

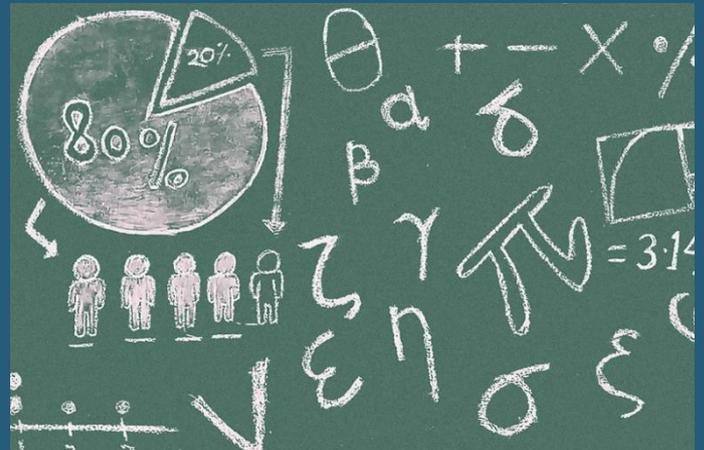
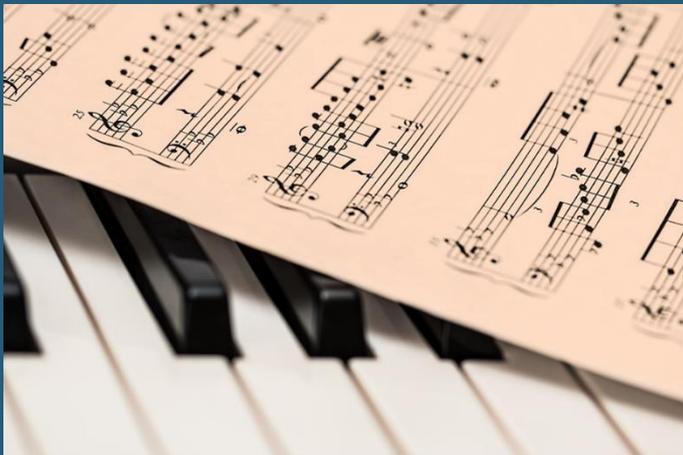


ST BERNARD'S HIGH SCHOOL

Year 10

Curriculum Newsletter

Autumn 2019



Welcome to our Autumn 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

During the Autumn Term students will be studying Creation; the significance of the Creation account in understanding the nature of humanity and how Christian art depicts creation. Students will explore the significance of the creation stories for Catholics, and in particular, in relation to stewardship and sustainability. Students will also study the origins and structure of the Bible and how it is interpreted by Christians.

English

Autumn

An Inspector Calls

A selection of named poems from the AQA 'Relationships' Poetry Anthology

Examination skills/ practice assessments

Spring

Romeo and Juliet

AQA 'Relationships' poetry – outstanding poems from the 'Relationships' collection

Summer

Revision of An Inspector Calls

Unseen poetry practice

English language preparation for Papers 1&2 (analysis, structure, synthesis, comparison of 19th, 20th & 21st century non-fiction and prose texts)

Maths

Throughout Year 10, a wide range of topics will be 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 vary between sets and include: fractions, decimals and percentages, ratio and proportion, number properties, indices and surds, standard form, linear graphs, probability, approximations, equations and inequalities, limits of accuracy, expressions and formulae and, compound measures.

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 past papers.

Combined Science or Biology, Chemistry and Physics

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

GCSE Combined Science: "Keeping Healthy", "Chemical Patterns" and "Radiation and Waves"

or

GCSE Biology: "Keeping Healthy"; **GCSE Chemistry:** "Chemical Patterns", **GCSE Physics**
GCSE: "Radiation and Waves"

Homework

Students are expected to complete a daily homework task for approximately 15min using the **Tassomai** application. Other tasks will be set as required to support learning for a lesson.

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

Chapter 1 (Units 1-5) Theme: Identity and Culture.

Unit 1: Talking about friends and what makes a good friend, using irregular verbs in the present tense.

Unit 2: Talking about family relationships, using reflexive verbs in the present tense.

Unit 3: Making arrangements to go out, using the near future tense.

Unit 4: Describing a night out with friends, using the perfect tense.

Unit 5: Talking about your life when you were younger. Using the imperfect tense.

Chapter 1 (Unit 6): Discussing role models. Using the present, perfect and imperfect tenses.

Chapter 2: theme: Identity and culture(units1-4)

Unit 1: Talking about sport, using since/for.

Unit 2: Talking about your life on line. Using the comparative.

Unit 3: Talking about books and reading. More practice of the imperfect tense.

Unit 4: Talking about television programmes. Using direct object pronouns.

Assessment: Listening, Speaking, Reading and Writing

MFL – Spanish

Unit 5: My city: This will cover describing the features of a region, planning what to do in your town/city, understanding the geography of Spain, shopping for clothes and presents, talking about problems in a town and describing a visit to a town in the past.

Transcription and translations from and into English

Grammar: revising the present and past tenses, asking and responding to questions, using the future tense, using demonstrative adjectives, using the conditional, using different tenses together and recognising and using idioms.

Unit 2: School: This will cover 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: Listening, Speaking, Reading and Writing

MFL – Italian

Unit 7: Tourism: This will cover holiday preferences, expressing plans and intentions, describing a past holiday and the weather and holiday activities.

Grammar: interrogatives, perfect tense, imperfect tense.

Unit 8: Accommodation: asking about availability of hotel rooms, facilities and cost, writing a letter of confirmation, finding out about a campsite and a youth hostel and complaining.

Grammar: relative pronouns, *che* and *a cui*.

Assessment: Listening, Speaking, Reading and Writing.

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 Dance. 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.

OPTION SUBJECTS:

Three-Dimensional Design

Students will begin understanding the formal elements within Three-dimensional design through a "Folded Structures" mini-project. Simple folded paper forms will enable students to understand shape, form, space, texture, and pattern. This will then be able to be applied to a longer scheme of work where students can explore different environments. This will include a trip to Kew Gardens and will explore a variety of materials including, wire, modrok, clay and many more.

Art

Year 10 will be drawing from nature, which will include a trip to Kew Gardens. They will be developing their drawing and painting skills when working from observation. They will learn how to present a creative and interesting sketchbook. Formal elements that will remain a focus throughout the project include; line, tone, pattern, texture and form. Students will need to be independent with their choice of artists.

Dance

Appreciation:

Study Emancipation of Expressionism.

Study Artificial Things.

Look at features of production for both.

Choreography:

Introduction to ASDR- use content from professional works.

Motif development and choreographic terms. Responding to given stimuli.

Focus on structuring devices and form as well as choreographic devices.

Dance:

Safe working practices- warm up/cool down + appropriate attire.

Technical and physical skills including: accuracy of actions; timing; rhythm and style.

Look at safe execution of moves and when working with others.

Expressive skills including: projection; focus; spatial awareness; facial expression and sensitivity to other dancers.

Drama

This term, Year 10 GCSE Drama students will be introduced to the AQA GCSE Drama specification. They will explore various dramatic techniques that they will be able to implement in later units within the course. Students will be given a booklet with all of the extracts required for this unit (including a range of extracts from a number of different plays) and also an accompanying handbook to remind them of techniques. Their Drama teacher will use assessment for learning to help students to improve in all areas of their study of Drama as well as assessment of learning to monitor students' progress against the AQA assessment criteria. Students will have 2 formal assessments per half term, one being practical and the other written. One lesson a fortnight will be dedicated to written work and written examination preparation; this will include analysing and evaluating the use of acting skills; students will watch a recording of a recent National Theatre production and will explore how to successfully evaluate the performance.

Food Preparation and Nutrition

The topics of food safety, nutrition and healthy eating, food choice and food provenance are covered in the first term. Practical tasks relate to using a range of specialist equipment and developing a range of skills in the preparation of dishes.

Geography

During this important Autumn GCSE term, the students will be studying the Hazardous Earth topic, which will focus on the students learning about global atmospheric circulation cells and how they influence the way in which heat is distributed around the world. They will also study the human and natural causes of climate change, and the possible consequences of increasing temperatures. The students will be assessed on their understanding and the knowledge they have gained before the October half term break.

Graphic Communication

Graphic Communication is the art and practice of planning and projecting ideas and experiences with visual and textual content. Year 10 is the first year of a two year GCSE course. This qualification is linear, meaning that students will submit their portfolio elements, including Component 1 and 2 in Year 10, plus their Externally Set Assignment at the end of the course in Year 11.

Students are required to develop their skills by working in various areas of graphic communication including: communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.

This year students begin by expanding their understanding of graphic design. They are encouraged to develop their skills and techniques in preparation for the development of a final portfolio. To this end, focussed tasks and briefs will be set. The portfolio will aim to evidence explicit coverage of the four assessment criteria as specified by AQA. The portfolio includes a sustained project showcasing the journey from initial engagement to the realisation of intentions and final outcomes.

Component 1 /8203C: Portfolio/60% of GCSE/ Non-Exam Assessment.

A portfolio that evidences explicit coverage of the four assessment objectives. It also includes a sustained project showcasing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course.

Component 2 /8203x: Externally Set Assignment/40% of GCSE.

Students respond to an externally set assignment paper in Year 11.

All work will be monitored and assessed against AQA assessment criteria.

History

Year 10 will continue the work they began in Year 9 on the American West, considering how the lives of the Plains Indians were affected by the movement westwards of white settlers. They will also study how the cattle industry developed between 1835-1895 and will learn about lawlessness in the West. Students will then move on to study Weimar and Nazi Germany 1918-1939.

Information Technologies

This term, students are covering both theory and practical aspects of Information Technologies. They start by looking at how projects are planned including:

- The four phases of the project life cycle
- SMART tasks
- Gantt charts
- PERT diagrams

Students are given an example of a project and are asked to use their theoretical knowledge to plan the project. This reflects what they will be asked to do in their practical assessment.

Other topics covered during this first half term are:

- Security measures
- Data Protection Act
- Computer Misuse Act
- Cyber-security threats

In the second half term students will be looking at data and information. How data is collected and stored, and how information can be used in different contexts. This will include reviewing and developing their spreadsheet and database skills to allow them to manipulate the data they are given.

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 with Mrs Maltby and 2 lessons with Miss Bragg per fortnight.

Mrs Maltby covers Area of Study 1 (Instrumental music 1700 – 1820) and Area of Study 4 (Fusions), performance work and composition.

Miss Bragg covers Area of Study 2 (Vocal Music) and Area of Study 3 (Music for Stage and Screen) and composition.

Students develop performance skills, playing to the class and discussing the approaches to performance. Students are encouraged to work closely with their individual music teacher, rehearsing and refining their performance skills. Their first performance to the class is not assessed and gives students the opportunity to gain confidence as a solo performer. In

subsequent performances students will be assessed on their overall control and expressive use of phrasing and dynamics appropriate to the style and mood of the music.

Students develop composition skills using keyboards and the Sibelius program. They learn how to develop musical ideas and how to use melodies and rhythms to structure a piece of music. During the Autumn Term students build up a portfolio of practice compositions.

Students develop their listening and appraising skills by using the elements of music to analyse and evaluate music. They start to use specific music vocabulary associated with a particular style or genre and relate this to the set works that they study this term – Beethoven 1st movement from Piano Sonata no. 8 and John Williams Main title/rebel blockade from the soundtrack to Star Wars Episode IV: A New Hope.

All students are issued with a GCSE text book giving in depth analysis of their set works, music theory, performance and composition ideas and information. They have an Anthology of Music with the set works that we will cover and a CD of the set works. These are very useful resources which students are expected to use independently as well as during lessons throughout their GCSE course.

PE

During the Autumn Term Year 10 GCSE PE students will be studying the Physical Training chapter (section 3) of the theory specification. They will need to revise for an end of topic test to assess their progress. In practical lessons, they will mainly focus on Badminton and Netball as these will form two of the sporting activities that many of the students will be assessed on. They also need to ensure they take part in at least one extra-curricular club, or club outside of school, regularly of a sport which is on the GCSE specification.

PSHE

In Year 10, staff discuss with students the appropriate time for sexual relationships. We explain the position of the Catholic Church on contraception and sexual relationships, while giving our young people the information on keeping themselves protected, and discuss the possibility of making relationship and contraceptive choices. The emotional and health consequences of entering into a sexual relationship are considered, and we emphasise the importance of self-respect, self-esteem and dignity and the right to say 'no' to a sexual relationship. The facts about the transmission, the effects and prevention of HIV/ AIDs are discussed in detail and we actively promote abstinence, avoidance of casual sexual relationships and faithfulness within marriage. We also discuss the prejudice surrounding this disease and how education can combat this; within this, we recognise that we all have responsibility.

Textiles Technology

In this term students will begin by improving drawing skills and control of media such as graphite pencils, ink pens and biros. They will then be introduced to the theme of Natural Forms and will use colour, line, form, tone and texture, shape and pattern to explore a variety of natural forms. They will explore methods of drawing and painting and learn how to develop their ideas using a variety of textiles printing and embellishment methods. They will investigate both artists and textiles designers who use natural forms in their work and will develop their ideas for a response to their investigations, which may be Art Textiles, Costume, fashion or soft furnishings for an interior. The teacher will use assessment for learning to help students improve in all areas of their study, monitoring their progress against AQA assessment criteria.

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