

Year 10

Summer First Half-Term

Maths

This term we will be studying transformations, ratios and proportion. Students must be able to use conventional terms and notation when describing transformations. Students will identify, describe and draw rotations, reflections, translations and enlargements. Students will also use ratio notation, including reduction to simplest form, be able to divide a given quantity into parts and apply ratio to real contexts and problems. Students will then be able to express a multiplicative relationship between two quantities as a ratio or a fraction and understand proportion as equality of ratios.

English

Pupils will be introduced to the Shakespearean text Macbeth in order to further their understanding of the themes that run throughout the play. Pupils will study the various dramatic techniques such as soliloquy and dramatic irony and its effects. Pupils will analyse the text to uncover the central messages, through the analysis of language, structure and action. Pupils will identify symbolism, which aids meaning. Pupils will read independently and aloud as a whole class to appreciate the purpose of dialogue and stage directions in pushing the narrative forward. Pupils will use textual reference to structure their writing when responding to exam style questions in preparation for upcoming examinations.

Science

Students will be able to explain how different components of the nervous and endocrine system are used to undertake voluntary and involuntary actions, including the reflex arc, how blood glucose level and the menstrual cycle is regulated. Able to evaluate type 1 and 2 diabetes and the menstrual cycle. Students at the end of this term shall be able to explain what sustainable development is with regards to finite and renewable resources, describe how potable water is made, and compare life cycle assessment of materials and products.

Students will define scalar and vector quantities, calculate weight and resultant of 2 forces acting on a straight line, and work done and also explain the difference between elastic and inelastic deformation in springs (inc force and elastic potential energy calculations).

Art

This term students are investigating the theme of Power and Weakness. They are creating mind maps, artist research pages and photomontage and spraying painting techniques around the theme. This work goes towards their GCSE portfolio, which will be marked in May.

ICT

Students will understand how business can use ICT for Communication and Collaboration for Commerce & with Consumers. We will consider their responsibilities for Data Protection. *Functional Skills Level 1 content: use appropriate software to meet requirements of straightforward data-handling task / use communications software to meet requirements of a straightforward task.*

PSHE

Relationships

Addressing extremism and radicalisation

We will be exploring communities, inclusion, respect and belonging. We will learn about how the Equality Act supports diversity and values, learning skills with which to identify how social media may distort, mis-represent or target information in order to influence beliefs and opinions. We will learn how to safely challenge discrimination and how to recognise and respond to extremism and radicalisation.

PE

Rounders/ Kick Rounders - Students will learn how to strike the ball with precision and develop an understanding what it takes to work together as a team. Students will develop self-confidence with rounders/kick rounders.

Work Skills

Skills for working with others

Interacting and working with others – what is effective and ineffective teamwork

Put into practice on an agreed activity – producing a worksheet / instruction leaflet / playing a game / building a structure out of different materials – each individual to have different roles – with at least one other individual

Produce a visual feedback representation of what went well and 'even better ifs' – advantages of teamwork

Collaboration could be taken a step further – take part in activities within school raising money for a local charity – eg make and sell cakes etc – who will take the lead / delegation / agreement of tasks / what is needed / timeline etc

Presentation after – what went well and 'ebi'

Citizenship

Theme E: Taking citizenship action.

This term, we will learn about the definition 'Active Citizenship' and see examples of projects people have completed. We will also explore the skills an individual will need to be successful at carrying out an active citizenship project and why working in groups can lead to a positive project outcome.

We will investigate what the examination boards expect an Active Citizenship Project to focus on and explore our interests in citizenship issues and see how these fits into the examination boards' specifications. We will also revisit the skills we intend to develop throughout our projects.

We will learn why carrying out research is important in the successful planning of a Citizenship Action Project. We will look at the difference between primary and secondary research, and we will look at the different ways that they can be carried out. We will go on to see the impact research can have on our original plans and how sometimes it is necessary to adapt these.

Catering

Pupils will be Learning about genetically modified foods and how it can be beneficial when selecting and choosing food. We will learn the process of how food is genetically modified and why. Pupils will then be focusing on planning and preparing for their Level 1 BTEC assessment by identifying a dish they want to create for a friend. They will then plan out timings, Equipment needed, ingredients, and how they would like to present their dish.