



Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'
YEAR 10 HALF TERM 1 PARENT GUIDE

Lowton Church of England High School

Parents' Guide to Year 10 - Autumn Half Term 1

Core Subjects	What will your child learn?	What will my child know , and what will they be able to do by the end of the half term?
English	<p>Students will continue their English Literature GCSE with the study of Shakespeare's 'Macbeth'.</p> <p>Some students will focus on developing their non-fiction reading and writing skills and studying a modern play.</p>	<p>Students will know about:</p> <ul style="list-style-type: none">• The plot, characters, relationships, themes and language of 'Macbeth'.• Key scenes and their importance in the play• Students will be expected to know and learn quotations from these texts for use in the examinations. <p>Students will be able to:</p> <ul style="list-style-type: none">• Understand, discuss and analyse plot, characters, relationships, themes and language - verbally and in written form.• Write in an appropriate style for a literature essay, including the use of quotations <p>Students will know:</p> <ul style="list-style-type: none">• The format and style of different types of non-fiction writing.• The format and techniques of GCSE reading questions.• The plot, characters and themes of a modern play. <p>Students will be able to:</p> <ul style="list-style-type: none">• Use different reading skills with non-fiction texts including finding and selecting evidence, tracking through a text, commenting on the ideas given and comparing.• Write in a range of non-fiction styles with different levels of formality.• Write using quotations about the characters, plot and themes of a play.

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Maths	<p>Foundation students will be studying the topics of 'Straight Line Graphs', 'Real Life Graphs' and 'Transformations of shapes.'</p> <p>Higher students will be studying the topics of 'Quadratic and Simultaneous Equations' and 'Probability.'</p>	<p>Students on the foundation course will know about and be able to;</p> <ul style="list-style-type: none"> • Draw a straight-line graph from a given formula. • Use the general formula for a straight-line graph. • Know what is meant by 'gradient' and 'y-intercept' and interpret them in a variety of situations. • Be able to draw and read a distance-time graph and extrapolate information from them. • Manipulate shapes mathematically by reflecting (flipping), rotating (spinning), translating (sliding) and enlarging them. <p>Students on the higher course will know about and be able to;</p> <ul style="list-style-type: none"> • Recognise the key characteristics of a quadratic graph. • Students will be able to solve quadratic equations by using a variety of methods (factorising, quadratic formula, completing the square and by spotting graphically). • Have a method of solving simultaneous equations and be able to apply this method. • Solve a simultaneous equation graphically. • Do a variety of probability problems to predict the outcomes of an event. • Explain the difference between theoretical probability and experimental probability.
Science Trilogy	<p>Students will continue their Journey through the AQA specification and will be focussing on the topics:</p> <ol style="list-style-type: none"> 1. Infection and response. 2. Electricity. <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p>https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</p>	<p>Students will Know about:</p> <ul style="list-style-type: none"> • how the body defends itself against communicable disease-causing organisms and how this leads to immunity. • how new drugs are developed and tested. • Current, voltage and resistance in circuits • How simple electric circuits work and apply Ohm's law to different circuits. • The different methods for the production and distribution of mains electricity. <p>Students will be able to:</p> <p>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</p>

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RS	<p>Students will continue their 2nd year of studying the RS GCSE this half term.</p> <p>The first topic is Jewish Beliefs, focusing on the nature of God and the Covenant & the Mitzvot.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> • Jewish beliefs regarding the nature of God & the Covenant and the Mitzvot. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the nature of God in Judaism. • Explain Jewish beliefs about judgement and life after death. • Compare and contrast different views on the role and importance of the Messiah • Evaluate the Mitzvot between man & God, and man & man, including the difference between them and their importance • Critically consider key moral principles - Justice, healing the world, charity & kindness to others, & the sanctity of human life.
PE CORE	<p>PE will be taught on a carousel of sporting activities. During each carousel students will follow one or more of the following sports:</p> <p>Boys: Football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics</p> <p>Girls: Football, Hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics, dance</p>	<p>In the sports covered in this half term pupils will:</p> <ul style="list-style-type: none"> - develop their ability to perform all core and many of the advanced skills - skills will be performed consistently to a very good standard of accuracy, control and fluency - display the physical fitness required to perform very effectively - regularly make the correct decisions required to perform in a range of situations
History	<p>Students will be studying Paper 3 Weimar and Nazi Germany:</p> <ul style="list-style-type: none"> • Challenges to the Weimar Republic 1919-1923 • Stresemann – a return to stability? • The rise of the Nazi Party • How Hitler became Chancellor • How Hitler established a dictatorship 	<p>Students will know about:</p> <ul style="list-style-type: none"> • Spartacist Uprising / Dr Kapp's Putsch / Occupation of the Ruhr / Hyperinflation / Munich Putsch • Stresemann / Dawes Plan / Locarno Treaty / League of Nations / Kellogg-Briand Pact / Young Plan • Wall Street Crash / Fear of communism / Nazi policies / Role of the SA / Failure of the moderate politicians • Nazi vote-share / Political deal with Hindenburg / Character of Hitler / Failure of other chancellors • Reichstag Fire / Election / Enabling Act / Creation of Police State <p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE

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Geography	Students will study different ecosystems around the world including local micro ecosystems, meso ecosystems and larger biomes such as Tropical Rainforests focusing on adaptations, causes, effects and solutions to deforestation.	<p>Students will know about:</p> <ul style="list-style-type: none"> • Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components • Tropical rainforest ecosystems have a range of distinctive characteristics • Deforestation has economic and environmental Impacts • Tropical rainforests need to be managed to be sustainable. • Value of tropical rainforests to people and the environment <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the distribution and characteristics of large scale natural global ecosystems such as tropical rainforests. • Explain the interdependence of climate, water, soils, plants, animals and people and how plants and animals adapt to the physical conditions. • Produce a case study to illustrate the causes and impacts of deforestation and the value of tropical rainforests to people and the environment. • Evaluate strategies used to manage the rainforest sustainably
Option Subjects	What will your child learn?	What will my child know , and what will they be able to do by the end of the half term?
Spanish	This term students will begin to study the Free time section of the GCSE course. They will learn how to describe in more detail what they do in their free time and to talk about the advantages and disadvantages of different leisure activities. They will develop their skills in giving and understanding information in more complex situations and will be introduced to more stem changing verbs and the past tense.	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Describe what they usually do in their free time • Understand how to use adjectives correctly. • Use a new construction with the verb 'Soler' to talk about what they usually do. • Describe what they did in the past using both the perfect and the imperfect tense and can differentiate between using these. • Understand information about other people and their opinions about free time <p>They will understand increasingly complicated pieces of written and spoken Spanish and will be able to produce longer, and more complex pieces of written and spoken Spanish</p>

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French	<p>This term students will begin to study theme 2 of the GCSE course. (Local, national, international and global areas of interest.)</p> <p>They will learn how to describe their local area and to talk about the advantages and disadvantages of living in different regions. They will develop their skills in giving and understanding information in more complex situations and will be introduced to another future tense.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Describe the area that they live in and talk about what you can do there. • Understand more about the geography of France • Use another future tense to describe what they are going to do in their town. • Describe their house and give opinions about it <p>They will understand increasingly complicated pieces of written and spoken French and will be able to produce longer, and more complex, pieces of written and spoken French.</p>
Drama	<p>Pupils will focus on devising techniques before starting their GCSE practical work in February</p>	<p>Pupils will be introduced to a variety of stimuli and explore different approaches to using them to create drama. They will also practise writing up their work ready for the written logs they will complete for the exam in February.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Create and perform full length pieces and short extracts. • Be able to write about their initial response to stimuli, how they used research and brought ideas to their work. • They will produce work with a clear message to their audience. • They will use and be able to write about a variety of rehearsal techniques they have used to develop their work. • Pupils will evaluate their finished practical work and plan how they could improve in future work.
Music	<p>Students start the year having already compounded a good level of theoretical understanding from year 9 along with developed performance skills. They will use this to study music of a variety of styles and periods contextually focusing on each convention within the four areas of study.</p>	<p>Students will demonstrate the following:</p> <ul style="list-style-type: none"> • Listening and appraising to music from different periods applying key words within their understanding. • Performing within the style developing skills further. • Composing in the style of the convention or techniques they've studied. <p>Within this half term, the context focus is <i>riffs, loops & ostinati</i>. We study riffs in rock and blues, riffs in reggae, ostinati in minimalism and ostinato and variation in the <i>classical</i> symphony.</p>
Art	<p>During this half term pupils will be working on the theme "Masks of the World". Pupils will be analysing the work of other cultures to produce a mixed media 3-Dimensional response.</p>	<p>During this half term pupils will be able to:</p> <ul style="list-style-type: none"> • Research 3 or more mask designs from a variety cultures. • Produce an A3 sheet of drawings and paintings from their chosen cultures. • Produce an A3 sheet of initial ideas using appropriate drawing materials and gouache paints. • Demonstrate colour theory through optical mixing. • Demonstrate scale, proportion and tone when drawing.

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Photography	<p>During this half term pupils will be analysing the work of David Bailey. Pupils will then produce personal responses working with the key characteristics of David Bailey's work.</p>	<p>During this half term pupils will be to demonstrate:</p> <ul style="list-style-type: none"> • Key characteristics of David Bailey's work. • Use the lighting, manual camera functions and studio to organise a photoshoot. • How to remove a background. • How to remove colour using "Hue, saturation and lightness." • How to change tonal values with "levels".
Design Technology	<p>Students will continue their Key stage 4 journey and will be studying directly the AQA Design and Technology 9-1 specification. You can find this on-line if you wish to have a copy. This is split into 3 principle areas: Core, Specialist Techniques and Designing and Making principles.</p> <p>During half term 1 students will look more closely at Core and Specialist Principle areas. They will focus on Automation within industry, new and emerging technologies, design strategies, communication of design ideas, energy generation and storage, systems and mechanical devices.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • The key terms - automation, Computer Aided Design, Computer Aided Manufacture. • What enterprise and marketing relate to in terms of design and technology • Why environmental factors must be considered when designing and manufacturing. • How we use different methods to store energy • How systems and mechanisms are used in various types of product <p>Students will be able to:</p> <ul style="list-style-type: none"> • Research and record findings within their theory books so that they start to form a revision resource to use later in the course • Set up an A3 page ready for Non-Exam Assessment style work, this should then be second nature in year 11 • Work in groups to discuss and debate ethical issues surrounding Design and Technology • Produce small and detailed working models to demonstrate understanding • Explain how the specification structure for the syllabus works
Food Technology	<p>In Year 10 students continue with the EDQUAS GCSE Food Preparation and Nutrition 9-1 course. within each 6 week half term is included:</p> <ul style="list-style-type: none"> • 4 weeks of commodity-based theory and practical • 1 week of NEA Assessment 1 (science investigation on food) focus and practise • 1 week of general nutrition and diet theory, and a linked practical (with associated written work in preparation for NEA Assessment 2). <p>Based on 6 weeks in each half term</p>	<p>In the first half term students will know:</p> <ul style="list-style-type: none"> • General introduction to macronutrients and micronutrients • Focus on Fruit and vegetables as a commodity • Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations – specifically to fruits and vegetables <p>Students will be able to:</p> <ul style="list-style-type: none"> • Carry out scientific investigation on fats. Complete a scientific investigation using fats in pastry • continue with concept of NEA Assessment 1 (practical and written expectations. Introduce a written brief, conduct an experiment. • Complete exam style questions • Prepare and cook high skilled dishes that encourage students to gain maximum marks at year 11

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Computer Science	Students will be introduced to Computer Networks and how they work.	<p>Students will know:</p> <ul style="list-style-type: none"> • What a network is • The difference between the internet and the World Wide Web • The difference between a WAN and LAN • The purpose and differences between a Client Server Network and a Peer to Peer Network. • Students will understand the different network layers • Students will be able to identify the different network protocols <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and draw a number of different network topologies. • Identify and use the correct network protocol and the layer it is in • Identify and explain network hardware
Creative iMedia	Students will be introduced to the Creative iMedia course and be introduced to the key themes introduced by RO81	<p>Students will know:</p> <ul style="list-style-type: none"> • What a target audience is • Students will understand the following term: <ul style="list-style-type: none"> ○ Mass & Niche Audience ○ Demographics ○ Psychographics • Be able to identify different camera 'shot types' <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify a target audience from a given scenario • Create a Mood Board from a given scenario • Create a Mind map for a given scenario • Create a Storyboard for a given scenario • Create a Visualisation Diagram

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PE GCSE	<p>Practical PE will be taught on a carousel of sporting activities. During each carousel students will follow one or more of the following sports:</p> <p>Boys: Football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics</p> <p>Girls: Football, Hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics, dance</p> <p>Theory</p> <ul style="list-style-type: none"> - The name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport: Deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, gluteals, gastrocnemius. - The definitions and roles of the following and be able to apply them to examples from physical activity/sport: Agonist, Antagonist, Fixator Antagonistic muscle action. 	<p>In the sports covered in this half term pupils will:</p> <ul style="list-style-type: none"> - develop their ability to perform all core and many of the advanced skills - skills will be performed consistently to a very good standard of accuracy, control and fluency - display the physical fitness required to perform very effectively - regularly make the correct decisions required to perform in a range of situations <p>They will know:</p> <ul style="list-style-type: none"> - The eleven names and locations of the muscle groups in the human body. - The definitions and roles of the agonist, antagonist and fixator. <p>They will be able to:</p> <ul style="list-style-type: none"> - Apply these names to physical activity/sporting examples. - Answer past exam questions on the structure and function of the muscular system.
Triple Science	<p>Students will study the AQA topic:</p> <p>Infection and response.</p> <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p>https://www.aqa.org.uk/subjects/science/gcse/biology-8461</p>	<p>Students will know: how the body defends itself against communicable disease-causing organisms and how this leads to immunity. Understand how new drugs are developed and tested.</p> <p>Students will be able to: Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</p>

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	<p>Students will study the AQA topic:</p> <p>Chemical quantities.</p> <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p>https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</p>	<p>Students will know:</p> <p>how a chemical equation is used to calculate the masses of the substances involved in that reaction. How to calculate concentrations of solutions when provided with appropriate data.</p> <p>Students will be able to:</p> <p>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</p>
	<p>Students will study the AQA topic:</p> <p>Electricity.</p> <p>This is only a brief summary and more detail about what your child should be able to do can be found at:</p> <p>https://www.aqa.org.uk/subjects/science/gcse/physics-8463</p>	<p>Students will know:</p> <p>How a simple electric circuit works and apply Ohm's law to different circuits. The different methods for the production and distribution of mains electricity.</p> <p>Students will be able to:</p> <p>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE</p>