



Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'

YEAR 10 HALF TERM 3 PARENT GUIDE

Lowton Church of England High School

Parents' Curriculum Guide to Year 10 - Spring Half Term 1

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>The focus this half term will be on studying a new set of poems from the GCSE Poetry Anthology poetry and developing non-fiction writing skills.</p> <p>Students will also be completing their study of the play of Macbeth.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> • The content, context, structure and language features of poems which share the theme of love: She Walks in Beauty; Sonnet 43; Valentine and Cozy Apologia. • Students will be expected to know and learn quotations from these poems for use in the examinations. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand, discuss and analyse the content, context, structure and language features of these poems - verbally and in written form. • Write in an appropriate style for a literature essay, including the use of quotations • Compare content, context and features of different poems. <p>In addition, students will know:</p> <ul style="list-style-type: none"> • The format and style of different types of non-fiction writing. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Write in a range of non-fiction styles with different levels of formality.
Maths	<p>Foundation students will be studying units on Statistics (Probability)</p> <p>Higher students will be studying units on Statistics (Charts)</p>	<p>Students on the foundation course will know about and be able to:</p> <ul style="list-style-type: none"> • Work out experimental probabilities • Work out theoretical probabilities • Use different charts to work out probabilities <p>Students on the higher course will know about and be able to:</p> <ul style="list-style-type: none"> • Draw different charts e.g. cumulative frequency, boxplots and histograms • Interpret results from these charts • Work out averages and ranges from these charts e.g. median and interquartile range

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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. Quantitative chemistry. 2. Energy changes. 3. Chemical changes. <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 chemical equations can be used to calculate the masses of reactants and products in a given chemical reaction. • Why chemical reactions either release energy (exothermic) or absorb energy (endothermic) from their surroundings. • How different metals are extracted from their compounds, and the reactions of acids and alkalis. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Prepare a pure, dry sample of a named soluble salt. • Predict the outcomes of electrolysis and then prove this experimentally. • Investigate how a chosen factor affects the temperature change during a chemical reaction. • Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE.
RS	<p>Students will be completing the AQA RS course with the study of Theme B – Religion and Life.</p> <ul style="list-style-type: none"> - The origins and value of the universe - The origins and value of human life 	<p>Students will know:</p> <ul style="list-style-type: none"> - The origins of the universe, including: - religious teachings about the origins of the universe, and different interpretations of these - the relationship between scientific views, such as the Big Bang theory, and religious views. - The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. - The use and abuse of the environment, including the use of natural resources, pollution. - The use and abuse of animals, including: animal experimentation, the use of animals for food. - religious teachings about the origins of human life, and different interpretations of these - the relationship between scientific views, such as evolution, and religious views. - The concepts of sanctity of life and the quality of life. - Abortion, including situations when the mother's life is at risk. - Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. - Euthanasia. - Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. <p>Students will be able to:</p> <ul style="list-style-type: none"> - Apply this knowledge to all Theme B GCSE questions, ranging from Key words & definitions to evaluating contrasting views on contemporary issues.

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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 study Paper 2 Cold War and International Relations</p> <ul style="list-style-type: none"> • Beginnings of the Cold War • Early tension • Arms Race • Berlin Blockade and Airlift • Hungarian Uprising • Berlin Wall • Cuban Missile Crisis • Prague Spring 	<p>Students will know</p> <ul style="list-style-type: none"> • Causes, key events and consequences of all the events listed on the left and how different ideologies resulted in the breakdown of the Grand Alliance <p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply their knowledge to the narrative analysis, consequence and importance questions.
Geography	<p>Students will focus on studying Paper 2 Section B Changing Economic world</p> <p>focusing on global variations in economic development and quality of life and how various strategies exist for reducing the global development gap.</p> <p>Students will also focus on how LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p>	<p>Students will know about:</p> <p>Economic development and quality of life. Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration</p> <p>Students will be able to: Describe the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans. Use a case study to describe and explain how the growth of tourism in an LIC or NEE helps to reduce the development gap.</p>

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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	<p>This term students will study theme 2 of the GCSE course. (Local, national, international and global areas of interest.)</p> <p>They will master 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"> • Talk about places in a town or city • Ask for and understand directions • Talk about shops and use language for shopping for souvenirs. • Describe features of a region • Use se puede and se pueden. • Plan what to do in their free time by using the future tense. <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. They will write to a Spanish penfriend in Seville about their town.</p>
French	<p>This term students will continue learning about Theme 2 of their GCSE French course. They will learn how to discuss their holidays and how to give and justify their opinions in much more detail.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Talk about what they normally do on holiday • Talk about hotel stays • Use the nous form of the verb and notre/nos (our) • Talk about travelling • Use the comparative in more depth • Say what they do and did on holiday • Use the present and perfect tenses • Order in a restaurant • Use expressions with avoir • Talk about holiday disasters • Use three time frames <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 Spanish. They will write to a French penfriend about their holidays.</p>
Drama	<p>This half term pupils will complete their mock devising unit</p>	<p>By the end of the half term students will:</p> <ul style="list-style-type: none"> • Create and perform full length devised pieces using creativity, a range of dramatic techniques and a high level of theatrical competency • 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. <p>This will lead into the real controlled assessment after half term which will be worth 40% of the GCSE.</p>

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Music	The third unit of study is sequences as part of our contextualised learning within the four areas of study. We will again apply the three core skills; listening/appraising, performance and composition.	Pupils will demonstrate the learning and development of the following skills: <ul style="list-style-type: none"> • Understanding the different types of sequences within music and hear them within different styles. • Perform demonstrating the different sequences. • Compose demonstrating the different sequences. For more detailed evidence of the pieces studied, please see pupil's work.
Art	During this half term pupils will continue working on the theme "Masks of the World". Pupils will be using their research and development drawings to produce a printed background using lino cutting techniques.	During this half term pupils will be able to: <ul style="list-style-type: none"> • Produce a repeating pattern based upon their chosen theme. • Transfer the design onto a lino printing block. • Use the lino cutting tools to produce a printing block. • Produce painted backgrounds to print onto using black ink.
Photography	Pupils will explore the formal elements of photography. Looking specifically at the taking of photographs rather than editing processes.	During this half term pupils will be able to: <ul style="list-style-type: none"> • Demonstrate colour theory through Knolling and the work of Emily Blinkcoe. • Look at sequencing of objects when creating a still life. • Using a grid system to arrange objects.

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Design and Technology	<p>During half term 3 students will continue to learn about core and specialist principle areas of the specification but will use some of this towards NEA style tasks also. We will reinforce the learning from term 2 about materials and systems as well as mechanical devices. These are key concepts from the specification.</p> <p>Students will have a strong focus for some of this term on principles such as the 6 r's and SEA CAFÉ, which will be useful to them in both NEA and examination. This will be in preparation for some mock NEA style tasks ready for a June start to the final task.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • What smart, modern and composite materials are • What a mechanical device is and why it is important to design and technology principles • What the terms social factor, ethical factor, aesthetics, cost, availability, functionality and environmental factors mean and how they are relevant to NEA. • What the 6 R's are • Tools, equipment and processes for specific workshop lead jobs <p>Students will be able to:</p> <ul style="list-style-type: none"> • Look at different types of smart, modern and composite materials and experiment with them • Look at different mechanical devices and learn to understand how different types of motion can be changed • Understand how to analyse and critically evaluate the design process by the methods of SEA CAFÉ, an acronym that should be useful to them throughout NEA tasks and examinations • Look at rethink, reduce, recycle, repair, reduce, refuse and apply their knowledge of these to specific examination questions • Complete specific workshop lead tasks that will enable them to look at and understand why we use specific tools for specific processes. We will look at bendy ply mouldings, vacuum forming and cutting joints in timber as a start
Food Technology	<p>In this half term students will know:</p> <ul style="list-style-type: none"> • concept of provenance, and how this commodity is grown/reared and processed • Focus on cereals as a commodity • how this commodity is grown, and also include primary and secondary processing (including pasteurisation) Include storage and food hygiene and safety • Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations – specifically to gluten intolerance and type 2 diabetes 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Carry out Food science lesson – experiment with different ingredients to thicken a sauce (starches) • Continue the 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 • Link how practical lessons tie in with theory

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Computer Science	Students will continue with python programming along with being introduced to writing algorithms in pseudo code and flow charts	<p>Students will be able to use decomposition and abstraction to understand the problem that they are being faced with and find a suitable solution.</p> <p>Students will also be able to complete the following algorithm sorts and searches:</p> <ul style="list-style-type: none"> • Binary • Bubble • Linear • Merge <p>Students will also look at binary which will involve:</p> <ul style="list-style-type: none"> • Adding • Converting binary to and from Denary • Why computers use binary
Creative iMedia	Students are continuing to develop their skills with the RO81 exam unit while applying those skills in the RO82 Creating Digital Graphics unit.	Students will be able to identify what the client has asked them to create along with the target audience of the intended graphic. Students will then move onto developing skills within Fireworks in order to be able to make a graphic that meets the requirements of the client.
PE GCSE	<p><u>Practical</u></p> <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><u>Theory</u></p> <ul style="list-style-type: none"> - The immediate and long term effects of exercise on the cardiovascular system. - The immediate and long term effects of exercise on the respiratory system. - The immediate and long term effects of exercise on the muscular system. - The long term effects of exercise on the skeletal system. 	<p><u>Practical</u></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. <p><u>Theory</u></p> <p>They will know:</p> <ul style="list-style-type: none"> - The immediate effects of exercise on the cardiovascular, respiratory and muscular systems. - The long term effects of exercise on the cardiovascular, respiratory, muscular and skeletal systems. <p>They will be able to:</p> <ul style="list-style-type: none"> - Apply these effects to physical activity/sporting examples. - Answer past exam questions on the effects of exercise.

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Triple Science	<p>Students will study the AQA topic:</p> <p>Bioenergetics.</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 about:</p> <ul style="list-style-type: none"> • How chemical reactions in living things govern their life processes. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Investigate the effect of light intensity on the rate of photosynthesis of a plant. <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>The rate and extent of chemical change.</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 about:</p> <ul style="list-style-type: none"> • Describe and explain why different factors affect the rate of a chemical reaction. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Measure the rate of a chemical reaction using a variety of techniques. • Investigate how a chosen factor affects the rate a chemical reaction. <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>Forces.</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 about:</p> <ul style="list-style-type: none"> • How different types of forces affect the behaviour of objects. This includes Newton's laws of motion. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Draw a vector diagram to calculate the resultant force acting on an object. • Investigate the relationship between force, mass and acceleration. <p>Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE.</p>