



Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'

YEAR 10 HALF TERM 4 PARENT GUIDE

Lowton Church of England High School

Parents' Curriculum Guide to Year 10 - Spring Half Term 2

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 continuing to study a set of poems based on the theme of love from the GCSE Poetry Anthology poetry. Students will also continue to develop their non-fiction writing skills.</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 <ul style="list-style-type: none"> • 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 Algebra (Equations and graphs) and geometry (constructions)</p> <p>Higher students will be studying units on Algebra (Equations and graphs) and geometry (Circle theorems)</p>	<p>Students on the foundation course will know about and be able to:</p> <ul style="list-style-type: none"> • Draw quadratic graphs • Find solutions from the quadratic graphs • Construct the different types of triangle (SAS, ASA, SSS etc) • Construct line and angle bisectors <p>Students on the higher course will know about and be able to:</p> <ul style="list-style-type: none"> • Draw simultaneous equation as graphs • Find roots of cubic graphs • Understand all the laws associated with circle theorems • Work out missing angles in circle theorems

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<p>Science Trilogy</p>	<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. Homeostasis and response 2. Chemistry of the atmosphere 3. Forces <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/subject/s/science/gcse/combined-science-trilogy-8464</p>	<p>Students will Know about:</p> <ul style="list-style-type: none"> • How different conditions in the human body are kept at optimum levels allowing us to survive. • The composition of the atmosphere throughout the Earth’s history and the consequences of human activity. • Newton’s laws of motion and how they can be applied. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Investigate how a chosen factor can affect the speed of our reflexes. • Compare the rate of infrared radiation emission from different surfaces. • Investigate how different factors can affect the acceleration of an object. • Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE
<p>RS</p>	<p>Students have now finished studying the content of AQA A RS GCSE, and will now commence revision lessons in preparation for their examinations in May.</p>	<p>Students will know:</p> <p>The content of the following topics: Christian beliefs Christian practices Jewish Beliefs Jewish Practices Theme A – Religion and Relationships Theme B – Religion and life Theme E – Religion, Human Rights and Social justice Theme F – Religion, Crime and Punishment</p> <p>Students will be able to</p> <p>Apply their knowledge of the course to a variety of different RS GCSE questions with increasing levels of skill and accuracy.</p>
<p>PE CORE</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>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

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History	<p>Students will continue studying Superpower relations and the Cold War, 1941-1991.</p> <p>Students will be learning about the key events in the Cold War between the years 1968-1991.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> • The 'Prague Spring' (continued) • The Brezhnev Doctrine • Détente • SALT 1 / The Helsinki Accords / SALT 2 • The Soviet invasion of Afghanistan 1979 • Ronald Reagan and the 'Second Cold War' • The collapse of Soviet control in Eastern Europe 1985-1991 <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the consequences of key events • Write a narrative account of key events • Evaluate the importance of key events
Geography	<p>Students will focus on studying Coasts</p>	<p>Students will know about:</p> <p>Wave types and characteristics.</p> <p>Coastal processes:</p> <ul style="list-style-type: none"> • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • deposition – why sediment is deposited in coastal areas. <ul style="list-style-type: none"> • How geological structure and rock type influence coastal forms. • Characteristics and formation of landforms resulting from erosion– headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. • Characteristics and formation of landforms resulting from deposition– beaches, sand dunes, spits and bars. • An example of a section of coastline in the UK to identify its major landforms of erosion and deposition. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand how coast is shaped by a number of physical processes. • Identify distinctive coastal landforms are the result of rock type, structure and physical processes • Evaluate different management strategies can be used to protect coastlines from the effects of physical processes
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?

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Spanish	<p>This term students will continue to 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"> • Use exclamations • Use language for shopping for clothes and presents. • Use demonstrative adjectives • Explain preferences • Talk about problems in a town • Use tan and tanto • Use antonyms • Describe a visit in the past • Use different tenses together <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>The focus this half term and going into the next is to complete the Devising Controlled Assessment that is worth 40% of their final GCSE.</p>	<p>By the end of the unit 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.
Music	<p>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.</p>	<p>Pupils will demonstrate the learning and development of the following skills:</p> <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. <p>For more detailed evidence of the pieces studied, please see pupil's work.</p>

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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 continue to 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 tonal values and drawing with shadows. • Using ISO when taking photographs. • Understanding shutter speed and aperture. • Photographing shape. • Photographing texture looking at the work of Aaron Siskind.

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<p>Design and Technology</p>	<p>During half term 4 students will continue to work within parameters of the AQA Design and Technology 9-1 specification.</p> <p>They will have a primary focus on Non-Exam Assessment and how this is structured. This will be referred to throughout the course as NEA which will officially start in June.</p> <p>During these phases they will be creating practice sheets that they will be able to refer back to in year 11. We will start by looking at initial research methods and initial design and prototype methods.</p> <p>We will continue to look at various theoretical components through homework and single lesson theory. Some theory work will also take place through the practice of NEA tasks such as research methods, design eras and inspiration and initial design methods.</p> <p>Theory topics will include:</p> <ul style="list-style-type: none"> • Quality control • How materials are cut, shaped and formed to a tolerance • Surface treatments, finishes and their application • Types of forces • Reinforcing materials 	<p>Students will know:</p> <ul style="list-style-type: none"> • What an NEA example sheet should look like • What an NEA initial structure looks like and how this correlates to exam board example criteria • They will know the types of questions that should be asking themselves and answering as part of their NEA • What a true client to designer relationship should look like on paper • How a contextual challenge can be developed into a design brief and start to form a client relationship <p>Students will be able to:</p> <ul style="list-style-type: none"> • Generate design sheets that will show relevant work to refer back to throughout their course • Revisit this work through IA and KA tasks so that they are able to identify areas for improvement. This is not an available option with the official NEA task when we start in June so perfecting their skills now is essential. • Give detailed answers to NEA style tasks that will again be relevant to further study later in their course. These will be contextual challenges that have been issued in the past directly from the examination board • Produce a mini NEA style collection of sheets which will provide a solid revision resource for further in the course. This will cover many of the theoretical tasks required also in terms of principle 3: Design and making • Produce initial models from card and other softer materials that show a clear link to whatever inspiration has been chosen by the client. Biomimicry for example • Produce models in harder materials of their own choosing from the availability in school or those that they source themselves • Practice a client to design relationship that links clearly throughout the NEA practice. This must be established as a practice now so that it is second nature during official NEA • Continue with theoretical learning through homework and single lesson tasks

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Food Technology	<p>In this half term students will know:</p> <ul style="list-style-type: none"> • Focus on • Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations • The difference between vegetarian and vegan diets 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use a nutritional programme to investigate the nutritional properties of a variety of dishes • 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
Computer Science	<p>Students will be learning to programme in Python</p>	<p>Students will be able to use the following when coding:</p> <ul style="list-style-type: none"> • Loops • Lists • Procedures • Functions <p>Students will also be creating their own programmes.</p>
Creative iMedia	<p>Students will be moving onto the RO87 Creating a Multimedia Product</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Investigate different multimedia products • Hardware & Software Required to create a multimedia product • File formats • Limitations of accessing multimedia products • Interpreting a client's brief • Creating a work plan • Designing a multimedia product • How to create a test plan • Understanding the legislation for a multimedia product • How to sourcing assets • Reviewing
PE GCSE	<p>No new learning as pupils are completing their GCSE coursework based on the knowledge they have been taught so far.</p>	<p>They will know:</p> <ul style="list-style-type: none"> - What is needed to design a training plan to improve performance. <p>They will be able to:</p> <ul style="list-style-type: none"> - How to plan a training program to improve their performance in a sport of their choice.
Triple Science	<p>Students will study the AQA topic:</p> <p>Homeostasis 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 about:</p> <ul style="list-style-type: none"> • How different conditions in the human body are kept at optimum levels allowing us to survive. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Investigate how a chosen factor can affect the speed of our reflexes. • Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE

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	<p>Students will study the AQA topic:</p> <p>Chemistry of the atmosphere</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"> • The composition of the atmosphere throughout the Earth's history and the consequences of human activity. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare the rate of infrared radiation emission from different surfaces. • Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE
	<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"> • Newton's laws of motion and how they can be applied. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Investigate how different factors can affect the acceleration of an object. • Apply their knowledge to exam practice questions to demonstrate the breadth of skills required for GCSE