

# Year 10 Curriculum Guide



Autumn Term 2017



## **English**

In English this term Year 10 will be covering:

Introducing AQA GCSE English Language course (new specification, first examined in 2017 and to be taken by Year 10 students in 2019).

This term we will focus on the key skills needed for Papers 1 and 2 of the Language exam (there is no longer a coursework element to the English GCSE). These include: reading, understanding and responding to texts, explaining and commenting on writers' methods and effects, forming a critical response, comparing texts and writing creatively and from a particular point of view. Students will study a variety of textual extracts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, both fiction and non-fiction. They will also begin to consider the skills required when using Spoken Language, in preparation for their own presentations later in the course.

With Mrs Gatfield, for one lesson per week we will be alternating between English Comprehension, and the Edward de Bono Thinking Skills programme that we started last year. For 10 minutes at the end of each lesson we will be learning Sign Language.

## **Maths**

### **Unit 1**

Written calculation: review formal methods of calculating, multiplication of and division by decimal numbers, long multiplication and division, multiplication of and division by numbers between 0 and 1.

Calculating with surds (roots).

Algebra: simplifying terms, expanding a single bracket, expanding double brackets, factorising expressions.

Geometrical reasoning: properties of quadrilaterals, angles in polygons.

Fractions: multiplication and division of fractions, addition and subtraction of fractions.

Scatter graphs: investigate correlation, use and interpret lines of best fit.

Index laws: use index form and square roots, multiplication and division of numbers with indices, raising to a power.

### **Unit 2**

Using a calculator.

Circles: circumference, using  $\pi$  to give exact answers, area of a circle.

Construction and scale drawing: construct perpendicular lines, bisect a line, bisect an angle.

Solving equations: linear equations, equations with brackets, using equations to problem solve, equations with fractions.

Estimating: calculate with estimates.

Maths in everyday life.

**Year 10 Foundation Curriculum Students targeted grades 4-5 students will be learning the following.**

### **Unit 1**

Number work: arithmetic review, using a calculator, calculating with powers including negative powers, calculating with roots, products of prime factors, finding highest common factors and lowest common multiples using a Venn diagram, standard form.

### **Unit 2**

Algebra: review previous algebra work, find simple formulae, substitute numbers into formulae, expanding two brackets, expressions and equations, equations with brackets, solving equations, forming equations, equations with fractions, factorising quadratics, factorising the difference of two squares.

## **Science**

### **Biology**

1. Enzymes
2. Transport

### **Chemistry**

1. Separating and purifying substances
2. Atomic structure

### **Physics**

1. Motion
2. Forces and motion

## **Geography**

Year 10 will study natural hazards and the impact they are having on humans in the 21<sup>st</sup> century. These will relate to current hazards as well as those in the past in order to understand how natural hazards can be prevented or at least the hazard risk reduced. Year 10 will also study the ethics of hazard impacts on different levels of society from the wealthy to the deprived elements of society.

# French

Term	Theme	Sub-theme(s)	Grammar
Year 10 – Autumn (1)	Identity and culture	Who am I?  <b>Module 1</b>	<ul style="list-style-type: none"> <li>– present tense of regular <i>-er</i> verbs and of irregular verbs (<i>avoir, être, aller</i> and others)</li> <li>– adjectival agreement</li> <li>– definite and indefinite articles</li> <li>– prepositions</li> <li>– possessive adjectives</li> <li>– reflexive verbs in the present tense</li> <li>– emphatic pronouns</li> <li>– the near future tense</li> <li>– the perfect tense (both verbs with <i>avoir</i> and with <i>être</i>)</li> <li>– the imperfect tense</li> <li>– using a combination of tenses</li> </ul>
Year 10 – Autumn (2)	Identity and culture	Daily life Cultural life  <b>Module 2</b>	<ul style="list-style-type: none"> <li>– <i>depuis</i> + the present tense</li> <li>– the relative pronouns <i>qui</i> and <i>que</i></li> <li>– comparative adjectives</li> <li>– direct object pronouns (<i>le, la, les</i>)</li> <li>– the superlative</li> <li>– consolidation of the imperfect tense</li> </ul>

## **PE**

In practical lessons the students will be playing a variety of sports including rounders, football, quick cricket and a focus on badminton. The students will also be monitoring their fitness levels on a regular basis. In theory lessons the group will be looking at the function of the body related to sport, to understand how fitness improves through exercise, as well as looking at the ethics of sport and the role of performance enhancing substances on the body.

## **History**

### **Week 1**

Outline the topics to be covered over the next two years.

1. Thematic study Crime and Punishment
2. British Depth study
3. Period study American West
4. Topic to be selected from the new section Modern Depth Study (student choice)

What is History about?

Consider at all times the

**How** did it happen? How did it effect others and future years?

**Why** did it happen? Why did people react the way they did?

**What** was the consequence of an event?

**Where?** **When?** Or **Who?**

### **Week 2**

Smuggling Look at how to do an enquiry, how to research, what is relevant?

How to select information from a variety of sources.

The importance of keeping precise notes and recording where the information came from and a full bibliography.

What do you know about modern smuggling? Spider diagram of crimes, look for those that may have been around in 1700's and those that are modern crimes such as people smuggling. Ask yourself why, where how? Can you hypothesise as to reasons?

Use computer room to begin research.

### **Week 3**

Concentrate on early smuggling. Use three sources to find relevant information and the importance of being selective. Use the information to begin a wall display.

**Week 4** Mount completed work on wall and make precise notes of key facts on early smuggling, students to remember the questions they must always try to answer.

Recall information without using the textbook and then learn thoroughly for homework.

### **Week 5**

How to answer a History question and the importance of writing a well planned answer using either pointers or spider diagram before beginning answer.

1, Why were the Hawkhurst gang so successful in smuggling in the early 1700's?

2, For many people smugglers were seen as heroes. Discuss and give reasons for your answer.

Begin researching modern smuggling crime, facts figures and complete for Homework

**Week 6** Modern policing and methods of detecting crime. Consider the thought. There are over 200 unsolved murders at the moment, why with all the modern methods of crime detection available do you think this could be the case?

### **Weeks 7/8/9**

Begin to look at early Anglo-Saxon England and crime. Types and punishments?

The role of the Anglo-Saxon Kings

Crime in towns and villages and Anglo Saxon law. Taking oaths and the importance of tithing, hundreds and Hue and cry. Weigild. Stocks and pillories

The role of the church and trial by Ordeal.

Pages 11 to 20 Pearson History Hodder pages 14 to 31

Summary and checkpoint questions

### **Weeks 10/11/12**

Crime and punishment in Norman England

Kings and the changing laws

The feudal system, Murdrum and the Forest laws

Changes in Norman punishments including the addition of trial by combat.

Summary and revision of Anglo-Saxon and Norman Law

Answering questions historically and mark allocation

Pearson 20 to 28 Hodder 31 to 35.

Case studies

The influence of the Church on crime and punishment

## **Philosophy and Ethics**

As part of the GCSE in Religious Studies the students will be focusing on Islam this term. The topics to be covered include:

### **Islam- Beliefs and Teachings**

- The Nature Of Allah
- Prophethood
- Angels
- Afterlife
- Foundations of Faith

### **Islam- Practices**

- The Five Pillars of Sunni Islam: practices in Britain and elsewhere
- The Ten Obligatory Acts of Shi'a Islam: practices in Britain and elsewhere
- Jihad: Greater and Lesser
- Festivals and Commemorations: practices in Britain and elsewhere

Learning will occur using a variety of teaching methods such as independent research tasks and classroom discussion. Throughout the course there will be a focus on developing written responses to questions using religious and non-religious evidence to support arguments.

## **ICT**

In ICT this term Year 10 will be covering the following topics:

Excel (Spreadsheets) - Entering data, text and border enhancement, formulas/using functions, creating charts and printing data and formula.

Powerpoint – Creating a simple presentation – inserting text, graphics and using animation techniques. Printing options.

Paint/Word - creating posters

Introducing Programming Scratch, Programming logic, write own programming

## **Music - Btech**

Instrumental work

Working on an ensemble piece 'Come as you are' by Nirvana

Aim of Work

Getting pupils to work together as a group

Play individual parts of the music together

Work on ensemble skills of rhythm, timing etc

Improving instrumental ability/vocal ability

Improving confidence in playing to the class

## **Drama**

We will refresh some of the skills learnt last year such as mime and characterisation.

I will then introduce some new themes such as; Shape, Power, Sound pictures.

They will explore creating their own piece of devised Drama and develop this over 2 or 3 weeks; also looking at scripts and developing someone else's ideas.







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