

YEAR 10

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	<p>Language: Component 1 and 2 Reading Skills, Narrative Writing</p> <p>Literature: Anthology Poetry and An Inspector Calls</p>	<p>Literature: An Inspector Calls, Anthology Poetry</p> <p>Language: Transactional Writing, Written Accuracy and C1 and C2 Reading</p>
Maths	<p>Proportion 11</p> <ul style="list-style-type: none">• Direct and indirect proportion including graphs <p>Algebra 16</p> <ul style="list-style-type: none">• Sequences; find the nth term of a linear sequence including patterns, generate a sequence given and nth term, determine if a number is a term in a given sequence.• <i>Core plus and extension only:</i> Simplify algebraic fractions, perform all operations on algebraic fractions, solve equations involving algebraic fractions <p>Shape 16</p> <ul style="list-style-type: none">• Pythagoras and Trigonometry - recap Pythagoras Theorem,• Know the exact values of sin and cos for 0, 30, 45 60 and 90 and for tan 0, 30, 45 and 60. <p>Core plus and extension only:</p> <ul style="list-style-type: none">• Apply Pythagoras Theorem and right angled trigonometry to 3D shapes• Use the Sine and Cosine rules to find missing lengths and angles	<p>Proportion 12</p> <ul style="list-style-type: none">• Proportion problems including; applying all four operations with decimals and fractions,• Rounding including significant figures• Estimation• Ratio notation, dividing by a ratio, problems solving with fractions, percentages and ratio• Draw graphs from ratio <p>Shape 17</p> <ul style="list-style-type: none">• Bearings and Scale Diagrams <p>Proportion 13</p> <ul style="list-style-type: none">• Percentages including finance : percentage of an amount, percentage change, reverse percentage change, profit and loss. growth and decay

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<p>Science (Biology, Chemistry & Physics)</p>	<p>B5 - Homeostasis and Response</p> <ul style="list-style-type: none"> • Explain the Principles of Homeostasis • Analyze the Human Nervous System and Reflexes • Describe the Endocrine System and Hormone Action • Explain the Control of Blood Glucose Concentration • Analyze Hormones in Human Reproduction • Evaluate Methods of Contraception <p>C6 - Rates of Reaction</p> <ul style="list-style-type: none"> • Calculate and Measure Rates of Reaction • Explain Factors Affecting Reaction Rates • Apply Collision Theory to Reaction Rates • Analyze the Function and Impact of Catalysts • Describe Reversible Reactions and Energy Changes • Explain the Principles of Dynamic Equilibrium <p>P5 - Forces</p> <ul style="list-style-type: none"> • Distinguish Between Scalar and Vector Quantities • Calculate Resultant Forces and Work Done • Investigate Forces and Elasticity • Analyze Motion, Velocity, and Acceleration • Apply Newton's Laws of Motion • Evaluate Stopping Distances and Momentum 	<p>B6 Evolution and Inheritance</p> <ul style="list-style-type: none"> • Explain the Processes of Reproduction and Meiosis • Describe the Structure of DNA and the Genome • Analyze Genetic Inheritance and Inherited Disorders • Explain the Principles of Variation and Evolution • Evaluate Selective Breeding and Genetic Engineering • Analyze Evidence for Evolution and Classification Systems <p>C7 - Organic Chemistry</p> <ul style="list-style-type: none"> • Describe the Composition of Crude Oil and Alkanes • Explain the Process of Fractional Distillation • Analyze the Physical Properties of Hydrocarbons • Describe the Complete Combustion of Fuels • Explain the Purpose and Process of Cracking • Distinguish Between Alkanes and Alkenes <p>P5 - Forces</p> <ul style="list-style-type: none"> • Distinguish Between Scalar and Vector Quantities • Calculate Resultant Forces and Work Done • Investigate Forces and Elasticity • Analyze Motion, Velocity, and Acceleration • Apply Newton's Laws of Motion • Evaluate Stopping Distances and Momentum <p>P6 - Waves</p> <ul style="list-style-type: none"> • Distinguish Between Transverse and Longitudinal Waves • Calculate Wave Speed, Frequency, and Wavelength • Analyze the Electromagnetic Spectrum • Explain the Refraction of Electromagnetic Waves • Evaluate the Applications and Risks of EM Waves • Investigate Infrared Emission and Absorption
<p>Geography</p>	<p>Unit 1: Living World Students examined interactions in a small-scale ecosystem, alongside tropical rainforests and hot deserts. Students examined what issues are affecting these and how they can be managed sustainably. The Malaysian rainforest and the Thar Desert were examined as part of this unit.</p> <p>Unit 2: Economic Change Students studied the development gap and the causes and consequences of this. They also looked at how this can be reduced. Students examined two contrasting countries - Nigeria and the UK and the</p>	<p>Unit 3: Physical Fieldwork Students will undertake a fieldwork study - does hard engineering control longshore drift at Redcar?</p> <p>Unit 3: Human Fieldwork Students will undertake a fieldwork study - Do housing inequalities exist in Middlesbrough?</p> <p>Students will also undertake, revision, mock exams and feedback. These lessons will address gaps and misconceptions and will be bespoke to each class.</p>

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Art	<p>Human Condition - Component 1 60% (First Full Project): 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. Students this term were 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. Students have produced evidence for AO1 and AO3. In AO1 they have looked at two different artists and designed their own ideas in response. In AO3 they have recorded ideas linked to the title from a range of different sources.</p>	<p>Human Condition - Component 1 60% (First Full Project): 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. Students this term are moving on to explore relevant media ensuring refinement of outcome for AO2 and AO4. Students will then select the most appropriate experiments to produce their final response to the project.</p>
Photography	<p>Fantastic & Strange - Component 1 60% (Sustained Project): Students began to complete their main coursework project based on the theme of Fantastic & Strange. They were introduced to the 4 assessment objectives and they were encouraged to explore their own personal interests whilst engaging with the work of historical and contemporary photographers to aid the development of a personal response. In this term students will focused on Assessment Objectives 1 and 3 in which they explored the work of Photographers and recorded their ideas and developments in a range of ways.</p>	<p>Fantastic & Strange - Component 1 60% (Sustained Project): This term students will continue their main project based on the theme Fantastic & Strange however our attention now turns to addressing Assessment Objectives 2 and 4. Students will begin to refine their ideas by exploring their use of the camera, lighting and composition before moving on to explore how they can alter their photographs digitally and by hand. Students will annotate this journey and will aim to make a personal and meaningful outcome that reflects the best of what they have explored in response to the theme.</p>
3D Design	<p>Myths and Monsters - Component 1 60% (Sustained Project): Students were producing evidence for Assessment Objective 1 by researching existing designs that linked to their initial ideas for the project. Students were exploring the work of existing 3D designers to support their ideas development. Students then went on to learn about the use of sustainable methods of texturing model makes to add detail to potential outcomes linked to 3D Designer Jack Harrington-Pratt.</p>	<p>Myths & Monsters - Component 1 60% (Sustained Project): Students this term completing their evidence for Assessment Objectives 2 & 4 by exploring the different materials and making techniques they could use to make their product. Throughout this process students document their experiments and explain any decisions they make as evidence of development. Students will then be making their final outcome using the identified materials, processes and techniques. Students then will have a period of SRT.</p>
Hospitality and Catering	<p>Task 2 & 3 - Factors, Time Plan & Practical Students were required to analyse what factors influenced their choice of dishes for the customer in response to the brief. They then produced an accurate time plan of how they would create their chosen dishes before executing them independently in a mock exam.</p> <p>Unit 1.1 - How is hospitality and catering provided? Students were learning about the different types of catering and accommodation establishments and the various roles working within them. Students have learnt about the personal attributes and qualifications required of hospitality and catering job roles. They explored the factors that contribute to successful hospitality and catering businesses before completing a topic assessment. Students also continued to participate in a range of practical lessons where they made more complex dishes.</p>	<p>Unit 2 - Preparation for the controlled assessment to be completed in Year 11: The students will study the functions of nutrients in the human body and the nutritional needs of specific people relating to age and specific dietary requirements. They will also learn about how cooking methods impact the nutritional value of food. Students will prepare, cook and serve their choice of dish which was planned last half term under exam conditions in their mock practical exam. Students will then evaluate their final outcomes and own performance. Students will also complete a mock written exam.</p> <p>Unit 1.3 & 1.2 - How is hospitality and catering kept safe? How do kitchens operate?</p>

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Computer Science	<p>Building Robust programs / Boolean logic / Translators and IDEs:</p> <p>Students were learning about defensive design and how it can prevent invalid inputs. Students then looked at the importance of testing before they went on to explore logic gates and the differences between high and low level languages. Finally the students learnt about IDE tools and how they support programmers.</p>	<p>CPU components and the characteristics that CPU performance:</p> <p>Students will be learning about common CPU components and their function, the factors that affect their performance, the purpose of embedded systems and the differences between RAM and ROM. Students will also learn about how virtual memory is used and how to estimate data capacity requirements and justify a suitable storage device for a range of scenarios.</p>
IT	<p>ICT in Society / Automated Documents / Image Editing:</p> <p>Students were learning about the risks to information held on computers and the impacts of data loss. Students explored logical methods used to protect information, legal issues to protect computer users and the cultural, personal and environmental impact of ICT. Students then looked at how our digital footprint can affect us. Students then studied how to structure letters and mail merge before moving onto to look at how we combine and create new images using editing software.</p>	<p>Assessment Practice and Live Assessment (Images):</p> <p>Students will be provided with an example brief and will analyse it's requirements to determine how their spreadsheet needs to be designed. Students will then produce their spreadsheet and test it to ensure it functions correctly. Students will then move on to build a database to fit the clients needs before producing a logo to fulfil the entire brief. In the final half term of the year students will begin their live assessment as set by the exam board.</p>
Enterprise & Marketing	<p>R068 - Task 3 - 5:</p> <p>This term began by looking at the design mix, students were taught about how function, aesthetics and economic manufacture affect the design of a product. We then explored how a product must satisfy customer need and how customer need affects the design. Students then applied this knowledge in task 3 by producing designs for their new product as outlined in the brief. They learnt how to review these designs for a product proposal and finalised their designs based on feedback. Students were then taught about the theoretical knowledge for task 4, they learnt about calculating costs, revenue, break-even and profit relating to a business proposal. Using their knowledge they then applied an appropriate pricing strategy to their new product they had designed in response to the brief, and reviewed the likely financial viability of their business proposal. For task 5 the students learnt about how to review the likely success of the business proposal looking at the risks and challenges of launching a new product.</p>	<p>RO69 - Task 1-3:</p> <p>Students will learn what a brand is and why branding is used to sell products. They will look at branding methods and produce a competitor analysis for task 1 of their second unit of coursework which is to market and pitch a business proposal based on their work in the first unit. In task 2 students will learn how to create a promotional campaign for a product/brand by producing a plan that outlines the objectives of the campaign and creating appropriate promotional materials. For task 3 students will plan and pitch their proposal for their new business in response to the brief. They will perform a practice pitch on which they will gain feedback before completing their final pitch to their teacher.</p>

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<p>History</p>	<p>Unit 1: Medicine in Britain Section B: Students were able to explore the key events, individuals and changes from Medieval (c.1250) to present day, examining how these changes were able to take place. Students learnt about key individuals, The Church, Attitudes in Society, Government, Science and Technology and how these factors had a significant impact on the development of medicine.</p> <p>Unit 3: Germany Students were taught how Weimar Germany was treated after losing WWI to the Allies. They learnt how to explain the challenges facing the Weimar Republic between 1919-1923. The students also learnt how Germany recovered economically under Stresemann and that the Stresemann Era was known as the 'Golden Age'. Students were taught about Hitler's early career, The Munich Putsch, The Rise of Hitler and the Nazis.</p>	<p>Unit 3: Germany Students will complete their Paper 3: Weimar and Nazi Germany content. This will include looking at the rise of Hitler in German politics, the creation of the dictatorship and how the Nazis consolidated their power and control over German civilians. Students will be taught new skills such as interpretation analysis and will apply their judgement to questions seen on Paper 3.</p> <p>Students will have the opportunity to revise for the Summer Mocks and master classes will be taught during curriculum time. The mocks will be completed over a two week period. The students will be given mock feedback and appropriate intervention will be put in place.</p>
<p>Geography</p>	<p>How do I undertake my fieldwork? Students carried out their physical and human fieldwork along Marton Road and Redcar beach. They looked at how to plan for their fieldwork and collect data. They also presented their data and wrote conclusions and evaluated each of the pieces of fieldwork.</p>	<p>What is happening in our changing economic world? Students will examine development across the world and will look at causes, impacts and management of uneven development. They will study Nigeria and the UK as case studies at various levels of development.</p>
<p>Games</p>	<p>Students continued to follow a rotation and have now covered the 5 concepts as described below. Each concept was covered for 5 weeks.</p> <p>Regular participant in Games:</p> <ul style="list-style-type: none"> Football, Handball, Netball, or Rugby <p>Applying Tactics in Games:</p> <ul style="list-style-type: none"> Football, Handball, or Netball <p>Skill Development and Application in Games:</p> <ul style="list-style-type: none"> Basketball, Netball, Handball or Rugby <p>Competition:</p> <ul style="list-style-type: none"> Badminton or Table Tennis <p>Challenging Physical Boundaries:</p> <ul style="list-style-type: none"> Circuit Training, HIIT, Boxcercise, YOGA or orienteering 	<p>Students will look at the following 2 concepts across the summer term.</p> <p>Decision making during track & field Students will look at how they can improve PB's in some of the following track & field events, (100m, 200m, 400m, 800m, Javelin, Long Jump, Shot Putt, High Jump & Discus.), with the aim of completing a pentathlon.</p> <p>Solving game situations as they arise Students will be developing their range of skills, techniques and tactics in striking & fielding sports including rounders, cricket & softball.</p>

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French	<p>Module 3</p> <ul style="list-style-type: none"> • Theme 5 Studying and my future Learn about school life in Francophone countries ; Give opinions about subjects and discuss school rules ;Talk about making progress at school ; Describe primary school ; Discuss the importance of learning languages <p>Module 4</p> <ul style="list-style-type: none"> • Theme 2 Lifestyle and wellbeing Describe and give opinions about dishes ;Talk about meals and mealtimes ;Talk about good mental health ; Describe illnesses and accidents ;Talk about future plans to improve health and wellbeing 	<p>Module 5</p> <ul style="list-style-type: none"> • Theme 6 Travel and Tourism Discuss travel plans Talk about ideal holidays Discuss holiday activities in three tenses Talk about festivals in the French speaking world Describe a past holiday Talk about holidays in 3 time frames Review and book holiday accommodation Describe staycation activities in three tenses Describe the weather in three tenses
Spanish	<p>Module 3</p> <ul style="list-style-type: none"> • Theme 1 My personal world Describe different types of family and people ;Talk about role models, relationships and friendships ;Talk about identity and what matters to oneself ;Talk about problems and give advice <p>Module 4</p> <ul style="list-style-type: none"> • Theme 2 Lifestyle and wellbeing Describe typical foods of Spanish speaking countries ; Describe healthy daily routines ;Talk about mealtime and food trends ;Talk about illnesses and injuries ; Talk about future plans to improve health and wellbeing 	<p>Module 5</p> <ul style="list-style-type: none"> • Theme 5 Studying and my future Learn about schools in Spain Talk about your ideal school Talk about studies Talk about conditional changes to school Talk about students and teachers in school Describe a past school trip in the past
Health and Social Care	<p>Component 1 PSA : Human lifespan Development</p> <p>Last term students applied their knowledge and completed the PSA which accounts for 30% of their final grade.</p>	<p>Component 2 PSA : Health and Social Care Services and Values</p> <p>Students will look at component 2 this term -</p> <p>Component 2 - A Understand the different types of health and social care services and barriers to accessing them.</p> <p>Component 2 - B Understand the skills, attributes and values required to give care.</p>

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<p>Sports Studies</p>	<p>Last term students were working on completing the following tasks.</p> <p>RI85 Leadership & Performance In Sport TA1 - Key components of performance. TA2 - Applying practice methods to support improvement in a sporting activity. TA3 - Organising and planning a sports activity session. TA4 - Leading a sports activity session TA5 - Reviewing your own performance in planning and leading a sports activity session</p>	<p>RI85 Leadership & Performance In Sport This term students will be completing their RI85 coursework tasks which accounts for 40% of their final grade at the end of year 11. TA4 - Lead a sports activity session TA5 - Review leadership of their sports activity session.</p> <p>Students will receive feedback and be encouraged to improve work to achieve higher marks on all tasks including. TA1 - Key components of performance TA2 - Applying practice methods to support improvement in a sporting activity TA3 - Organise and plan a sports activity session</p> <p>RI84 Exam This term students will have covered 2 topics from the exam content and will sit a short mock. The exam unit accounts for 40% of the final mark.</p>
<p>IT</p>	<p>ICT in Society / Automated Documents / Image Editing: Students were learning about the risks to information held on computers and the impacts of data loss. Students explored logical methods used to protect information, legal issues to protect computer users and the cultural, personal and environmental impact of ICT. Students then looked at how our digital footprint can affect us. Students then studied how to structure letters and mail merge before moving onto to look at how we combine and create new images using editing software.</p>	<p>Assessment Practice and Live Assessment (Images): Students will be provided with an example brief and will analyse it's requirements to determine how their spreadsheet needs to be designed. Students will then produce their spreadsheet and test it to ensure it functions correctly. Students will then move on to build a database to fit the clients needs before producing a logo to fulfil the entire brief. In the final half term of the year students will begin their live assessment as set by the exam board.</p>

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Drama	<p>Unit 1: Students began to look at the set Stimuli for their final Unit 1 exam. We worked as a class to extract and develop themes from these stimuli. Students also worked on developing their devising skills. Students looked at different explorative strategies that can be used to show different ideas and how this can be linked to a stimulus. Students learnt how to structure and plan a devised piece of drama in preparation for the start of their unit 1 devising exam next term.</p> <p>Unit3: Students recapped their knowledge on Blood Brothers, looking at themes, plots and characters within the play. Students learnt how to answer questions and structure questions on Blood Brothers in preparation for their written exam.</p> <p>Unit 2: Students performed a monologue from Blood Brothers as part of the performance unit whilst studying Blood Brothers for their written exam. This developed students' confidence in performing as well as developing their vocal and physical characterisation when changing and playing a younger child.</p>	<p>Unit 1: Students will select their stimulus for their devised exam, this performance is worth 20% of their final mark. They will prepare their piece for examination in June. They will then prepare a written portfolio to accompany this. Explaining their decisions and the process of devising to then look at the set Stimuli for their final Unit 1 exam.</p>
Business	<p>People: Students began by looking at the four Ps of the marketing mix and their importance and how they inform and implement business decisions. We then moved on to look at the interpretation of market data before exploring the role of human resources and its purpose within business. Through this the students studied different organisational structures and different ways of working, different organisational structures, the terminology of organisation charts and why businesses have different organisational structures. We then explored different ways of working before looking at ways of communicating in a business context and why this is important. Students ended the term by learning about recruitment and selection, why and how businesses recruit to meet different business need.</p>	<p>People: Students will learn about the financial and non financial methods of motivation and the importance of employee motivation and retention. We will then go on to learn about different training methods and why businesses train their workers and the benefits to employees and businesses of staff development. Through this we will also look at the impact of current legislation on recruitment and employment.</p> <p>Operations: We will then move on to a new unit where the students will learn about different production processes and their impact on businesses, the influence of technology on production and the impact on businesses. Students will then learn about the concept of quality when supplying good and services and methods of ensuring quality.</p>

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Area	Last Term We Studied...	This Term We are Studying...
Assembly Focus	<ul style="list-style-type: none"> • Attendance • Preparation and organisation • Holocaust remembrance day • Careers • Friendships and their importance • Mental Health • Safety on our streets 	<ul style="list-style-type: none"> • Fire Safety and Arson • Young Careers • Cultural Diversity • Pride week • NEURODIVERSITY AWARENESS WEEK • Drug Awareness
PD&G Focus	<ul style="list-style-type: none"> • Holocaust Remembrance: Why is it so important to remember what happened? • Careers: What careers are available for me, where can I get the information I need? • Mental Health: How can I help others and where can I get support? • Safety on our streets: Being safe once we leave school How to be aware of the dangers and avoid situations that may lead to being unsafe. 	<ul style="list-style-type: none"> • Water safety: exploring the dangers of the water, keeping safe in the summer months. • Drug Awareness: Dangers of drugs, what is a drug? • Young Careers: What is a young Career and how can we help? • Climate: Why is this so important. What can you change about Outwood to help? • Gypsy Roma and Traveller month: Embracing different cultures within Acklam.

