"> <li>Students will continue to explore the use of the explorative strategy Physical theatre, building in their knowledge from year 8. They will learn some basic stage fighting techniques and how we can use ourselves to create props and set. They will perform pieces incorporating this into scenes with developed characters and chosen scenarios.</li> </ul> <p><b>Knife Crime</b></p> <ul style="list-style-type: none"> <li>Students will explore knife crime. The impact this has on families, the decision to carry knives and the impact on society. Students will use to develop scenes around this. They will use the physical theatre to create and devise these scenes as well as being able to develop characters to bring this to life.</li> </ul> | <p><b>Unit 1 Devising</b><br/> <b>9.11</b><br/> Students will be introduced to the GCSE course. They will begin working on the devising unit, understanding how to structure a piece of drama that reaches the expected devising time. They will use a variety of strategies to structure their piece, building further on their understanding of strategies from KS3. Students will use 9.11 as their stimulus, learning how to communicate the emotion to an audience, as well as showing complete contrast with in the piece.</p> <p><b>Unit 2: Performing Scripts</b><br/> <b>'Mother Figure'</b><br/> Students will perform a short play in groups. They will look at how a naturalistic play can be performed on stage. Students will use set, costume and props to develop their piece. Students will take on characters and how they understand how these need to be performed to communicate the intention of the play. They will continue to build on their characterisation skills, vocal and physical.</p> <p><b>Unit 2: Scripts continued'</b><br/> Students will explore a abstract script, 'Arbeit macht frei,' considering how this can be performed. They will discuss and explore different idea resulting in a performance. This will coincide with Holocaust Remembrance day,</p> |

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| Religious Studies | <p><b>How has philosophical thought evolved over time and culture?</b><br/>Students had the opportunity to study philosophical thought through time, from the Ancient Greeks and medieval philosophy to more modern ideas.</p> <p><b>What does it mean to live as a Christian?</b><br/>Students examined the important aspects of life as a Christian from marriage, baptisms and Christian festivals.</p> | <p><b>What are Christian beliefs about God and the afterlife?</b><br/>Students will study the beliefs, teachings and practices of Christianity. They will be able to refer to scripture and/or sacred texts to help understand these ideas.</p> <p><b>Who are the key figures in Islam?</b><br/>Students will examine the key figures central to Muslims and the Islamic faith. They will be able to refer to scripture and/or sacred texts to help understand these ideas.</p> |

| Area | Last Term We Studied...                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | This Term We are Studying...                                                                                                                                                                                                                                     |
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| PD&G | <ul style="list-style-type: none"><li>• <b>Black history:</b> Why do we celebrate black history? Be more aware of the figures of black people in history.</li><li>• <b>Remembrance day:</b> The importance of remembrance and why we still acknowledge the wars. The poppy and what this symbolises.</li><li>• <b>ACKLAM:</b> What does this mean. How can this make me a better person? Why is this so important?</li><li>• <b>Anti Bullying:</b> What is bullying? What can I do?</li></ul> | <ul style="list-style-type: none"><li>• <b>Monday :</b> Academic Mentoring</li><li>• <b>Tuesday :</b> Assembly</li><li>• <b>Wednesday :</b> Votes For Schools</li><li>• <b>Thursday :</b> Outwood Futures</li><li>• <b>Friday :</b> Academic Mentoring</li></ul> |

## Enrichment Curriculum - Additional activities on offer for students

