



St Bernard's High School

Year 10

Curriculum Newsletter

Spring 2019



Welcome to our Spring Term Curriculum Newsletter. The departments that teach your daughter have contributed to the newsletter to give you information about what you can expect her to be studying this term at St Bernard's High School.

RE

In the Spring Term the students will begin studying the Practices within Catholic Christianity. Students will be learning about: The sacramental nature of reality with a particular emphasis on the meaning and effects of the seven sacraments; Liturgical Worship and prayer, forms of popular piety, and the history and purpose of Catholic pilgrimage. Students will also explore how Catholic Social Teaching on justice, peace and reconciliation and how this reflects the teaching to show love of neighbour. Finally, students will focus on the history and significance of mission and evangelism for Catholics, and how this is put into practice by the Church locally, nationally and globally.

English

During the Spring term students will study:

Romeo & Juliet

- Plot
- Setting
- Context
- Characterisation
- Theme

Reading assessment: exam-style response

Writing assessment: transactional using play as stimulus

Plus bi-fortnightly skills lessons in preparation for the English Language examination.

Maths

Throughout Year 10, a wide range of topics are studied within the six areas of the GCSE Maths specification: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics.

The topics studied this term by sets 1 and 2 will include: quadratic expressions and equations, sampling, complex statistical diagrams and probability.

The topics studied this term by students in sets 3 and 4 will include: representing and interpreting data, constructions and loci, volume and surface area and sequences. In addition, students in set 4 will be using the "Numeracy Ninjas" booklets as starter activities in lessons to help them develop their numeracy skills which are required in all areas of mathematics as well as in other subjects.

All students have login details for MyMaths. This may be used to set homework, but it is also a useful revision tool.

Students are tested at the end of each half term on all topics using GCSE style papers. A wide range of topics are tested and not just those which have been studied during the term. Although students are advised to focus their revision on these topics, they are also encouraged to revise topics which have been identified as targets from previous tests.

Combined Science or Biology, Chemistry and Physics

During the Spring Term, students will study units of work from the following sections of the **OCR "Twenty-First Century Science"** specifications.

GCSE Combined Science: "Using food and controlling growth", "Chemicals in the natural environment" and "Explaining motion"

or

GCSE Biology: "Using food and controlling growth"; **GCSE Chemistry:** "Chemicals in the natural environment", **GCSE Physics** **GCSE:** "Explaining motion"

Resources: Your daughter can find copies of worksheets and presentations used in class on the Sciences site of the VLE:

(<https://stbernardshighschool.sharepoint.com/sites/subjects/Sc/>)

and/or in her online class notebook, which she can find via her class team on the VLE. All resources are organised by unit title.

The **GCSE Combined Science (OCR B)** revision guide and the related revision guides for separate **GCSE Biology (OCR B)**, **GCSE Chemistry (OCR B)** and **GCSE Physics (OCR B)** can be obtained from the school shop.

MFL- French

Module 3:

Theme: Identity and culture

Unit 1: Describing your daily life. Using modal verbs.

Unit 2: Talking about food for special occasions. Using partitive pronouns

Unit 3: Using polite language. Asking questions formally and informally.

Unit 4: Describing family celebrations, using near past.

Unit 5: Describing festivals and traditions.

Using a combination of tenses.

Assessment: Reading - (Literary text), Writing + translations, Listening, Speaking

Module 4:

Theme: Local area, holiday and travel.

Unit 1: Describing a region. Using the pronoun *y*.

Unit 2: Talking about your town, village or district. Using negatives.

Unit 3: Discussing what to see and do. Asking questions using *quel/quelle/quels/quelles*.

Unit 4: Discussing plans and the weather. Using the future tense.

Unit 5: Describing community projects. Using a combination of tenses (present, perfect and future tenses.)

Assessment: Reading - (Literary text), Writing + translations, Listening, Speaking

MFL- Italian

Module 3 – Holiday

This covers talking about different types of holidays, holidays activities, talking about holiday advantages and disadvantages, describing future holidays and an ideal holiday. Transcription and translations from and into English.

Grammar: Revising present tense, using irregular verbs in the present tense, Using the future and revising the conditional.

Assessment: All skills

Module 4 – Festivals

This covers describing mealtimes, talking about typical foods, ordering food in a restaurant, talking about a music festival, comparing different festivals, describing a special day. Transcription and translations from and into English.

Grammar: Using the passive, spotting words which indicate an increase/decrease, paying attention to question words, using reflexive verbs in the past, using superlatives, using expressions followed by the infinitive.

Assessment: All skills

MFL – Spanish

Module 2 – School

This covers talking about school subjects and teachers, describing your school, talking about school rules and problems, talking about plans for an exchange and activities and achievements. Transcription and translations from and into English.

Grammar: using adjectives, using comparatives and superlatives, using negatives, using phrases followed by the infinitive, using the near future tense and using object pronouns.

Assessment: All skills

Module 3 – Socialising and family

This covers describing people, talking about social networks, making arrangements, talking about reading preferences and talking about friends and family. Transcription and translations from and into English.

Grammar: using 'para' with infinitives, using the present continuous tense, improvising dialogues, using a range of connectives, using 'ser' and 'estar' and referring to the present and past.

Assessment: All skills

PE Compulsory

The focus of the Year 10 Physical Education curriculum is 'Building mental health and managing pressure'. During lessons, students will be participating in an activity of their own choosing. These activities include Competitive Games or Fitness. Alongside the development of skills and tactics in each of the sports, emphasis will also be placed on having fun, increased self-esteem and stress release. The GCSE PE students will continue to use this time to prepare for the practical aspect of the course.

Furthermore, there is a wide range of extra-curricular clubs available to pupils so that they can further develop their skills in these sports. There are a number of exciting sporting competitions happening this term that through hard work in lessons and regular attendance to extra-curricular clubs, pupils might be selected to attend.

PSHE

The topics to be covered this term are:

Drugs: Keeping your Head

Jack Petchey Speak Out Challenge

Preparations for Work Experience

Feminism

Outside Speaker from YPDAT on Drugs & the Law

Having Moral Courage on Social Justice

OPTION SUBJECTS:

Art

Year 10 will be continuing to explore the theme of Wild. Students will be developing their independence to respond to the theme in unique and creative ways. The mock exam for this project will be on the 7th March. During this 5 hour exam, students will need to work in exam conditions to produce a final piece for this project.

Dance

The topics to be covered this term are:

Study Shadows- critical appreciation of the features of production.

Study A Linha Curva- analyse features of production.

Exam style questions on features of production.

Understand the process of research and improvising.

Workshops exploring stimuli and starting points.

Collaborative group choreography on one given stimuli.

Understand spatial design- pattern, formation, pathways, directions, levels and size of movement.

Workshops that explore use of props.

Devise a class piece that includes: entrances and exits; chairs; scooters; phrases from A Linha Curva and a fusion of dance styles.

Safety of hydration.

Technical and physical skills: posture; alignment; balance; coordination and control.

Workshops that cover different dance styles e.g Salsa, African etc.

Safety when using props.

Technical and physical skills: flexibility; stamina; extension; mobility; isolation and strength.

Drama

This term, Year 10 GCSE drama students will extend their knowledge and understanding of the practice of drama and theatre through the exploration of physical theatre. They will explore different physical theatre techniques through a number of workshop sessions. Students will also experiment with a range of devising techniques which they will use in their first formal assessment for the GCSE. Student will be provided with a range of visual and written stimuli to prompt ideas for creating a 15-minute devised practical piece which will be accompanied by a written devising log.

Food Preparation and Nutrition

The topics of Nutrition and Healthy Eating are studied with reference to diet-related diseases and consideration of energy balance. Fats and dairy foods are studied in more detail with reference to the type, structure of, sources and recommended percentages in the diet. Also covered are the features and characteristics of individual cuisines, the reasons why food is cooked and food processing and preservation methods.

Geography

Students will finish covering the Urbanisation unit, and then will move on to the study of UK economic futures and resource issues. Some Year 9 work is revisited here. This sets the scene for the rest of the year, which has a UK centred approach. Unit 3.1.3: Physical Landscapes in the UK, starts in the second half of this term, initially focusing on Glacial Landscapes and tourism.

Graphic Communication

Students will continue to work on their core graphical skills, namely, theoretical knowledge, making and modelling, designing, drawing and presentation skills.

These will be learned and applied through the completion of:

1. Short, focussed practical tasks which deliver the core skills.
2. Mini projects which enable students to apply their designing and making skills and prepares them for their preparation of the final component.

All work (Component 1) will be monitored and assessed against AQA assessment criteria.

History

Year 10 will complete their study of Crime and Punishment 1000ad-present day and then they will move on to look at Weimar and Nazi Germany, 1918-39.

Information Technology

This term students will be continuing with the theory needed for their exam including revisiting the theory they have already covered in the Autumn Term and adding Cyber-Security and Legislation.

There is a greater emphasis on practical skills in this term including the use of databases, test plans, validation and verification, and mail merge.

All of the resources students need to access are on their Team site. This includes presentations used in lessons, and if a student is absent they should catch-up with the work that they miss otherwise they will have gaps in their knowledge or skills that are required for the assessment/examination.

Music

Year 10 have 3 lessons covering Area of Study 1 (Instrumental music 1700 – 1820) and Area of Study 4 Fusions), performance work and composition; and 2 lessons covering Area of Study 2 (Vocal Music) and Area of Study 3 (Music for Stage and Screen) and composition.

Students continue to develop performance skills, playing to the class and use the mark scheme to gauge their performance. They will be assessed on solo/ensemble performances. Students are expected to continue working closely with their individual music teacher, rehearsing and refining their performance skills. Students will be assessed on their technical control and expressive use of phrasing and dynamics appropriate to the style and mood of the music. All students have a copy of the mark scheme and it will help to share this with their individual teacher.

Students continue to develop their composition skills using keyboards and the Sibelius program. They learn how to add harmony to melodies. Students begin work on a GCSE composition brief set by Edexcel. They can choose from a given list that relates to the Areas of Study.

Students continue to develop their listening and appraising skills by using the elements of music to analyse and evaluate music. They are expected to use specific music vocabulary associated with a particular style or genre and relate this to the set works that they study this term – 3rd Movement from Brandenburg Concerto no. 5 in D major by J.S. Bach, Samba Em Preludio by Esperanza Spalding, Defying Gravity from the musical Wicked, and Music for a While by Henry Purcell.

PE

During the Spring Term Year 10 GCSE PE students will be studying Physical Training (topic 3) of the theory specification. They will need to revise for an end of topic test to assess their progress in this. In practical lessons they will mainly focus on Dance and Athletics. They also need to ensure they take part in at least one extra-curricular club or club outside of school a week of a sport which is on the GCSE specification.

Textiles: Art Textiles

Students will continue to increase and improve their repertoire of skills in fabric printing and embellishment using hand and machine techniques, producing a portfolio of their work and their investigations into artists and textiles designers based on the theme of Natural Forms.

They will generate ideas for their own project which will incorporate these skills in the production of a fashion item, costume, artefact or interior design piece.

If you have any concerns or queries regarding the curriculum at St Bernard's High School, please do not hesitate to contact Mrs Bennett, Curriculum Manager.