

FRIENDS' SCHOOL LISBURN



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YEAR 10

**CURRICULUM
BOOKLET**

2017 – 2018



YEAR 10 CURRICULUM BOOKLET

Pupils in Year 10 continue to develop knowledge and skills in keeping with the rationale of the revised Northern Ireland Curriculum and across the same subjects studied in Year 9.

This is the final year of the Key Stage 3 cycle and an important year for pupils as they will make choices about subjects for GCSE.

TEACHING CLASSES

As in Years 8 and 9, classes in Year 10 are unstreamed and pupils are divided alphabetically into five Collect groups and are taught in this arrangement for all subjects, with the exception of Mathematics and the practical subjects. In the practical subjects, asterixed below, pupils are divided alphabetically into 6 groups. In Mathematics pupils are streamed in the top two classes according to performance in standardised assessments and the end of year examination in Year 9, but are taught in mixed ability groups in the remaining 3 groups.

Pupils study all of the subjects listed in the table below.

| Subject | Number of periods |
|---|-------------------|
| *Art and Design | 2 |
| English | 5 |
| French | 4 |
| German or Spanish | 4 |
| Geography | 3 |
| History | 3 |
| *Home Economics | 2 |
| Learning for Life and Work (Employability, Citizenship and Personal Development) & Careers | 2 |
| Mathematics | 5 |
| Music | 2 |
| Religious Education | 2 |
| *Science: Biology | 2 |
| *Science: Chemistry | 2 |
| *Science: Physics | 2 |
| *Technology | 2 |
| Physical Education | 1 |
| Games | 2 |

Pupils are given every encouragement to achieve the highest personal academic standards.

Teaching and learning strategies employed in the classroom provide pupils with appropriate opportunities to develop and display their creativity, independence, collaboration and encourage acquisition of the necessary skills for effective learning.

SKILLS

The skill of effective **Communication** is at the core of all learning and is developed in a progressive way through Talking, Listening, Reading and Writing in English lessons and reinforced across all subjects. Similarly, pupils' ability in **Using Mathematics**, taught primarily through Mathematics, is developed and consolidated across the curriculum.

As mentioned earlier, pupils are given levels to reflect their progress in these skills at the end of Year 10.



Using ICT Over the course of Year 10 pupils continue to develop their ICT skills across all subjects.

The ICT skills include, presentation using applications such as PowerPoint and Publisher, Measurement and Data Logging, Computer Aided Design, Data Handling, working with Sound and Images and effective researching using the internet and virtual learning environments.

Below are the subjects and associated tasks used to develop pupils' skill in Using ICT.

| Subject | Year | Task | ICT Skill |
|------------|------|------------------------------------|----------------------|
| French | 9 | Shopping/Cartoon | Presentation |
| HE | 9 | Country & Culture | Research |
| Geography | 10 | Exploring the issue of sweatshops | Online collaboration |
| Technology | 10 | Using CAD to create a bedside lamp | 3D CAD |

The revised Northern Ireland Curriculum has identified development of **Thinking Skills and Personal Capabilities** as central to enabling pupils to become effective learners across all subjects. These skills encourage pupils' ability to think both critically and creatively and to develop personal and interpersonal skills and dispositions which help them in their learning.

The five skills are:

- Managing Information
- Thinking, Problem-Solving and Decision-Making
- Being Creative
- Working With Others and
- Self Management

Pupils will acquire all five skills through all subjects but will focus on the development of the skills that are most appropriate to the content of each subject. Pupils are assessed in these skills and progress reported as part of the end of year report, but there are no levels attributed to performance in these skills.



GCSE SUBJECT CHOICES

In December, pupils are issued with a GCSE Information Booklet which lists the subjects and course content of all subjects on offer at GCSE and parents and pupils are invited to an Information Evening on Key Stage 4 and Subject Choice at GCSE. The process of choosing subjects is explained to pupils in an extended Year Assembly and, as part of the Employability and Careers Planning Programme, pupils spend a period per week looking at subject choice and related careers research.

Following the January Exams and Progress Review meetings with subject teachers, parents and pupils will have the opportunity to speak with subject teachers and pupils will be asked to confirm their subject choices. Additionally, all parents are invited to attend a Careers interview with their son/daughter to help direct pupils and ensure appropriate decisions are made that reflect their individual strengths and interests while keeping career options open.

How should I choose my GCSE subjects?

There's **no "right" way to choose your GCSE options**, but it can help if you think about your future when making your decisions.

Although it may seem like a long way away, you might want to consider what qualifications you'll need to get into university (if that's your plan) because the subjects you take at GCSE could have an impact on the choices you have at A Level.

Some careers require certain subjects. For example, if you know whole-heartedly that you want to be an Engineer, then choosing subjects related to that job, like Physics and Maths, will be essential.

Other careers will have a preference for certain subjects. For example, if you want to go into the legal professions then subjects such as English and History are seen as useful because you will have developed some of the **skills** that are required for these types of jobs.

However, the vast majority of jobs and careers are not subject specific. Good grades at GCSE and A Level are more important.

Keeping GCSE options open

If you really **don't know what career** you want in the future, like most students in Year10, then you should probably aim to keep your options open. Studying a range of subjects will provide you with a good overview of different topics and different ways of studying, and this can help you identify what subjects you are best at for A Level.

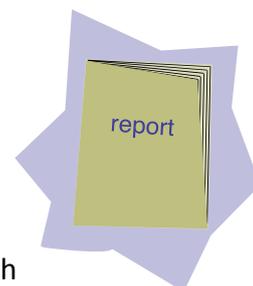
The best advice is to choose the subjects you **like and are good at**. You are much more likely get higher grades in these subjects.

- Consider what you enjoy and are good at
- Consider which subjects you might need if you have a specific career in mind

- Listen to your teachers' advice on which subjects will play to your strengths
- Focus on keeping options open for now rather than specialising

ASSESSMENT AND REPORTING

Assessment is an integral part of the school curriculum. Teachers assess pupil progress in Year 10 both in an on-going way, referred to as Assessment **for** Learning, as well as in a summative way, which is Assessment **of** Learning.



Pupil progress is also reviewed by pastoral staff to monitor progress, identify both strengths and areas for improvement and assist pupils in personal target setting and action planning as part of their Progress File development.

Assessment for Learning

Assessment for Learning is very much integrated into pupils' everyday learning. It is part of the teaching process used to develop pupils' knowledge and understanding. Teachers use techniques that best suit the nature of the work being assessed and the purpose of the assessment. It may, for example, take the form of; independent or group tasks, class discussion, homework, project work, small class or unit tests and teacher observation of pupil participation as an individual or as part of a group. In keeping with the rationale of the revised NI Curriculum pupils are also encouraged to be fully involved in their learning and to review their work and set targets for improvement, thereby fostering self responsibility and independence.

Assessment of Learning

Throughout the year, in most subjects, pupils have summative or end of topic/ end of unit tests, many of which will be standardised across the whole year group.

School Examinations

At the end of **January** and again at the end of **May** pupils sit **School Examinations** over a week when they are off timetable. Copies of the school examination timetable indicating changes to break, lunch and end of school times are posted on the website a few weeks before the examinations in the Academic, Internal Examinations area.

Preparing for School Examinations

There are a number of ways in which parents can support school and help pupils prepare for examinations.

In the weeks leading up to each School Examination period pupils are encouraged to make a revision timetable and are supported in the organisation of their exam preparation. Additional materials and consolidation activities are on Fronter.



In lessons, subject teachers indicate areas on which pupils should focus revision, spend time preparing them for the content, share with them the types of questions they might be asked and give guidance about how to set out answers and the timing of answers.

Parents can also assist with revision in some of the following ways:

- ✓ Preparation of a revision timetable and ensuring pupils adhere to it
- ✓ A plan of what needs to be revised in each subject to ensure all subjects and areas highlighted by subject teachers are covered
- ✓ Organisation of all notes/books required for revision
- ✓ A revision notebook in which the pupil can make notes, self test and highlight areas for further revision
- ✓ Talk pupils through learning, hear vocabulary/prepared presentations for Speaking Tests in Languages and check accuracy of notes made from textbooks/learning booklets/class and home works
- ✓ Ensure pupil can work at a table/desk and has a quiet area in which to study
- ✓ Encourage self or parental testing followed by review of all learning and punctuate revision with short but well-earned breaks!

Target Setting and Action planning

In keeping with the rationale of the revised NI Curriculum, pupils are also encouraged to be fully involved in their learning, to review their work and set targets for improvement, thereby fostering self- responsibility and independence.

Each year, following the winter and summer examinations, pupils take time in Collects to review their performance in all subjects and set targets for improvement. More details about this are given in the Homework Planners pupils receive in September.

HOMEWORK

All pupils are expected to complete all homework to the highest standard.

Each pupil is issued with a Homework Planner at the beginning of the school year in which to keep a record of the work set. The Planner should be brought to all subject classes. **Pupils must record all homework in their Homework Planner**, entering the details on the day the homework is to be submitted and completing it by the date set by the teacher.

Collect teachers check the pupils' Homework Planner regularly and parents are also encouraged to check that homework is being done and to initial the Homework Planner each week. Parents will receive a homework timetable in September. Homework given will vary to reflect subject content and individual subject descriptions will give some indication as to what form it will take.

Each subject department provides pupils with subject specific guidelines for the completion of homework and sanctions to be applied in the event of non completion/submission of homework, work of an unsatisfactory standard or work that has not met the required deadlines. Sanctions will include repeating work, giving additional work and department detentions over lunchtime. In the event of persistent failure to complete homework, pupils will be referred to their Year Teacher and given an afternoon detention.



Pupils must ensure homework set when out of class for sport, music lessons or other activities is completed.

The subject teacher will make a record on SIMS when work is not submitted and, in Key Stage 3, may also use the Homework Planner to communicate with parents.

Although it is set according to the timetable, there are times when homework may not arise naturally from class activities and it may not be useful to set a piece of work. There are occasions, too, when pupils are involved in project work and are required to complete a short additional task in the evening to ensure on-going progress in the project. Pupils may also be set a larger piece of work which teachers might ask pupils to complete over two or more homework sessions. This requires careful organisation on the part of the pupil who needs to learn to manage his/her time at home in order to ensure they are able to complete all homework on time.

HOME SUPPORT

Parents can support their son/daughter's learning at home by encouraging him/her to:

- ✓ check through his/her work for both accuracy and presentation
- ✓ take time each week to review work, possibly even setting a few weekly targets for improvement
- ✓ manage and organise his/her books and materials required for lessons each evening
- ✓ read as much and as often as possible including books, newspapers, magazines or journals related to personal interests and subject related articles on the internet, all useful ways to extend general knowledge and literacy skills
- ✓ participate in extra curricular activities

REPORTING IN YEAR 10

Parents receive two reports of their son/daughter's performance over the year. The Winter Report reports the pupil's percentage achievement and year average percentage in the January exams and teachers comment the pupil's progress in each subject.

Similarly, following the May/June exams, the end of year Annual Report reports the pupil's percentage achievement and year average percentage and provides parents with a comment on pupil progress and achievement over the year in each subject. Pupils' interests and activities are reported along with a summative comment from pupils' Year Teacher which includes a focus for development.

REPORTING ON THE CROSS CURRICULAR SKILLS

As required by the revised Northern Ireland Curriculum, the subject comment in five different subjects in the end of year Annual Report includes reference to pupil progress in the each of the five Thinking Skills and Personal Capabilities. The table below indicates which subjects reports on each of the five skills in Year 10. The end of Key Stage 3 Annual report also includes a comment on progress in Communication, Using Mathematics and Using ICT.



| | |
|-----------------------------|-----------------------|
| Problem Solving | Biology |
| Being Creative | Music |
| Self Management | German/Spanish |
| Managing Information | Geography |
| Working with Others | LLW |

SUBJECTS

ART & DESIGN

In Year 10, pupils study Art and Design for two periods each week.

The programme builds on and extends the experiences of Years 8 and 9. In class and through regular homework, pupils are presented with tasks which continue to develop their artistic responses, imagination, help them to express their ideas and become more aesthetically aware. As in Years 8 and 8, the department reports through continuous assessment.

In Year 10 opportunity is created to further develop independent learning and an increasing sense of purpose through a personal approach to Art and Design. Value is placed on creating individual and meaningful work and on creating it with increasing confidence. Throughout the year, pupils are given the opportunity to further develop their recording skills across a range of materials and processes.

Pupils continue to place their work in context by investigating and appreciating the work of related artists, designers and craft workers and opportunities are provided, when possible, for these experiences to be first hand. The intention is to show that Art and Design affects, influences and reflects the environment in which they live and very importantly, that the skills and careers they observe, practice and evaluate are accessible to them.

Throughout the year, Thinking Skills and Personal Capabilities are integrated into the Year 10 programme with particular emphasis on Being Creative, Self-Management and Working with Others. At all stages, pupils are encouraged to utilize the school VLE Fronter, by accessing resources which support and extend their learning, in particular with research tasks which are completed at home.

Pupils are encouraged to take part in a range of competitions and subject related activities throughout the year.

It is the aim of the Department to extend and develop the creative skills of each pupil through a wide ranging, challenging and varied programme to prepare them for a confident transition to the GCSE Art and Design course, should they choose to continue with the subject in Year 11.

ENGLISH



Year 10 pupils have 5 periods of English each week. Pupils undertake a range of tasks and activities which have been designed to address the learning intentions outlined in the English Learning Area of the Northern Ireland Curriculum. Units of work have been created to enable pupils to acquire knowledge, understanding and skills and to extend and develop the ability to use language effectively, communicate ideas powerfully and understand the ideas of others.

The understanding of language conventions and rules are integrated within the units. Pupils are given the opportunity to be creative and critical thinkers and embedded in this process is the need to work with others, manage information, self-manage and problem solve.

Assessment is embedded in the preparation work and completion of the tasks specified in the Year Plan. Pupils will have a booklet containing information for each task. Success criteria indicate how the marks are awarded. The final task is completed in school, marked and then moderated by English teachers. The outcome of the final task is used to award a Communication Level in Reading, Writing, Talking and Listening.

KS3 Communication

In English this year you will be working towards your KS3 Communication. You will be assessed in three areas:

- Reading (2 tasks)
- Writing (2 tasks)
- Speaking and Listening (3 tasks – individual presentation, group discussion, role play)

These tasks will be prepared in school and at home but the final task will be written during class time. At the end of the year you will be given a 'Level' for your attainment in Communication.

Below is an outline of tasks:

- Writing task 1 – **Personal Writing**
- Reading task 1 – **Literary Response to Unseen Prose**
- Writing task 2 – **Creative Writing**
- Reading task 2 – **War Poetry**

Speaking and Listening assessments take place throughout the year.



| TERM 1 | TERM 2 | TERM 3 |
|---|---|--|
| <p><u>September – October</u></p> <ul style="list-style-type: none"> • Writing task 1 Personal Writing <p><u>November – December</u></p> <ul style="list-style-type: none"> • Reading task 1 Response to a literature text: Unseen Prose • Speaking and Listening task 1 (group discussion) <p><u>December</u></p> <ul style="list-style-type: none"> • Teaching of Creative Writing & non-fiction analysis in preparation for January assessment. • Speaking and Listening task 2 (role play) | <p><u>Jan</u></p> <ul style="list-style-type: none"> • Writing task 2 (winter exam): Creative Writing & non-fiction language analysis <p><u>February - March</u></p> <ul style="list-style-type: none"> • Reading task 2 Teaching and assessment of War Poetry. <p><u>April</u></p> <ul style="list-style-type: none"> • Speaking and Listening task 3 (individual speech) | <p><u>April / May</u></p> <ul style="list-style-type: none"> • Teaching for internal examinations. Summer exam: Literary Comprehension (not assessed for KS3 Communication). <p><u>June</u></p> <ul style="list-style-type: none"> • Shakespeare • Drama |

N.B. Pupils will read 2 class novels – ‘*Stone Cold*’, Robert Swindells and ‘*Noughts and Crosses*’, Malorie Blackman. They are also encouraged to read a range of fiction books and non-fiction material at home throughout the year.

Supporting Learning at Home.

The school’s Virtual Learning Environment, Fronter, contains useful material to help support pupil learning and exam preparation.

GCSE requires pupils to have a very good vocabulary and be able to read, write and communicate purposefully and with insight exhibiting sophistication in expression, punctuation and language. In order to support and develop this aim, pupils are expected to read widely at home.

Pupils are invited to enter a wide range of school based, local and national creative writing competitions and to develop their confidence and skills through participation in subject centred extra-curricular activities. Workshops, book fairs and cinema and theatre visits are all available to pupils.

In addition, English teachers lead and develop:

Junior and Senior Book Club

Junior and Senior Debating

(Every two years pupils will have the opportunity to perform in a school drama production.)



GEOGRAPHY

After completing two year's study of Geography, pupils are now very familiar with both the physical and human aspects of the subject. Year 10 is an enjoyable and interesting one where pupils will learn about Geology, Earthquakes/Volcanoes, International Development, Globalisation and the Geography of Crime.

Pupils make reference to the Oxford Geog. 1,2 and 3 textbooks for Key Stage 3. These books, along with a wide variety of other teaching resources such as the school VLE (Fronter), will hopefully foster a lifelong interest in geographical study and the world around us.

Pupils can expect at least one written homework per week and are encouraged to maintain high levels of organisation and presentation throughout. Assessment is on going throughout the year in the form of standardised end of unit tests and the winter and summer exams.

Pupils are given opportunities to develop Thinking Skills and Personal Capabilities and in Year 10 there is a specific focus on Managing Information. Pupils are also given many opportunities throughout the year to consolidate their proficiency in ICT.

HISTORY

All pupils continue to study History for three periods per week in Year 10.

In Year 10, pupils cover the following topic areas focusing on the 20th century: World War One, the causes and effects of the Holocaust through The Facing History project and the consequences of the Partition of Ireland. The Department is currently involved in a Shared Education Project with St. Dominic's Grammar school. This is focused on events in 1916 in Ireland, focusing round the Battle of the Somme and the Easter Rising and their impact on Ireland at the time and today. The Project involves and number of shared classes and activities throughout the year.

Thinking Skills and Personal Capabilities are an integral part of the learning process and in Year 10 there is specific focus on the skills of Managing Information and Problem Solving using Primary and Secondary sources. Pupils use a variety of school designed workbooks and textbooks to supplement classroom activity. To enhance their learning they make use of ICT facilities for research and presentation with the Facing History Presentation worth 20% of the Summer Exam. This Unit of work enables pupils to extend their awareness and understanding of other sensitive global issues around the theme of genocide. Pupils can make use of Fronter for revision/extension activities before examinations.

Homework generally involves research, reading and writing tasks. There is generally a formal written homework every week. Parents can help by checking the presentation of their son/daughter's homework. At the end of each unit of work, pupils can expect to do a standardised assessment and will be asked to record marks and set targets for improvement.

HOME ECONOMICS



In Year 10 Home Economics the pupils study the following topics: The Eatwell Guide; Eatwell Tips; micronutrients; sports nutrition; vegetarianism; food provenance; food safety; salt in the diet; osteoporosis; obesity; CHD; dental caries; consumerism; budgeting; methods of payment; and family life to include relationships, dealing with problems/conflict and changes to family life e.g. birth of children. To promote cooking skills and highlight the importance of balanced nutritious food, pupils have an opportunity to enter the Dairy Council Northern Ireland Young Cook of the Year Competition.

The work is divided into 4 Units. Cookery practical is an integral part of the course and they may cook two or three times per unit of work. At this level the pupils are encouraged to make their own choices for some of the practical activities, produce time plans and evaluate their work. They will have a cookery practical examination in April which will count towards their final examination result. Pupils enjoy the challenge of deciding upon a dish, managing their time and developing their presentation skills in this exam task. The pupils are provided with all their worksheets and have use of text books in school.

There is some standardised homework which is included with their worksheets but additional homework may be given when it is deemed necessary. Two homework tasks contribute to the winter report and the mark schemes are included with their worksheets. Additional worksheets, PowerPoint presentations and embedded videos will be available on Fronter to help reinforce learning covered in class.

An ICT task is set in Year 10 when the pupils produce a presentation using PowerPoint which could be used to inform six year olds about the importance of looking after their teeth. A Financial Capability Task promoting numeracy is included which links with the topic of budgeting. In Year 10 many of the Thinking Skills and Personal Capabilities are developed but the focus is on Self Management, Problem Solving and Being Creative.

All pupils will enjoy a cookery demonstration from The Livestock and Meat Commission.

LEARNING FOR LIFE AND WORK

All pupils in Key Stage 3 have access to Learning for Life and Work comprising the contributory strands of Citizenship, Employability and Personal Development. Learning for Life and Work aims to help pupils to develop knowledge and understanding of the challenges and opportunities that they may encounter both inside and out of School; and the different values, attitudes, needs and perspectives of their own and other communities. Additionally, it aims to develop the skills, attitudes and values necessary for independent thinking, informed decision making and responsible actions.

Learning for Life and Work is delivered in timetabled classes and during special Learning for Life and Work days, at specified times throughout the year, when a range of professional agencies come into School to deliver aspects of the programme. This allows the expertise of external providers to support our curricular provision.

In Year 10, pupils have three separate periods for Citizenship, Careers Information, Education and Guidance and Personal Development. There is equal provision for the three Learning for Life and Work components across the Key Stage.

In Year 10 pupils cover the following topics:

- Democracy and Active Participation through Citizenship.
- Enterprise and Entrepreneurship, Work in the Local and Global Economy and Career Management through Employability.
- Drugs Prevention, Alcohol Awareness, Personal Safety, Relationships and Bullying through Personal Development.

All Learning for Life and Work classes are delivered by fully trained staff and the Key Stage programme is evaluated each year to ensure that pupils are receiving relevant and valuable provision that progresses throughout the key stage. Pupils have the opportunity to evaluate all the external programmes and therefore contribute to the planning for subsequent year groups.

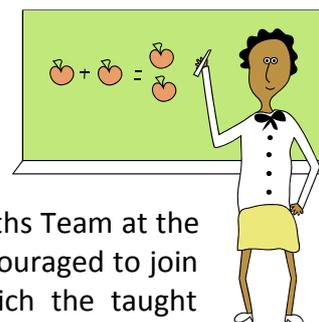
Staff report on Learning for Life and Work progress in the end of year reports and the skill of Working with Others is highlighted in all year groups. Learning for Life and Work opportunities are also available in a range of other curricular subjects to enable pupils to experience links across the curriculum.

MATHEMATICS

The aim of Mathematics in Year 10 is to develop a sound foundation upon which the GCSE Mathematics course can be built in Key Stage 4. Pupils consolidate all of the topics covered in Years 8 and 9. Examples of the new topics covered in Year 10 are simultaneous equations, trigonometry, bearings, inequalities and cumulative frequency. There are opportunities to develop Thinking Skills and Personal Capabilities with, in Year 10, there being particular focus on Managing Information and Problem Solving. Pupils use a pupil workbook as well as STP Mathematics 3A.

Homework generally involves further practice on work covered in class. A maximum of four homeworks may be set per week. A formal homework is completed in the homework book at the end of every topic to prepare for class tests. The results of these formal homeworks are recorded. Pupils are encouraged to be actively involved in monitoring their own progress.

Revision material as well as links to the interactive website, www.MyMaths.co.uk, is available on Fronter and pupils are encouraged to make use of this in order to further support their learning and develop their skills of independent study.



Two Year 9 and 10 pupils represent the school on the Junior Maths Team at the UKMT Junior Team Maths Challenge. Year 10 pupils are also encouraged to join the Junior Mathematics Club which aims to extend and enrich the taught curriculum.

They also continue to acquire and consolidate grammatical concepts such as the Perfect Tense using *avoir* and *être*, negative verb forms, reflexive verbs, other irregular verbs, conjunctions, comparisons, expressions with *avoir*, adjectives and pronouns. Pupils develop a range of ways in which to express their opinions, both orally and in written form.

Pupils will use ***Tricolore Total***, supplemented by a number of online resources.

German

Pupils who have taken German as a second Modern Language in Year 9 continue with it in Year 10.

During the year, pupils cover the following topic areas: family; daily routine; healthy living; holidays; places in town; school; festivals; and the environment. Listening, Speaking, Reading and Writing skills are all developed. Pupils build on language skills acquired in Year 9 and develop knowledge of modal verbs, accusative and dative cases and the perfect tense. They also develop ways to express and justify opinions.

Pupils follow the ***Klasse*** course and by the end of the year will have completed ***Klasse 2***. To supplement this course, they use ICT packages such as ***Klasse Integral***, and a variety of online resources.

Spanish

Pupils who have taken Spanish as a second Modern Language in Year 9 continue with it in Year 10.

During the year, pupils cover the following topics: holidays and travel; hobbies and interests such as mobile phones, music and TV; food and restaurant vocabulary; socialising; clothes; and directions. They also learn to express and justify opinions. Listening, Speaking, Reading and Writing skills are all developed and in addition, pupils acquire grammatical concepts such as the Preterite Tense, comparatives, negatives, the near future and reflexive verbs.



Pupils use ***Viva 2***. To supplement this course, they use a variety of online resources.

MUSIC

In Year 10 Music, pupils study Listening, Composing and Performing, developing from the work in Years 8 and 9, whilst simultaneously providing a solid foundation for GCSE Music. With a double period each week, pupils further develop their guitar and keyboard skills, complete an extended Music Technology project, using Garage Band, and compose using basic chord progressions. Topically, their work relates to 'Music from the Movies' and 'Vocal Music'. Whilst the work at Year 10 is directly relevant to pupils wishing to further their studies in Music, it is designed to be very accessible and enjoyable for all pupils.



PHYSICAL EDUCATION

In Year 10 pupils have one period of PE and Two periods of Games. Boys participate in the following activities: Health Related Exercise, Gymnastics, Badminton, Basketball, Athletics and Softball. Games activities involve Rugby, Hockey and Cricket.

Year 10 Girls participate in a range of activities which include Health Related Exercise, Gymnastics, Athletics, Hockey, Netball, Dance, Rounders, Tennis and Badminton.

Thinking Skills and Personal Capabilities are developed and in Year 10 there is specific focus on the skills of Self-Management and Working with Others. Within all Physical Education lessons learning intentions focus on transferable skills pupils can use in other situations. These include:

- Pupils learning to work effectively as a team
- Pupils learning to work independently
- Pupils learning to work with a partner
- Pupils being able to communicate their own knowledge of Physical Education to other pupils.
- Pupils use ICT to analyse and discuss performance

The school VLE “Fronter” is used in Physical Education to reinforce learning and also to stretch and challenge the pupils. Resources are available for pupils to identify core skills of certain activities undertaken in class with pupils encouraged to develop their knowledge of coaching points along with key terms. Extracurricular activities compliment the Physical Education programme and a full list and details can be found on the school website.

In KS3 pupils use ICT to analyse and evaluate performance with regards to improving skills. Smartphones and ipads can be used by pupils to monitor performance and identify areas for improvement. Across the Key Stage activities in the curriculum provide pupils the opportunity to develop numeracy skills eg keeping score in games, drawing and evaluating graphs in health related exercise converting scores in various fitness tests.

RELIGIOUS EDUCATION

RE classes build on the knowledge and skills acquired in Year 9.

In Year 10, pupils cover the following topic areas; Poverty and Hinduism. The pupils also complete a financial capabilities task related to the topic on Poverty. In the third term pupils will start the GCSE Religious Studies course. At all times we seek to make the course relevant to life to today. Pupils use a range of in-house work booklets and a variety of online resources.



Thinking Skills and Personal Capabilities are developed through active learning strategies and in Year 10 there is specific focus on the skills of Managing Information and Working with Others. Pupils will work co-operatively with the Geography Department in the study of global poverty. The Geography department examines with them the differences that exist in

development between countries and the reasons for those differences. In RE we consider the human and moral responses to the poverty debate.

Homework generally involves research, writing and presentation tasks. Pupils are encouraged to refine their development as independent learners. Parents can help by discussing homework tasks and encouraging pupils to plan and work independently. Throughout the year pupils complete a variety of standardised assessments and pupils have the opportunity to evaluate their work and effort.

SCIENCE

Biology

In Year 10 pupils have two periods each week and cover the topics: Breathing and Respiration, Heart & Circulatory System, Human Health and Disease, Genetics, Biodiversity and Plant Reproduction.

Pupils also undertake an investigation task designed to develop and assess the Thinking Skill and Personal Capability of Problem Solving.

Practical and investigative skills are further developed in Year 10 and assessment for learning activities promotes each pupil's skill in presenting a scientific report. Pupils are taught using work booklets with learning outcomes clearly stated at the beginning of each booklet. Specific tasks to promote literacy and numeracy have been built into the course. Lessons are also resourced through the use of animations, active learning activities, Power Points, images and relevant science programmes. Revision lists and materials are available on Fronter to help support pupil learning.

Homeworks are incorporated into the booklets and are generally set on a weekly basis. They include completion tasks, research, writing up an experiment, learning definitions and revising for tests. At the end of each unit of work pupils complete a standardised test.

Chemistry



In **Year 10** pupils study Chemistry for 2 periods each week.

The Chemistry course in Year 10 focuses on recognising the many substances that man uses and then making new substances from them. Therefore chemistry exerts a great influence on our everyday lives; from the food we eat, the clothes we wear, to the houses we live in. In Year 10 pupils cover the following topics:

Acids
Neutralisation
Periodic Table
Atomic structure



Reactivity series
Careers using Chemistry
Investigating Limestone
Using Chemistry
Formulae
History of Periodic Table
Rates of reaction

All laboratory based skills are developed through these topics. Thinking Skills and Personal Capabilities are developed through the different active learning approaches used in the classroom and incorporate ICT. Pupils are given an opportunity through the burning of magnesium ribbon to apply mathematical concepts to interpret observations and data, to draw conclusions. Pupils will be encouraged to write legibly using accurate spelling, punctuation and grammar.

Homework seeks to support pupils and give opportunities for them to consolidate and apply their knowledge, skills and understanding beyond the classroom. e.g. graph work, long questions.

Homework will include questions to test knowledge and understanding, together with learning for tests, research and planning for investigations.

Extra revision sheets and embedded videos are available on Fronter to help reinforce learning covered in class. At the end of each topic there is a standardised assessment. Pupils are encouraged to keep a record of their marks and to set targets for development.

Physics

In **Year 10** pupils study Physics for 2 periods each week. Pupils cover the following topics:

- Moments and Levers
- Pressure
- Static Electricity
- Current Electricity
- Magnetism
- Electromagnetism

Practical and investigative skills are developed; pupils also develop their skills in presenting a scientific report and also have many opportunities to develop skills in ICT and the Thinking Skills and Personal Capabilities of Managing Information, Working with Others, Decision Making and Problem Solving which will include using mathematical equations where appropriate. Pupils are given opportunities to develop the following mathematical skills: solve scientific problems, collecting data, presenting information and drawing conclusion using scientific and mathematical language.

Lessons are resourced through the use of animations, active learning activities, Power Points, images, simulations, relevant experiments and science programmes. Homework will give the pupils the opportunity to consolidate learning and is generally set on a weekly basis. Homeworks include completion tasks, research, writing up an experiment, learning

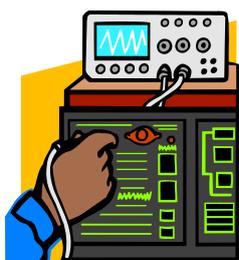
definitions and revising for tests. At the end of each unit of work pupils complete a standardised test. Throughout the year pupils are encouraged to review their individual performance and set targets for improvement. Pupils' will be given the opportunity, and are encouraged to use 'Fronter' (a virtual learning environment) to enhance their learning. This contains additional notes/information and links to websites that might help them in their understanding of topics taught as well as hints on both the winter and summer examinations.

TECHNOLOGY AND DESIGN

In Year 10, pupils engage in the following activities; designing and manufacturing a computer-controlled reaction game, further use of Computer-Aided Design (CAD) to design more sophisticated three-dimensional products and designing and manufacturing a mobile phone holder. The mobile phone holder task is open-ended and challenges pupils to show creativity in generating an aesthetically pleasing, functional and multi-material product. It is also helps to develop the design and communication skills required at GCSE level.

The Year 10 course is designed to be challenging and engaging and there is a balance between acquiring technological knowledge and developing product design skills. It also seeks to contribute to the development of Thinking Skills and Personal Capabilities and in Year 10 there is particular focus on the skills of Being Creative, Self-Management and Thinking, Problem-Solving and Decision Making. ICT work is also assessed and contributes towards the Key Stage 3 Level in using ICT.

Pupils use A4 folders to store their work. Booklets are given out for all topics covered during the year. Pupils are expected to store these safely in their folders. Pupils can leave their folders on an allocated shelf in the Technology and Design department when they do not need to take the folder home.



Pupils have two 35 minute periods per week. Teaching and learning resources can be accessed on the Fronter VLE and it is also used as a means of collecting in pupil work. Development of pupil numeracy and literacy is addressed through various practical and non-practical tasks throughout the year.