

YEAR 10

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	Language: Component 1 Reading Skills, Narrative Writing Literature: Anthology Poetry, Macbeth ,A Christmas Carol	Language: Component 2 Reading Skills, Transactional Writing Literature: Anthology Poetry, A Christmas Carol
Maths	<p>Algebra 12 Collecting like terms, rules of indices, expanding and factorising linear and quadratic, solving equations, inequalities; <i>Extension only:</i> algebraic proof</p> <p>Data 9 Frequency polygons, frequency trees, stem and leaf; <i>Core Plus and extension only:</i> cumulative frequency graphs, box plots, histograms</p> <p>Number 12 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</p> <p>Algebra 13 Core, Core plus and extension only</p> <ul style="list-style-type: none"> Substitution into formulae and expressions Rearrange Formulae Simultaneous equations; solving graphically <p>Shape 13 Understanding geometric notation for lines and angles, Solve angle reasoning problems using a combination of all prior learnt angle facts</p> <p>Core plus and extension only terminology for parts of a circle and circle theorems.</p>	<p>Algebra 14</p> <ul style="list-style-type: none"> Graphs and functions: plotting linear from a table $y=mx+c$ (including parallel and perpendicular) Recognise non linear graphs <p>Shape 14 Perimeter and area including circles (arcs and sectors), worded problems with money and links to algebra</p> <p>Algebra 15</p> <ul style="list-style-type: none"> Factorising quadratic expressions, identifying the roots and y intercepts of a quadratic graph algebraically Solve a quadratic equation by factorising (<i>Core plus and extension</i> - using the quadratic formulae) Plot and interpret quadratic graph using a table of values, identify the roots, y intercept and turning points of a quadratic graph graphically <p>Data 10</p> <ul style="list-style-type: none"> Time series graphs and trends Draw and interpret pie charts Draw and interpret scatter graphs <p>Shape 15</p> <ul style="list-style-type: none"> Identify faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres Calculate the volume of prisms, pyramids, spheres (hemispheres), cones and composite shapes Find a missing dimension of a 3D shape given the volume



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Art	<p>Human Condition - Component I (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.</p>	<p>Human Condition - Component I 60% (First Full Project) Students are now 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. Students will be producing evidence for AO1, AO2 and AO3. In AO1 they will look at the work of two different artists and design their own ideas in response. In AO2 they will be looking at experimenting with a range of different media and deciding which ones are fit for purpose. In AO3 they will look at how to record using a range of media before recording their own ideas linked to the theme from a range of different sources.</p>
Photography	<p>Skills Building - Component I (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, hand editing and the moving image.</p>	<p>Fantastic & Strange - Component I 60% (Sustained Project) Once students have a clear understanding of the basics of Photography students will then move on to complete their main coursework project based on the theme of Fantastic & Strange. Through this they are introduced to the 4 assessment objectives. They are 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 focus on Assessment Objectives 1 and 3 in which they will explore the work of photographers and record their ideas and developments in a range of ways.</p>
3D Design	<p>Introduction to 3D Design: Skills Building (Supporting Project) 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 make models.</p>	<p>Myths and Monsters - Component I 60% (Sustained Project) Students this term will be producing evidence for Assessment Objective 1 and Assessment Objective 3 by researching existing designers that link to their initial ideas for the project. Students will be looking at the work of existing 3D designers to support their ideas development. Students will then learn about the use of sustainable methods of texturing model makers to add detail to potential outcomes linked to 3D Designer Jack Harrington-Pratt.</p>
Hospitality and Catering	<p>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 provided for a consumer's needs. Unit 1.4 - How do hospitality & 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.</p>	<p>Task 2 & 3 - Factors, Time Plan & Practical Students are required to analyse what factors influenced their choice of dishes for the customer in response to the brief. They will then produce an accurate time plan of how they will create their chosen dishes before executing them independently in a mock exam. Unit 1.1 - How is hospitality and catering provided? Students will be studying the different ways in which hospitality & catering can be provided. This includes different job roles within the industry and qualifications needed. Students will also study contracts, costs and other factors that affect the hospitality & catering industry.</p>

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Computer Science	<p>Algorithms</p> <p>Students were learning about variables and how algorithms use sequencing, selection and iteration. Students also learnt about abstraction and decomposition. They then went on to look at how to track and refine algorithms and the use of flow charts. In the second half term students moved onto look at data representation including denary, binary and hexadecimal before they studied how data is represented.</p>	<p>Building Robust programs / Boolean logic / Translators and IDEs</p> <p>Students will be learning about defensive design and how it can prevent invalid inputs. Students will then look at the importance of testing before going on to explore logic gates and the differences between high and low level languages. Finally students will learn about IDE tools and how they support programmers.</p>
Digital Information Technology	<p>PSA 1:</p> <p>Students completed their set assignment from the exam board which is a mandatory, internally assessed assignment completed under controlled conditions. They began the year by learning about user interfaces, factors effecting the choice in user interfaces, the audience for a product, and Gantt charts. Students then used this knowledge to complete the first task in their set assignment. Students then went on to look at webframe designs and creating a product before completing the second task in their set assignment. Students were then taught how to review a product before completing the third task in their set assignment.</p> <p>PSA 2:</p> <p>Students began preparing for their second set assignment by completing an introduction to Microsoft Excel including basic and complex functions within the program.</p>	<p>PSA 2:</p> <p>Students will begin this term by continuing their preparations for their second set assignment looking at Microsoft Excel including Vlookup/Hlookup, charts and graphs and pivot tables before completing task 1 of their assignment. Students will then go on to prepare for and complete tasks 2A, 2B and 2C of their set assignment before moving on for preparations and completion of tasks 3A and 3B.</p>
Enterprise & Marketing	<p>R068 - Task 1 & 2</p> <p>Students were taught how to carry out market research to aid decisions relating to a business proposal. This included how to select appropriate primary and secondary market research methods and data types in order to complete meaningful research. Students were then taught about the sampling methods cluster, convenience, random and quota. Once this was complete the students then wrote their first coursework task by completing market research in response to the live brief from OCR. Students then moved 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 applied 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.</p>	<p>R068 - Task 3 - 5</p> <p>This term begins by looking at the design mix, students are taught about how function, aesthetics and economic manufacture affect the design of a product. We will be exploring how a product must satisfy customer need and how customer need affects the design. Students will then apply this knowledge in task 3 by producing designs for their new product as outlined in the brief. They will learn how to review these designs for a product proposal and how to finalise their designs based on feedback. Students will then be taught the theoretical knowledge for task 4, they will learn about calculating costs, revenue, break-even and profit relating to a business proposal. Using their knowledge they will apply an appropriate pricing strategy to their new product they have designed in response to the brief, and review the likely financial viability of their business proposal. For task 5 the students will learn about how to review the likely success of the business proposal looking at the risks and challenges of launching a new product.</p>

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Science (Biology, Chemistry & Physics)	<p>P1 - Energy</p> <ul style="list-style-type: none"> Exploring the world of energy, its generation and transfers. <p>P2 - Electricity</p> <ul style="list-style-type: none"> Exploring the generation and transfer of electricity both commercial and domestic <p>P3 - Particle model</p> <ul style="list-style-type: none"> Exploring the structure of the three states of matter density and specific heat capacity. <p>C2 - Bonding and Structure</p> <ul style="list-style-type: none"> Exploring how atoms and elements combine to make new substances. <p>C3 - Quantitative Chemistry</p> <ul style="list-style-type: none"> Investigating how chemists calculate the correct quantities to react together to form new substances <p>C4 - Chemical changes</p> <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. <p>B2 - Organisation</p> <ul style="list-style-type: none"> Exploring the organ systems of the body and processes involved. <p>B3 - Infection and Response (F)</p> <ul style="list-style-type: none"> Investigating communicable and noncommunicable diseases, how to treat/prevent them and the immune system. 	<p>P4 - Atomic Structure and Radiation</p> <ul style="list-style-type: none"> Exploring the world of isotopes, ionising radiation and its uses.. <p>P5- Forces</p> <ul style="list-style-type: none"> Exploring the motion of an object and how to measure the effects of changing forces on an object. <p>C4 - Chemical changes</p> <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. <p>C5 - Rates of Reaction</p> <ul style="list-style-type: none"> Investigating how changing the conditions of a reaction change the rate at which the reaction occurs. <p>B4 - Bioenergetics</p> <ul style="list-style-type: none"> Exploring the processes of respiration and photosynthesis and the conditions at which they work best. <p>B5 - Homeostasis and Response</p> <ul style="list-style-type: none"> Investigating the messages that are used within the body to illicit a response and the mechanisms by which they work.
Geography	<p>Unit 1: Natural Hazards</p> <p>Students examined plate tectonics and earthquake hazards in Nepal and L'Aquila. They looked at the effects and responses to these hazards, along with how the effects of these can be reduced by planning, protection and preparation. They also studied weather hazards in the UK and a tropical storm in the Philippines. This also examined cause, impact and management. Cause, impact and management of climate change is also studied was part of this topic.</p> <p>Unit 2: Urban</p> <p>We will studied urbanisation around the globe and looked at the UK city of Sheffield and Rio de Janeiro in Brazil. Students studied the opportunities and challenges in both these cities and looked at how both can be improved and made more sustainable.</p>	<p>Unit 1: The Living World</p> <p>Students will study ecosystems at different scales, including their characteristics and what food webs and chains occur. They will examine tropical rainforests, looking at deforestation. They will also study hot deserts and the opportunities and challenges that exist in them.</p> <p>Unit 2: The Changing Economic World</p> <p>Students will learn about global development issues and reasons for inequality across the world. We look at the ways in which countries can develop. We will learn about the changing economic status of both the UK and Nigeria and the issues surrounding this.</p>

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History	<p>Unit 2: Elizabeth: The key terms and concepts were covered and students learned about how Elizabeth I overcame her problems and how she united the country under her Religious Settlement and this also reinforced 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 learned about key battles, trench warfare, chain of evacuation, battle injuries and new medical discoveries and techniques implemented on the Western Front. It introduced 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>	<p>Paper 1 - Section B: Medicine in Britain. Medieval England. This term we will be studying Renaissance Medicine 1500-1700, Individuals and discoveries between 1700-1900. Finally the students will be studying Modern Medicine. Students will also be looking at continuity and change when studying: Causes of Disease, Diagnosis, Prevention and Treatment and how science and technology has advanced overtime.</p> <p>Unit 3: Germany The students will study Hitler's early career and the Rise of the Nazis. Students will analyse and arrive at a judgement of how Hitler and the Nazis came to power, including how Hitler was able to create a dictatorship and create a police state. The students finally study the treatment of the minorities.</p>
Games	<p>Students have followed a rotation and covered 3 of 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 	<p>Students will continue to follow a rotation and cover 2 of 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	<p>Module 1</p> <ul style="list-style-type: none"> Theme 1 My personal world 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 <ul style="list-style-type: none"> Theme 4 Media and Technology Talk about online life and watching habits <p>Module 2</p> <ul style="list-style-type: none"> Theme 1 My personal world Talk about identity, weekend routine Discuss friends and friendships Describe people Talk about role models Talk about celebrations in three time frames	<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
Spanish	<p>Module 1</p> <ul style="list-style-type: none"> Theme 1 My personal world Talk about sport stars Sport and free-time activities in 3 tenses Arrange to go out Describe past positive and negative events <ul style="list-style-type: none"> Theme 4 Media and Technology Talk about online life <p>Module 2</p> <ul style="list-style-type: none"> Theme 6 Travel and Tourism 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	<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
Health and Social Care	<p>Component 1 - Human Lifespan Development</p> <p>LO1 A - Understand human growth and development across life stages and the factors that affect it.</p> <p>LO1 B - Understand how individuals deal with life events.</p> 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.	<p>Component 1 PSA</p> Students will complete Component 1 of the PSA which will account for 30% of their final grade. This will include: <ul style="list-style-type: none"> Main life stages Areas of growth and development Physical ill health and disabilities Factors - lifestyle, emotional and social factors, economic factors life events - physical and mental illness, relationship changes and life circumstances coping and adapting with change Levels of support (informal, voluntary, professional) Multi Agency working Types of Support



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Sports Studies	<p>Students have begun their 2 year sports studies course. Students started with:</p> <p>R185 Unit - Performance and leadership in sports activities.</p> <p>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>	<p>R185 Leadership & Performance In Sport This term students will continue to work on their R185 coursework tasks which accounts for 40% of their final grade at the end of year 11.</p> <p>TA2 - Applying practice methods to support improvement in a sporting activity. TA4 - Lead a sports activity session TA5 - Review leadership of their sports activity session.</p> <p>R184 exam Unit Students will also be introduced to the exam topic looking at the following area. TA1 - Barriers to participation</p>
Music	<p>AOS 1: Forms & Devices/Performance Students were introduced to Area of Study 1: "Forms and Devices".</p> <p>Listening: This is a classical unit that introduced students to their first set work, Badinerie by JS Bach and listen to works by other Baroque & Classical composers.</p> <p>Students have completed 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 have also explored techniques such as ostinato, broken chords and sequences.</p> <p>They have began weekly 1-1 instrument/singing lessons in preparation for their performance exams.</p> <p>Students have completed 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 have also completed some clapping games that involve notation.</p>	<p>Component 1 Pop Music Music For Ensemble (Jazz, Chamber Music and Musical Theatre)</p> <p>Listening tasks relating to ensembles: Jazz, Blues, Musical Theatre with specific reference to texture words and terminology (monophonic, homophonic, polyphonic etc)</p> <p>Component 1 Film Music Tasks will take place after half-term. Students will be introduced to Film Music and will use technical vocabulary to explain how the film score amplifies the intention behind a film scene such as action, romance etc.</p> <p>Developing composition skills with the use of chords and Garageband.</p> <p>Start refining or selecting performance pieces to study and forming ensembles.</p>
Drama	<p>Unit 1 Devising 9.11 Students have been introduced to the GCSE course. They have began working on the devising unit, understanding how to structure a piece of drama that reaches the expected devising time. They have used a variety of strategies to structure their piece, building further on their understanding of strategies from KS3. Students have used 9.11 as their stimulus, learning how to communicate the emotion to an audience, as well as showing complete contrast within the piece.</p> <p>Unit 2: Performing Scripts 'Mother Figure' Students have performed a short play in groups. They have looked at how a naturalistic play can be performed on stage. Students have used set, costume and props to develop their piece. Students have taken on characters and how they understand how these need to be performed to communicate the intention of the play. They have continued to build on their characterisation skills, vocal and physical.</p> <p>Unit 2: Scripts continued Students have explored an abstract script, 'Arbeit macht frei', considering how this can be performed. They have discussed and explored different ideas resulting in a performance. This coincided with Holocaust Remembrance day.</p>	<p>Unit 1 Students will begin to independently devise in groups from a stimulus. They will be expected to do their own research guided by the class teacher. Students will use strategies and knowledge of devising from previous work.</p> <p>Students will begin to look at the set Stimuli for their final Unit 1 exam. We will work as a class to extract and develop themes from these stimuli. Students will then build on their devising skill. Students will look at different explorative strategies that can be used to show different ideas and how this can be linked to a stimulus. Students will learn 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 will recap their knowledge on Blood Brothers, looking at themes, plots and characters within the play. Students will learn how to answer questions and structure questions on Blood Brothers in preparation for their written exam.</p> <p>Unit 2 Students will perform a monologue from Blood Brothers as part of the performance unit whilst studying Blood Brothers for their written exam. This will develop students confidence in performing as well as developing their vocal and physical characterisation when changing and playing a younger child</p>

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PD&G	<ul style="list-style-type: none">• Monday : Academic Mentoring• Tuesday : Assembly• Wednesday : Votes For Schools• Thursday : Outwood Futures• Friday : Academic Mentoring	<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