Year 10: Summer

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| Year 10 | | 1st Half Term Summer | | | 2nd Half Term Summer | | |
| English  (Dependant on academic route) | | **Study of 21st century fiction** | | | | | |
| Reading texts for meaning at different levels  Learning how to identify implicit and explicit meanings within texts  Analysing the writer's use of language  Exploring characterisation and setting  Develop analytical writing and reading responses | | | | | |
| **Travel Writing** | | | | | |
| Exploring genre of texts  Practise writing a range non-fiction and fiction texts  Identifying the difference between formal and informal writing  Learning how to use punctuation to clarify meanings and for effect  Develop own travel writing project | | | | | |
| Maths | | **Collecting, interpreting & representing data** | **Non – calculator methods** | **Types of number and sequences** | | **Indices and roots** | **Manipulating expressions** |
| Science | | **Acids and Alkalis** | | | **Ecosystems** | | |
| Describe the use of universal indicator to measure pH.  Use the pH scale to identify acidic and alkaline solutions.  Explain weak and strong acids by the degree of ionisation.  Describe the hazards associated with acids and alkalis.  Describe what endothermic and exothermic means. | | | Identify abiotic and biotic factors that affect ecosystems.  Describe how changes in the population of one organism can affect other organisms.  Describe how to use some sampling techniques.  Recall the cause of environmental change.  Identify the challenges of maintaining biodiversity.  Describe some positive human interactions within ecosystems. | | |
| Options | Art | Pupils will be working on a unit based on an external brief as a way to prepare them for their year 11 assessed unit. Learners will be responding to a client brief where they will be required to develop a range of products to compliment the client’s slogan, ‘Food Glorious Food’; targeting an audience of young people aged between 12 and 18 years old. | | | | | |
| Computer Science | Spreadsheets  (ECDL) | | | Careers | | |
| Construction | Introduction to carpentry skills  Personal progression plans | | | Introduction to plumbing  Personal progression plans | | |
| Graphics | Minimalistic film poster design | | | Typography | | |
| Drama | **Preparation, Performance and Production** | | | | | |
| In this unit you will learn how to develop a performance piece as a member of a performance company. You will perform, prepare and produce a performance by carrying out tasks that are appropriate to your role. You will need to make sure that you understand your responsibilities and that you are prepared for the performance, including learning lines, dance routines and organising costumes.  Within this unit it is important to understand how vital you are to the overall success of the production. This performance piece will then be performed in front of a live audience. | | | | | |
| Health and Social | **The Impact of Nutrition on Health and Wellbeing** | | | | | |
| This unit will explore what is meant by a balanced diet and its effects on the body.  It also explores what is meant by an unbalanced diet and how this may lead to various types of ill health. The knowledge and understanding gained in this unit is essential for a career in health and social care as it will help pupils support individuals to make the right choices to improve their health and wellbeing. | | | This unit will explore the nutritional needs of individuals at different stages of their lives. It will also explore more about the specific diets that some individuals need.  This unit will also enable pupils understand some of the personal preferences individuals may have with regard to their diet.  This knowledge and understanding will be applied to create nutritional plans for individuals with special dietary needs, which will develop pupils nutritional planning skills. | | |
| History | **The American West 1835 – 1895** | | | **Completing the American West** | | |
| Why did the Mormons go west?  What went wrong for the Donner party in their journey west?  What was the big attraction that attracted 300,00 migrants to California?  Why did the ranchers and the cowboys go to war?  What was the impact of the Fort Laramie treaty of 1851?  What was Red Cloud’s war about?  How were the Native Americans marginalised? | | | How did the American Civil war speed up settlement?  How was peace brought about between the Cowboys and Settlers?  How was the issue of Lawlessness solved?  Who was Billy the kid?  Who was Bill Hickcock?  What happened to the American Indians in the end?  Exam practice and Exam.  Exam analysis and reflection | | |
| Hospitality | **Working in the hospitality industry** | | | | | |
| This unit gives you the opportunity to explore the importance of working as part of a team and the importance of developing your customer service skills within various jobs roles in the hospitality industry.  Understanding the importance of customer service and working as an effective team member is an essential requirement for anyone who strives to work in the hospitality sector.  You will learn how to develop effect team working skills so you can give excellent customer service when embarking on real live work experience in Discover Tea’s coffee shop. | | | | | |
|  | Sport | Unit 1 fitness for Sport and Exercise | | | Unit 1 fitness for Sport and Exercise | | |
| IT | | Word, PowerPoint, and Excel skills  E Safety | | | Word, PowerPoint, and Excel skills  Computer management | | |
| PSCHE | | **Protective Behaviours** | | | **Healthy Relationships** | | |
| Through the two themes of Protective Behaviours;  ‘There is nothing so awful (or too little) we can’t talk about it with someone’ and ‘We all have the right to feel safe all the time’, pupils we explore;   * Rights and Responsibilities, Feelings * Safe Feelings, Fun to Feel Scared and Early Warning Signs * ‘There is nothing so awful we can’t talk about it with someone’ and Networks * Networks | | | Pupils will learn;  about relationship values and the role of pleasure in relationships about myths, assumptions, misconceptions and social norms about sex, gender and relationships about the opportunities and risks of forming and conducting relationships online  how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours | | |