

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

## Y10 Learning Plan Spring 2

CLASSWORK /HOMEWORK	This half term we will be learning about:
<u>Art Textiles:</u>	
	Pupils will be given the AQA GCSE Exam Paper for Art, Craft and Design. Worth 40% of the grade and it runs until 1 <sup>st</sup> May 2020. Pupils will work on a question/theme given by the exam board AQA and they will produce a small sketchbook working on AO1, AO2, AO3 and AO4. They will use a range of skills, research, photography, drawing and develop their techniques and media to aim towards creating a final piece that links to all assessment objectives in 10 hours (over 2 days) at the end of the project.
<u>Design &amp; Technology</u>	
	During this term the pupils will be developing their practical capability through the production of some short skills-based activities. These activities will focus on the use of timber and the associated tools and techniques. Pupils will be expected to work to a high level of accuracy, selecting and using equipment appropriately at all times. Pupils will also learn about different types of timber and how and why they can be used in products.
<u>Drama:</u>	
	Year 10: Devising Drama Pupils will be preparing for their component 2 assessment: Devising Drama. The exam will take place May 2019. 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 continue to study Macbeth. In addition they will practise English Language Paper 1 reading questions, completing a walking, talking mock. Class teachers will focus on the areas for development based on previous assessment.
<u>Food:</u>	
	Pupils will re-cap all topics covered including special diets, healthy eating, diet related illness, food provenance and food waste. Pupils will cook a variety of dishes linking to each topic
<u>Health and Social care:</u>	
	During this half term, pupils will continue to learn how to adapt a range of caring behaviours and practice demonstrating care values. They will understand how to promote independence, show respect to others, maintain confidentiality and preserve dignity.
<u>History:</u>	
	Pupils will be continuing their study of the Edexcel GCSE Paper Two Section A. They will be developing contextual knowledge on the Superpowers and the Cold War 1941 – 1991, focusing on the collapse of Communism in 1991. Following this they will study Germany in World War One looking at the Kaiser's Germany and how they lost World war One before returning to study for Paper 3 of the GCSE Weimar and Nazi Germany. They will focus on applying contextual knowledge (AO1) to second order concept answers (AO2) and writing at length.
<u>i-Media:</u>	
	– Activity 1 – Analyse existing Graphics, What hardware, software and peripherals will we need? What are some of the limitations and considerations that we need to think about when web designing?
<u>IT:</u>	
	Develop spreadsheet skills. Use spreadsheets to store and search for data. Develop own spreadsheets from scratch. Focus on formulas, functions and advanced techniques to further develop and enhance the databases.
<u>Maths:</u>	
	<u>Foundation</u> <ul style="list-style-type: none"><li>• Pythagoras</li><li>• Trigonometry</li></ul>

- Probability including Tree Diagrams and Venn Diagrams

#### Higher

- Probability including Venn diagrams and tree diagrams.
- Multiplicative reasoning: direct and inverse proportion, compound measures and repeated proportional change.

#### Modern Foreign Languages:

**French and Spanish:** Pupils will further develop their Listening, Speaking, Reading, Writing and Translation skills. This will include transactional vocabulary relating to 'at the hotel', 'at the restaurant', and 'at the train station'. Pupils will focus specifically on the skills needed for the Role-Play including asking questions and dealing with unprepared interactions.

#### Music:

Year 10 (Set Work study – 'Music For A While' H Purcell continued and completing the 'Theme and variations' free composition.)

- \* Pupils will study and explore the musical features of 'Music for a while'.
- \* Pupils will use 'DR PAT SMITH' to be able to answer structured exam questions on the set work-study.
- \* Pupils will explore the history and context of 'Music for a while'.
- \* Pupils will develop their understanding of dictation, aurally and practically.
- \* Pupils will respond to feedback, to develop and refine their theme and variations free composition piece.
- \* Pupils will be able to identify detailed musical methods of development associated with theme and variations (Melody – Retrograde, augmentation, diminution, rhythm – syncopation, unison, canon etc...')
- Pupils will complete their theme and variations compositions this term. (15% of GCSE).

#### RE:

Paper 1: Catholic Christianity Unit 4: Forms of Expression and Ways of Life

4.1 The common and divergent forms of architecture, design and decoration of Catholic churches

4.2 The different internal features of a Catholic church including reference to Catechism of the Catholic Church 1182–1186:

4.3 The meaning and significance of sacred objects, including sacred vessels, sarcophagi, and hunger cloths within Catholicism

4.4 The meaning and significance of paintings, fresco and drawings within Catholicism with reference to two specific pieces and Catechism of the Catholic Church 2502– 2503

4.5 The meaning and significance of sculpture and statues with reference to Catechism of the Catholic Church 2501

4.6 The purpose and use of symbolism and imagery in religious art

4.7 The meaning and significance of drama Church 2567, and the divergent ways in which drama may be used in church and other settings.

4.8 The nature and use of traditional and contemporary styles of music in worship

#### Science: Physics Unit 3: Particle Model of Matter

The particle model is widely used to predict the behaviour of solids, liquids and gases and this has many applications in everyday life. It helps us to explain a wide range of observations and engineers use these principles when designing vessels to withstand high pressures and temperatures, such as submarines and spacecraft.

#### Chemistry Unit 4: Chemical Changes

Understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organising their results logically. Knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes. It also helped biochemists to understand the complex reactions that take place in living organisms. The extraction of important resources from the Earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'.

#### Physics Unit 4: Atomic Structure

Ionising radiation is hazardous but can be very useful. Although radioactivity was discovered over a century ago, it took many nuclear physicists several decades to understand the structure of atoms, nuclear forces and stability. Early researchers suffered from their exposure to ionising radiation. Rules for radiological protection were first introduced in the 1930s and subsequently improved. Today radioactive materials are widely used in medicine, industry, agriculture and electrical power generation

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.

obesity.

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