

## Year 10 Summer Curriculum Update – April 2024

### YEAR 10 SUMMER TERM OVERVIEW

After another success term with lots of great opportunities for students. At Walnut Tree Year 10 students attended a performance of Macbeth at the Milton Keynes theatre as the play forms part of the GCSE syllabus, there was the fabulous production of Godspell in February, and a very successful ALD in March which included trips to the Natural History Museum and Science Museums in London, as well as onsite experiences in PE and an Art masterclass.



The Walnut Tree netball team were runners-up at the Milton Keynes Schools tournament last term and are participating in a league final at the start of the summer term. The Brooklands girls 5-a-side football team also became the Milton Keynes Schools Tournament champions – well done to all!

An important date for the diary is Thursday 25 April which is when Year 10 mock exam week begins. Students will sit the examinations in the sports halls of each campus. All curriculum areas will be providing support and guidance to students with key revision resources made available on Firefly. Students should also have access to subject specific online platforms such as MyMaths and GCSE Pod.



Work Experience preparations are also in full swing for both campuses, please remember to have any information handed in to the school by the beginning of May. The Careers Department is more than happy to support parents with placements, and we are looking forward to visiting students on their placements and discussing their experiences.

As we know, attendance is very important and has a direct link to exam outcomes. Congratulations to 10JAB (Brooklands) for having the highest tutor group attendance this academic year... keep it up!

Also coming up are more ALDs which will include GCSE Geography fieldwork experiences, a trip to Bletchley Park, and Maximise Your Success – a programme about study skills in preparation for the final year of GCSE courses.

## ENGLISH LANGUAGE

Working with the theme of *Place*, students have revised their key skills in preparation for mock exams. Students have further developed their understanding of how to interpret, analyse, evaluate, compare and craft language with a GCSE exam focus.

In the second half term, students will be writing and delivering their Spoken Language presentation as part of their GCSE course. They have already generated some fantastic ideas on a topic they feel passionately about, and with teacher guidance will be delivering this to the class in the form of a speech. Students will be awarded a Pass, Merit or Distinction for the quality of their ideas and presentation skills. This will appear on their GCSE certificate.



## ENGLISH LITERATURE

This term students are studying Priestley’s play *An Inspector Calls* exploring the concepts of social responsibility, generation divide, capitalism, socialism, class, greed, guilt and morality.



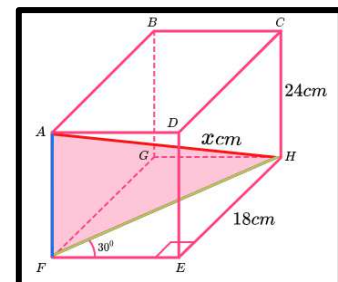
Students have enjoyed debating and evaluating ideas of guilt and how responsible each character is for the death of Eva Smith. The Birling family and Gerald Croft “must share in their guilt”. Through the Inspector’s investigation and moral message, Priestley encourages students to value the benefits we receive from a welfare state and consider the plight of the working class, particularly at the time the play was set (1912).

In lessons, students will continue to craft their essay-writing skills so that they feel confident in responding to a GCSE exam-style question.

## MATHS

Year 10 students are initially preparing for their end of year exam. By half term the students will have also studied Probability. In this topic we explore and understanding the different graphs and charts that can be used to represent probabilities and how to use data to give appropriate probabilities. They will understand terminologies such as exhaustive events, mutually exclusive, independent events, replacement, and non-replacement dependent events.

In the latter part of the summer term students will be consolidating and extending their knowledge of Trigonometry and Pythagoras, Students studying the Higher course will extend these ideas into 3 dimensions.



## SCIENCE

### BIOLOGY

For the first part of the Summer Term, Year 10 attention will be focused on revision preparation for the Year 10 mock exams. Following the completion of their mock's students will make a start on their final biology module B6 – Global Challenges. This chapter will get students to consider human impacts on the environment, from pollution and deforestation to food availability and the selective breeding of organisms.

An essential part of biology classwork this term will involve carrying out practical tasks investigating the biodiversity of the local environment. Students will practice using sampling techniques and different pieces of apparatus to explore the range of different species found on the school grounds. They may also carry out pollution surveys looking for indicator species like lichen.

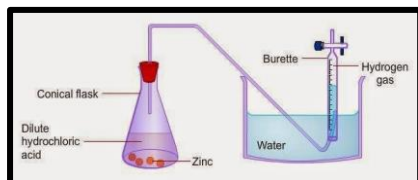


In May Year 10 students will also have had the opportunity to participate in the British Biology Challenge, a national competition hosted by the UKBC with close links to the Royal Society of Biology. Participants will have sat two biology papers outside of their usual lessons and will all receive certificates and access to BioNet for a year.

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## CHEMISTRY

This term we will start off by completing the rates of reaction unit where we have been studying the factors that affect reaction kinetics and how collision theory controls how fast a reaction occurs, and

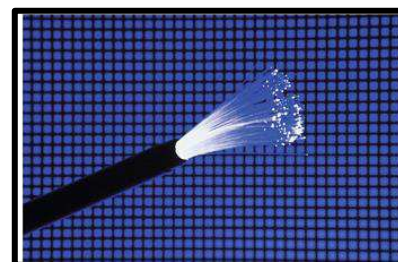


move on to equilibrium where we investigate how reversible reactions behave in different conditions and how these changes affect yield. We will hopefully finish C5 and begin C6.1 “Earths resources” looking at production and economics of manufacturing certain materials before the summer term ends.

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## PHYSICS

For the Year 10 Physics students, it has been an excellent journey into sound and light, as they had developed their understanding of how waves are produced; quantities that describe waves, and the implications of these quantities, why humans can't hear the dog whistle, being limited to high notes up to 20,000Hz (ultrasound and its applications). They also demonstrated their observational skills with tracing and analyzing light waves as they change path travelling from one medium to another (reflection and refraction), which concept we apply in lenses, especially to correct sight defects; the use of total internal reflection in endoscopes (for pin-hole observation, biopsies, and surgeries), as well as in digital information transmission through fibre optics.



They have recently commenced the study of radioactivity, examining the process leading to radioactive decays in isotopes, the dangers it poses and the needed precaution we take, and the benefits we have harnessed. They have taken a break from this topic to prepare for their Year 10 mock examinations.

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## ANCIENT HISTORY



Students in Year 10 have started studying the foundation of Rome. We have been covering the first seven Kings of Rome and how they had different aims and initiatives. Students have also been investigating the views of different Roman Historians such as Livy. As the term progresses, we will be looking at the foundation of the Roman Republic and the rise.

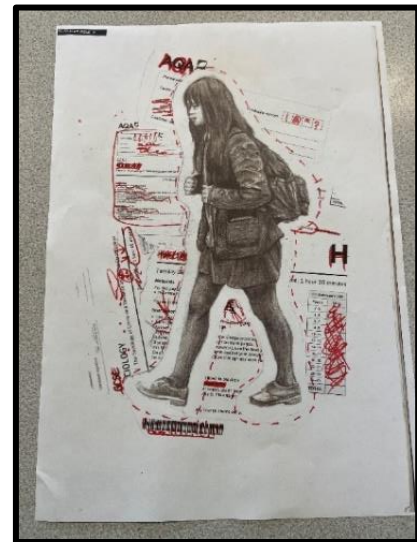
**ART**

Students in Year 10, GCSE Art, Craft and Design students have been working hard on their sustained project exploring the theme ‘Messages’ or ‘Identity’. This is a highly individualised project based on the starting point of either Identity or Messages. This term is used to develop and refine ideas to produce a final outcome for individual themes. This builds towards students 60% coursework grade. A sustained project will explore in depth assessment objective following AQA GCSE Art craft and design. This project will lead to a final resolution by the end of the academic year, July 2024.

Homework accompanies this project, so please ask your child about their plans for their independent outcome/s. Extra support sessions are offered for students to attend to complete homework or develop supporting work. Which are run by their teachers to challenge, extend, and scaffold their learning.

Brooklands support sessions Tuesday and Wednesday 3 – 4pm

Walnut Tree support sessions Tuesday and Wednesday 3 – 4 pm



**BUSINESS STUDIES**

Students have now completed their unit on Operations and this term we will be moving on Unit 4: Human Resources. This essential unit will consider key topics such as Organizational Structures



including Tall, Flat and Matrix structures whilst identifying the different spans of control and chains of command for particular organisations. We will then move on to consider the recruitment and selection process where students will be introduced to job descriptions and person specifications. Students will have the opportunity to compile a Curriculum Vitae which they will be able to update and use when applying for jobs in the future. Students will have the opportunity to complete a mock job interview. The unit will the go on to consider the topic of Motivation and we will be

studying key motivational theories such and Maslow’s Hierarchy and Hertzberg’s Two Factor Theory and how these apply to keeping the workforce motivated, productive and happy. The final part of the unit will consider the different types of training an organization can invest in, identifying the difference between on and off the job training and techniques such as work shadowing.

Students will complete their fourth central assessment and their Year 10 mock examination and there will be an increased focus upon examination technique and effective ways to revise.

## CHILDCARE DEVELOPMENT

Students have now completed their Component 1 and Component 2 PSA's. They have worked extremely hard on these and have demonstrated excellent research, planning and organisational skills. Well, done.

With the PSA's now over, students have been able to put their planned activities into action and carry these out in class, allowing other groups to also interact. Students have then been able to see first-hand if their planned activities met the brief given to them and establish and evaluate what went well, what they would change and how they could improve the activity next time.



We are now introducing Component 3 - Supporting Children to Play, Learn and Develop. This is our final component which will be assessed in Year 11 in the form of an exam.

We have just started investigating the factors that affect development, such as individual needs and how these impact play, learning and development. We have some documentaries to watch to analysis and link our learning to real case studies, for example, 'Signs for Change, 'Unmasking my Autism', and 'Same but Different' and seeing examples of these factors affecting children's holistic development.

## COMPUTER SCIENCE

Students have been studying the fundamentals of networks, types and purposes of a Network as it is the foundation for us all to communicate, connect and work effectively. What happens when it is now threatened? What computing threats are out there in the world? and what technological threats do modern companies face? The first unit this term addresses network security and cybersecurity in general. In line with this, students have also looked at legislation, cultural and environmental issues that impact the use of technology.



Using the video tutorial link below can also help add to the knowledge learnt in lessons:

Network Security: <https://student.craigndave.org/videos/slr1-4-network-security>

With respect to programming, Robust programming is a style of programming that focuses on handling unexpected termination and unexpected actions. Year 10's will be looking at how we can maintain and produce well written programs, i.e. "robust" programs as well introducing some computational/Boolean logic.

Using the video tutorial link below can also help add to the knowledge learnt in lessons:

Robust programs: <https://student.craigndave.org/videos/slr2-3-producing-robust-programs>

Boolean Logic: <https://student.craigndave.org/videos/slr2-4-boolean-logic>

Do come along to our support sessions on Tuesdays in BE1 at Walnut Tree and on Thursday's in BC6 at Brooklands to help you enhance your learning in this topic.

## CREATIVE MEDIA

Students submitted two pieces of coursework for Component 2. Coursework has been graded and marks were shared with students after Easter. The two-weeks extension allowed students to make improvements to their work and re-submit. The final marks are now with the exam board and 30% of the course is complete. Moving our attention onto Component 1 next term – analyzing media texts!



## DANCE



Students have been working in partners on a dance form based on the physical principles of touch, momentum, shared weight, and trust. Contact improvisation follows a shared point of contact which allows for skills such as falling, rolling, lifting, and balancing to be explored. Students have been very responsive to their partners and surroundings and have created some fantastic, improved work.

Next half term students are taught the set phrases that they will use for the non-examined assessment part of their Dance course. This is highly detailed teaching and learning as students have to learn the phrases as they have been choreographed by the exam board, as do all other GCSE students around the UK. Accuracy is so important here, which is another skill the GCSE Dance course teaches.

## DESIGN AND TECHNOLOGY

A very exciting time in the DT academic year as students begin their coursework in early June. As soon as schools receive the challenges from the exam boards, as well as gathering inspiration for a brand new and unique product, looking at existing products and writing their design brief. Students will need a primary user, so, please ask them if that can be you!



## DRAMA

Year 10 Drama are about to choose extracts from their set text to work up to a performance for an audience. Here we want students to develop their vocal, physical and interactive skills to a top band GCSE level. By working on the set text practically, students then have experience to be able to answer the component three written exam questions on how to act certain characters in certain scenes with confidence and memory as well as being able to explain the practicalities of designing the set, lighting, sound and costume for the play.

We finish the year by starting the GCSE assessment officially. We start the first section of component one. We apply to the exam board for the newly released assessment material and set about generating ideas and researching responses to the stimuli given. Students shape these into 7-14 minute performances that follow a chosen drama practitioner's style and a record of their process of creating and developing their ideas into performance is made.



## ECONOMICS

Students will study market failure (positive and negative externalities) and government intervention. This content of the syllabus appears in 3.1 How markets work as well as 3.2 How the economy works. Students explore the meaning of market failure and gain an understanding that the market mechanism does not always allocate resources efficiently. Students will explore the costs associated with misallocation of resources, and how government intervention can counter this. Learners should understand government policies designed to influence positive and negative externalities.





## FOOD AND NUTRITION



So far this term students have been exploring where and how ingredients are grown, reared and caught and have considered advantages and disadvantages of local produced foods, seasonal foods and GM foods. Students will use this knowledge when selecting ingredients explaining the choices they have made. They have also been working on exam technique applying their knowledge to a range of different styles of exam questions.

Over the next half term students will be continuing to prepare for the non-examined assessment work they will shortly begin in Year 11 by developing their complex cooking skills and enhancing their analysis and evaluation by using a range of testing methods.

## GEOGRAPHY

This term we have started to investigate 'Coastal Landscapes'; looking at the natural processes that form this landscape. Students have been linking this new knowledge to previous learning on 'River



Landscapes' from the beginning of the academic year. They have started to look at the features of, and processes involved in, building depositional landforms such as beaches and sand dunes. This lays the foundations for the fieldtrip to Hunstanton during the ALDs. Whilst in Hunstanton, students will be using their learning to carry out investigations both on the sand dunes and the impact of tourism on the town centre.

After half term they will look at erosional landforms such as sea cliffs or arches as well as ways we can protect vulnerable coastlines. We will also use the data collected in the fieldtrip to Hunstanton and learn how to present, analyse and evaluate what was carried out.

## HEALTH AND SOCIAL CARE

Students will explore the skills, attributes and values that are required when planning and delivering care. Students will explore the personal obstacles that individuals requiring and receiving care may face. They will examine how skills, attributes and values benefit individuals when receiving care.

As part of the Additional Learning Days some of our Health and Social Care course students will be developing work-related skills and visiting an Older People's Day Service provider called Simpson Day service. This will allow them to learn about the role of Day Centres and the kinds of help and support provided to older people living in the community and their carers.



## HISTORY



Year 10 GCSE History students are over halfway through their study of 'Britain Health and the People c1000-present day'. They are examining a thematic study of improvements to disease and infection through studying Louis Pasteur, Robert Koch and Alexander Fleming. This will be followed by a thematic study of improvements to surgery over time where students will examine the role of war, individuals, science and technology and the role of government to answer a 16-mark exam question. The unit will end with a study of Public Health over time where students will revise the Black Death and Great Plague before moving on to examine the Cholera epidemics of the 19<sup>th</sup> century and modern-day Public Health with the Liberal Reforms and the creation of the NHS in 1948. This unit will feature heavily in the Year 10 End of Year examinations. Student resources are available on firefly and GCSE Pod.

## IT

Students are carrying on with their set assignment which is on "Augmented Reality" which contains three to five practical tasks. It is scenario based and set at 36 guided learning hours and worth 60 marks of their course. In lessons, students will be looking at AR and the use of it to present information so that users can see more detail in items/ products with 2D or 3D images and can place the item digitally in their surroundings. AR provides increased engagement; interaction and a richer user experience and students will be completing the exam board's set assignment, which will involve designing and creating an AR prototype. Work on this carries on till the first week of April 19 2024, when it is due for submission.



Do come along to our support sessions on Tuesdays in BE1 at Walnut Tree and on Thursdays in BC6 at Brooklands to catch up on coursework and help you meet the deadline.

## LANGUAGES

### FRENCH

Students in Year 10 French will be moving onto the 'Life at School' topic. In this topic, they will be learning to describe their daily routine at school, as well as describing and giving opinions on their school rules. Students will look at the advantages and disadvantages of having a school uniform, whilst also giving their opinion on their uniform. They will also use the conditional tense to describe their ideal school.



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## SPANISH

Students will continue Theme 3 with a focus on school rules and issues. Students will enjoy learning about positive and negative aspects of school life. At the same time, they will develop their communication skills and apply their knowledge to simulated real life situations, such as debating



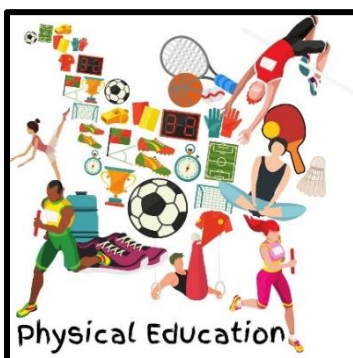
fair and unfair school rules. They will grow their accuracy and their understanding of language patterns with a focus on retaining vocabulary and referring to three time frames. In addition, they will receive feedback on their Mock Exams and start preparing for their first Speaking Mock Exam in July.

## MUSIC

Year 10 start their controlled assessment completing their first composition as part of their actual NEA. Students will use BandLab, GarageBand and Logic Pro to create their composition for a chosen audience and give it a title. They will also further explore the music of Paul Simon's Graceland and the third movement of the Mozart Clarinet Concerto, analysing the music and understanding how the musical elements fit the style and genre.



## PE



Teachers will be developing student's knowledge and understanding of a range of athletics events in order to prepare them for their final Sports Day at Walton High. In addition to this, students will be taking part in a range of striking and fielding events such as cricket, rounders, and softball. Students will have the opportunity to participate in some fixtures against other schools in these sports.

Pupils in Year 10 have been working hard finishing their R182 Unit 'The Body's Response to Physical Activity and How Technology Informs This'. Throughout this unit of work pupils have looked at how the body works when taking part in physical activity and what technology is used to aid in training to help improve performance. Students are also working on their evaluations for 'R181 Applying the principals of training: Fitness and How It Affects Skill Performance'. Pupils have completed their training programme, using a variety of methods of training in their 6-week plans which they are now evaluating.

## PERFORMING ARTS

Year 10 BTEC Drama students this term are learning a text for their performance Component C2. They have chosen '100' written by 3 playwrights who collaborated together on the play; Christopher Heimann, Neil Monaghan and Diene Petterle. The play asks you to choose one memory from your life to be how you spend eternity and you have an hour to choose it. The play is written in the style of physical theatre and creates a strong visual piece of theater with only five bamboo sticks. This play stretches the boundary between literal, realistic staging and imaginative storytelling and allows our students to prepare a set of skills that will equip them to work in current modern theatre. Students develop skills and techniques in performing arts through this unit that they record, log and prove in performance.



## PSYCHOLOGY



For the summer term in Psychology, we will be looking at the Development topic. Focusing on just how important the early years of our lives are to our experiences in later life. Students will learn about the different stages that babies and young children go through, such as the way that babies develop object permanence at six months – this means they make the startling discovery that objects still exist even when they can't see them! Students often take for granted some of skills and abilities that they have, and it can be surprising to see when these fully develop and emerge for children.

We continue through the term to study how this understanding of child development, led through famous psychologists such as Piaget has revolutionised the way we treat children, and in particular the way children are taught in school. Students will particularly enjoy the discussions around morality, and the way that children develop an understanding of moral development.

## RELIGION, PHILOSOPHY AND ETHICS

Students have completed their study of Theme: Religion and Life which has allowed them to grapple with some challenging philosophical and ethical questions such as 'When does life begin?', 'Should we protect the environment?' and 'Do we have the right to die?' Students will now move on to study 'Families and Relationships'. Within each thematic topic, students develop their views on a variety of ethical questions, as well as learn to apply their knowledge of religious perspectives.



## SOCIOLOGY

Year 10 are going to continue to study crime and deviance this term. They will be exploring who commits crime and deviance based on social characteristics. Ethnicity, class and gender will be considered alongside official statistics highlighting which groups appear to have the highest convictions. Students will use sociological perspectives to analyse trends and offer explanations for the differences across social groups.



Methods and crime will finalise this year's part of the course. Students will have the chance to evaluate the use of official statistics in relation to crime with links to key thinkers who have researched this area. Students will question the validity of official statistics due to unrecorded crime and the social construction of crime statistics.

Methods in context will continue to run throughout the remainder of the term and students will have the chance to link new content to methods of research. Exam style methods in context questions will be practiced at the end of the unit to reinforce and embed prior learning.