

YEAR 10

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	People and Communities: DNA by Dennis Kelly <ul style="list-style-type: none">• Transactional writing and written accuracy• Craft of the writer• Evaluation• Information retrieval	Language: Component 1 Reading Skills, Narrative Writing Literature: Anthology Poetry, A Christmas Carol
Maths	Algebra 12 <ul style="list-style-type: none">• Collecting like terms, rules of indices, expanding and factorising linear and quadratic, solving equations, inequalities; <i>Extension only:</i> algebraic proof Data 9 <ul style="list-style-type: none">• Frequency polygons, frequency trees, stem and leaf; <i>Core Plus and extension only:</i> cumulative frequency graphs, box plots, histograms Number 12 <ul style="list-style-type: none">• 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	Algebra 13 <i>Core, Core plus and extension only</i> <ul style="list-style-type: none">• Substitution into formulae and expressions• Rearrange Formulae• Simultaneous equations; solving graphically Shape 13 <ul style="list-style-type: none">• Understanding geometric notation for lines and angles, Solve angle reasoning problems using a combination of all prior learnt angle facts <i>Core plus and extension only: terminology for parts of a circle and circle theorems.</i> Algebra 14 <ul style="list-style-type: none">• Linear sequences• Linear graphs and coordinates• Substitution and changing the subject• Equations and inequalities• Simultaneous equations

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Art	Steampunk: 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.	Human Condition - Component 1 (Supporting project): Students begin with a introductory mini project based on the work of artist Bryan Holland 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	Skills Building - Component 1 (Supporting project): 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: Product design: Aroma Cube Hospitality & Catering: Food Commodities Textiles: Skills Consolidation: Sugar Skull Cushion Project	Introduction to 3D Design: 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. Myths and Monsters: Students will then be introduced to their first sustained project with a brief relating to set, prop and costume production for Netflix. 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: Product design: Aroma Cube Hospitality & Catering: Food Commodities Textiles: Skills Consolidation: Sugar Skull Cushion Project	Task 1a & 1b. Analysis & Nutrition 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. Unit 1.4 - How hospitality and catering providers ensure food safety: 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	Computer Systems: 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.	Algorithms: 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	Computer Systems: 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.	ICT in Society / Spreadsheets: 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	N/A	R068 - Task 1 & 2: Students are taught how to carry out market research to aid decisions relating to a business proposal. This includes how to select appropriate primary and secondary market research methods and data types in order to complete meaningful research. Students are taught about the sampling methods cluster, convenience, random and quota. Once complete the students will then write their first coursework task by completing market research in response to the live brief from OCR. Students will then move on to study the theory behind identifying potential customers and how to build a customer profile based on market research findings. Following this students then apply this new knowledge to complete task 2 of their coursework by writing the profile of a customer who would buy the product set out in the brief.

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Science (Biology, Chemistry & Physics)	BI <ul style="list-style-type: none"> Cells CI <ul style="list-style-type: none"> Atomic structure PI <ul style="list-style-type: none"> Energy 	P1 - Energy <ul style="list-style-type: none"> Exploring the world of energy, its generation and transfers. P2- Electricity <ul style="list-style-type: none"> Exploring the generation and transfer of electricity both commercial and domestic P3 - Particle model <ul style="list-style-type: none"> Exploring the structure of the three states of matter density and specific heat capacity. C2 - Bonding and Structure <ul style="list-style-type: none"> Exploring how atoms and elements combine to make new substances. C3 - Quantitative Chemistry <ul style="list-style-type: none"> Investigating how chemists calculate the correct quantities to react together to form new substances C4 - Chemical changes <ul style="list-style-type: none"> In this unit we will investigate the reaction of metals with acids and how we can separate metals from solutions. B2 - Organisation <ul style="list-style-type: none"> Exploring the organ systems of the body and processes involved. B3 - Infection and Response (F) <ul style="list-style-type: none"> Investigating communicable and noncommunicable diseases, how to treat/prevent them and the immune system.
Geography	KS3 Geography Why is the Middle East an important region? Students examined the physical and human geography of the Middle East, including some of the factors that have affected its development. We also examined attempts to make the area more sustainable.	Unit 1: Natural Hazards Students will examine 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. Unit 2: Urban 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.

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History	<p>How was modern Britain made? 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>How did British society change after 1945?</p> <p>The introduction of the NHS 1948. 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>Unit 2: Elizabeth: 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">• Northern Earls Revolt• English society, the Elizabethan Age of Exploration and the future foundations for an Empire.• Elizabeth's Foreign Policy <p>Unit 1 Medicine Through Time: The British Sector of the Western Front, 1914-1918. 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>How can I improve my own personal best? Students will look at how they can improve Pb's across a range of disciplines within track & field - 100m, 200m, 400m, 800m, 1500m, Javelin, Long Jump, Shot Putt, High Jump & Discus.</p> <p>How would I tactically gain an advantage to score? Students will be developing their range of tactics and refining techniques, improving skill choice and effective application into game situations. Sports across the striking and fielding sector including rounders, cricket and softball will be 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>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, Boxercise, YOGA or Orienteering

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French	Festivals and celebrations <ul style="list-style-type: none"> Describe festivals Give opinions (in the first and third person) Express wishes about future events using the conditional Describe past events and festivals I attended Understand the cultural significance of the studied festivals and celebrations End of Y9 assessment <ul style="list-style-type: none"> Listening / reading / writing all topics seen this year Film project	Module 1 Theme 1 My personal world <ul style="list-style-type: none"> Talk about sport stars Sport and free-time activities in 3 tenses Arrange to go out Describe past positive and negative events Take part in a interview Theme 4 Media and Technology <ul style="list-style-type: none"> Talk about online life and watching habits Module 2 Theme 1 My personal world <ul style="list-style-type: none"> Talk about identity, weekend routine Discuss friends and friendships Describe people Talk about role models Talk about celebrations in three time frames
Spanish	Festivals and celebrations <ul style="list-style-type: none"> Describe festivals Give opinions (in the first and third person) Express wishes about future events using the conditional Describe past events and festivals I attended Understand the cultural significance of the studied festivals and celebrations End of Y9 assessment <ul style="list-style-type: none"> Listening / reading / writing all topics seen this year Film project	Module 1 Theme 1 My personal world <ul style="list-style-type: none"> Talk about sport stars Sport and free-time activities in 3 tenses Arrange to go out Describe past positive and negative events Theme 4 Media and Technology Talk about online life Module 2 Theme 6 Travel and Tourism <ul style="list-style-type: none"> Discuss travel wishes in Andalusia Discuss travel plans Talk about festivals in the Spanish speaking world Describe a past holiday Book accommodation Talk about holidays in 3 time frames
Health and Social Care		Component 1 - Human Lifespan Development LO1 A - Understand human growth and development across life stages and the factors that affect it. LO1 B - Understand how individuals deal with life events. 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>R185 Unit - Performance and leadership in sports activities. TA1 - Key components of performance. TA2 - Applying practice methods to support improvement in a sporting activity. TA3 - Organising and planning a sports activity session.</p>
Music	<p>Song Writing 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>AOS 1: Forms & Devices/Performance 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 & 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>Physical Theatre:</p> <ul style="list-style-type: none"> 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. <p>Knife Crime</p> <ul style="list-style-type: none"> 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. 	<p>Unit 1 Devising 9.11 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>Unit 2: Performing Scripts 'Mother Figure' 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>Unit 2: Scripts continued 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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Life	<p>What are the dangers of unhealthy behaviours?</p> <ul style="list-style-type: none"> • Substance abuse (alcohol and drug) • Smoking and vaping • Gambling <p>Why do we consider ethics in medical practice?</p> <ul style="list-style-type: none"> • The value of life • Euthanasia - is it right? • Cloning animals and possibility of humans • Organ donation • Science vs religion 	<p>Why do people commit crimes and what happens when they do?</p> <ul style="list-style-type: none"> • Reasons for crime and aims of punishment • Capital punishment • Punishment of young offenders <p>How are animals rights different to humans?</p> <ul style="list-style-type: none"> • Animal rights and experimentation • The use of animals in religion, for food and for entertainment

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

Enrichment Curriculum - Additional activities on offer for students

