



# ST. JOSEPH'S R.C. HIGH SCHOOL

## Y10 Learning Plan Spring 1

CLASSWORK /HOMEWORK	This half term we will be learning about:
<u>Art Textiles:</u>	
	Pupils will continue to work on project one 'The Everyday', building up skills in all 4 assessment areas. They will work on detailed observational pieces (AO1 and AO2) photography, research and a range of mixed media (AO3). They will continue to develop their textile skills and work individually on their own theme. They will plan and create a final piece which will take 10 hours to complete in lesson time (AO4) March/April. Pupils must include written work and annotation in their artwork, explaining all ideas and linking work to research.
<u>GCSE D&amp;T</u>	
<u>Drama:</u>	
Devising Drama	Pupils will be preparing for their component 2 assessment: Devising Drama. This unit pupils will work on creating a performance (20 marks) and a written modal (2500 words: 60 marks) The unit is 40% of the overall GCSE.
	<ul style="list-style-type: none"><li>• How to creating a clear character using the actors tools.</li><li>• How to be able to use a stimuli to create a performance.</li><li>• To be able to evaluate and analyse performance.</li><li>• To be able to explore a range of stage settings for performance.</li><li>• To be able to understand some of the key roles in the theatre.</li><li>• To be able to create coursework in response to practical work.</li><li>• To be able to explore the deep meaning behind the stimuli.</li><li>• To be able to explore the SMSC of a stimuli.</li><li>• To be able to evaluate and analyse practical work in a written document.</li></ul>
<u>English:</u>	
	Pupils will study Macbeth. Skills to be covered include: <ul style="list-style-type: none"><li>• Analysing language;</li><li>• Incorporating themes and context in analysis;</li><li>• Embedding quotations;</li><li>• GCSE exam technique;</li><li>• Learning plot, character and theme;</li><li>• How to write an essay.</li></ul> In addition, pupils will also complete descriptive writing tasks, read a range of non-fiction texts, continue to study their anthology poems and practise a range of GCSE questions.
<u>Food:</u>	
	Pupils will complete a mock NEA1 food science investigation in which they will investigate which flour is best for bread making. They will then learn about the commodity fruit & vegetables. They will need to know and understand: where fruit and vegetables come from, seasonality, nutritional values and how to prepare and cook a wide range of fruits and vegetables.
<u>Geography:</u>	
	Pupils will continue with Coastal Processes (paper 1, question 3): coastal erosions landforms recap; coastal transportation and deposition landforms; an example of coastal landforms (the Dorset Coast, UK); coastal protection including hard and soft engineering techniques.
<u>Health and Social care:</u>	
	This half term will focus on completing the assessment for component 1a and component 1b. Pupils will use their knowledge of life stages and the factors affecting development to write a report about the life of a chosen celebrity. In assessment 1b, pupils will need to consider the effect of a range of factors on the celebrities development. All work completed during this half term counts towards the final grade.
<u>History:</u>	
	Pupils will study Edexcel Paper 1 Section A. Trench life on the Western Front in World War One 1914 – 18. This will include looking at the major battles, injuries sustained, diseases created by the conditions the soldiers faced, transporting the sick and injured and how and where they were treated. This unit of work will also involve a study



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of new techniques developed in Medicine as a result of the war. The topic will focus on the GCSE skills required for AO3 – evaluating evidence.

## i-Media:

Pupils will work on Activity 3 – create the product planned in Activity 2. Pupils will ensure that the product is of professional quality and use planning tools to ensure that they are on track. Pupils will keep evidence in the form of annotated screen prints to show the development of their work.

Activity 4 – Complete a final evaluation of the work that they have produced and identify how the product did/did not meet the client requirements and the steps that are needed to enable further improvements to happen.

## IT:

Pupils will develop database skills and use a database to store and search for data, developing their own databases from scratch including relational databases. Pupils will focus on queries, reports and forms and use advanced techniques to further develop and enhance these databases.

## Maths:

### Foundation

- Reflections
- Enlargements
- Ratio
- Proportion

### Higher

- Constructions, Loci and Bearings
- Solving quadratic equations and simultaneous equations
- Solving and representing linear inequalities

## Modern Foreign Languages:

French Theme 2 - Local, national, international and global areas of interest – Travel and tourism. Pupils will develop skills to describe holidays and tourism and the impact this may have on others. Pupils will work with the preterite and imperfect tenses and key sequencing phrases.

Spanish: Theme 2 -Local, national, international and global areas of interest – Home, town, neighbourhood and region. Pupils will develop skills to describe their local area and look at environmental solutions. Key grammar for the topic will include: 'haber', modal verbs, expressions of quantity, relative pronouns, a wider range of interrogatives and demonstrative adjectives.

## Music:

'Free Composition' of Theme and Variations (15% of GCSE)

- Pupils will work on their 'theme and variations' style composition to complete 15% of their overall GCSE.
- Pupils will learn about different variation techniques through practical tasks and music analysis: retrograde, inversion, ornamentation, modulation.
- Pupils will use and continue to develop their music notation software on the MacBook computers.
- Pupils will peer assess compositions and performances.
- Pupils will continue to develop music theory knowledge.
- Pupils will continue to develop their solo and ensemble performance pieces.

## RE:

Paper 1: Catholic Christianity Unit 3: Sources of Wisdom and Authority

3.1 The Bible: the development and structure of the Bible as the revealed Word of God

3.2 Interpretation of the Bible

3.3 The magisterium of the Church

3.4 The Second Vatican Council

3.5 The Church as the Body of Christ and the People of God

3.6 The meaning of the four marks of the Church

3.7 Mary as a model of the Church

3.8 Sources of personal and ethical decision making:

## Science:



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## Biology Unit 3: Infection and Response

Pupils will study pathogens that cause infectious diseases in animals and plants and how they use their host to grow and reproduce and how and why this results in illness. This section will explore how we can avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens and the role of vaccinations. Pupils will look at the development and use of antibiotics and how new sets of antibiotics are needed due to bacterial resistance.

## Chemistry Unit 3: Quantitative Chemistry

Pupils will study quantitative analysis to determine the formulae of compounds and the equations for reactions to determine the purity of chemical samples and to monitor the yield from chemical reactions. Pupils will look at how different chemicals react together, to establish patterns and to make predictions about the behaviour of other chemicals. Chemical equations will be used to represent chemical reactions and to communicate chemical ideas.

## Sport Science :

RO43 – This unit of work will develop pupil's knowledge and understanding of the body's response to physical activity. Many careers within the sport, leisure and health industries require employees to have an understanding of how the body changes and responds to a wide variety of physical activities. With this knowledge it is possible to improve body systems to optimise sports performance and promote healthier lifestyles.

On completion of this unit, learners will understand;

- The key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems
- How to investigate some of the changes which occur to them in response to short and long-term physical activity.

Pupils will know and understand the key components of the musculo-skeletal and cardio-respiratory systems as well as their functions and roles, such as;

- major bones in the body i.e. cranium, scapula, clavicle, humerus, radius, ulna, sternum, pelvic girdle,
- The musculo-skeletal system (e.g. support, movement, protection, blood formation)
- The cardio-respiratory system and its function, i.e. heart, i.e. ventricles, atria, valves
- respiratory system, i.e. trachea, lungs, alveoli, diaphragm

Pupils will understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness where we will look at the benefits of cardio-respiratory fitness and prevention reduction of heart disease and obesity.

Pupils will be taught how to assess the short-term effects of physical activity on the muscular-skeletal and cardio-respiratory systems