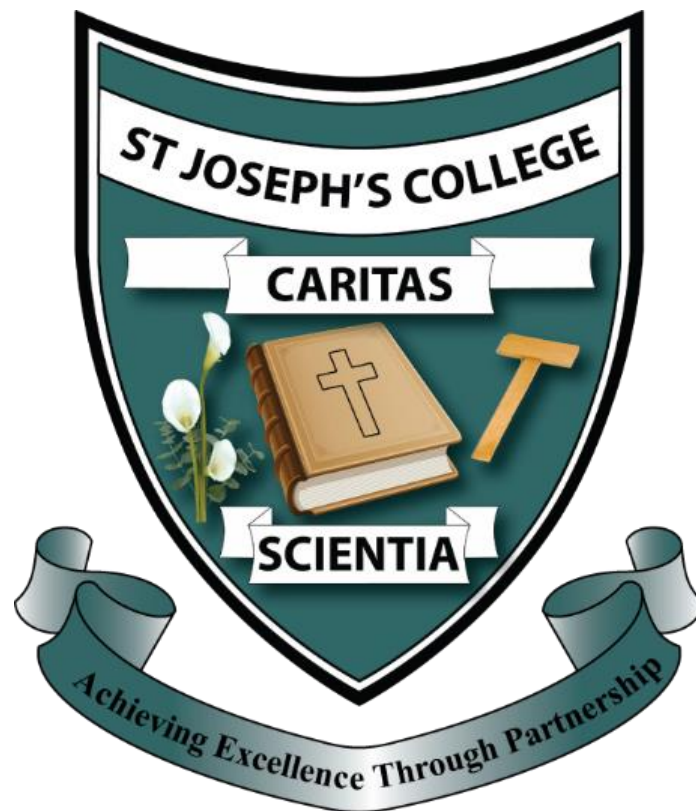


Achieving Excellence Through Partnership



Helping Your Child Learn Year 10

St Joseph's College is keen that parents become actively involved in their child's education to enable them to fulfil their full potential.

Research has shown that where parents are involved in their children's education the child will have a positive attitude to learning, achieve higher marks/Grades and develop more confidence.

In St Joseph's College, we recognise the important role that parents play in helping their child to achieve their full potential. The purpose of this information booklet is to give parents/guardians information which will help them become more actively involved in helping their child to learn.

Curriculum

During Years 8, 9 and 10 pupils study subjects from the Areas of Study: Religious Education, English, Mathematics, Science, Technology & Design, History, Geography, Art & Design, PE, Home Economics, Learning for Life & Work, Spanish, Music, Drama and ICT. In this booklet you will find an overview of what your child is learning each month in each subject. We hope this information is useful to you in helping your child to learn.

Assessment Procedures

Assessments take place three times a year as outlined on page 18 in your child's Homework Diary.

Role of Parents/Guardians

We ask parents to offer support and encouragement to their child. Some areas where parents can provide support include:

1 Attendance

We ask you to send your child to school each day as *Full Attendance* is vital for success. In St Joseph's College we have an attendance target of at least 95% for each pupil.

2 Providing the essentials for a day in school

We ask you to provide your child with the essential books and equipment for a day in school.

3 Helping with homework

Homework is set to supplement learning in school. It is an opportunity for pupils to work independently and to practice what they have been taught in class. It is also a chance for parents to get involved with their child's education. Homework is not limited to written work. It includes all school-related work undertaken at home –

- independent learning
- research work using World Wide Web
- case studies
- extended writing/ report writing
- learning by heart
- consolidation of work done in class

- practice
- mind mapping, revision notes, chunking down.
- skills based (graphs etc.)
- interviews
- story board for design.

Key Stage 3 pupils will have an average of approximately 1 hour of homework each night. It is expected that the teachers of English and Mathematics at Key Stage 3 will set weekly homework(s) of approximately 50 minutes. The remaining subjects will set weekly homework(s) of –

- Science: 25 minutes
- History, Geography and Religious Studies: 20 minutes
- Art, Home Economics, TD, LLW, Spanish and ICT: 15 minutes
- Music, Drama and PE: as appropriate.

The responsibility of Parents with regard to Homework

We ask parents to reinforce the value of homework through positive feedback. This will give pupils the confidence to persevere, work hard and reach high standards of achievement.

Here are some ways parents/guardians can help with homework:

- being aware of and support the school in the implementation of its homework policy and procedures
- showing an interest in your child's homework and providing suitable facilities and resources for studying at home. Pupils should have a quiet space at home where they can study effectively.
- encouraging your child to work towards reaching his/her full potential
- negotiating with your child when homework is to be done as a pupil's free play is important too. We ask parents to agree a time for Social Media, phoning friends, etc – after your child has finished his/her homework. It is a good idea if your child has a break and something to eat before starting homework. Going too long without food hinders concentration.
- checking the time spent on individual tasks
- checking your child's Homework Diary daily and ensuring your child completes the homework set to the best of his/her ability
- checking presentation and content of homework
- signing the Homework Diary each week and acting on information requests from college staff
- providing the school with information about any problems through the Homework Diary or by contacting the school directly

As a parent it is difficult to know how to help your child with homework and **how much help should be given**. However, please do not be tempted to do their homework for them. If your child is to progress, we need to know how much your child understands and can do independently. Help your child to become an **independent learner**. Explain how to look up information rather than simply giving an answer in order to get the task finished. Discourage your child from copying without editing when he/she is asked to do research tasks. However, you may need to help your child to rephrase and revise their written work.

Be positive about your child's attempts. Read carefully any comments that your child's teacher makes about his/her work. If you have concerns about his/her progress, make an appointment to see your child's Year Head, Mr Hegney.

Suggest doing homeworks on the day they are received, even if they are not due for a couple of days or even the following week. By doing this your child will have time to speak to their teacher in school about any difficulties they may be having before the work is due. If your child is having difficulty they should try their best to **complete as much of the homework task as possible**. The teacher needs to see that your child has made an effort to attempt the homework, even if they were unable to complete all parts of it. Encourage your child to ask the teacher, or write him/her a note to give to the teacher, about anything that they don't understand. The teachers are there to help and will explain it again or show your child what to do.

If your child is **working on the computer** make sure that they save their work. If there is a problem with paper or ink for printing out then make sure your child either saves their work on a memory stick/flash pen or emails a copy to their school email account.

Guidance on presentation of work

Try to ensure that your child:

- Dates each page
- Gives each piece of work a title
- Underlines all titles and headings using a red pen and ruler
- Keeps all work neat and tidy
- Draws all straight lines with a ruler
- Writes in blue or black ink only
- Draws diagrams and graphs in pencil
- Takes the time to re-read and checks all written work for mistakes in spelling, grammar and punctuation.

Helping with Effective Revision

- Plan a **revision** timetable so that your child knows what to do and when.
- Encourage your child to **alternate learning and written homeworks**. Your child should revisit the learning homeworks after they have done a piece of written work to ensure that they have understood and absorbed it.
- Encourage your child to take **short breaks** from learning as concentration levels dip after 40 minutes.

Making revision notes

- The best revision notes are usually short.
- Use key words and phrases.
- Your child should lay out their notes clearly, highlighting important points and facts.
- Diagrams such as learning trails, mind maps, flow and web diagrams are easier to memorise and show relationships between topics, events and ideas.
- Your child should maintain neat notes. It is much easier to study from an organised file.
- Keep notes made for an assessment as these could be used over again in another assessment and it will save your child time having to do them a second time.

Memorising and Learning

- Each day your child should read over what they have studied in their lessons, this should be part of their home study and will reinforce what they have learnt in school.
- Summarising is an effective memory aid.
- Try to help your child to devise mnemonics to help them remember certain facts.
- Revision should take place on a regular basis; daily, weekly, monthly rather than waiting to Assessment week.

In St Joseph's College all matters of pupil progress and welfare are overseen by the Year Head. Please do not hesitate to contact Mr Hegney (Year Head) if you have a query or concern about your child.

MATHEMATICS

<u>Year</u> <u>Week</u> <u>Beginning</u>	<u>Mathematics</u>
<u>Sept</u>	<u>Week 1 Base arithmetic</u>
	<u>Week 2 Basic operations</u>
	<u>Week 3 Indices and standard form</u>
	<u>Week 4 Indices and standard form</u>
<u>Oct</u>	<u>Week 5 Fractions and percentages</u>
	<u>Week 6 Fractions and percentages</u>
	<u>Week 7 Linear graphs and equations</u>
	<u>Half Term</u>
<u>Nov</u>	<u>Week 8 Linear graphs and equations</u>
	<u>Week 9 Transformations</u>
	<u>Week 10 Exam revision</u>
	<u>Week 11 AC1 & Feedback</u>

Dec	<u>Week 12 Statistical diagrams</u>
	<u>Week 13 Statistical diagrams</u>
	<u>Week 14 Have some fun!!</u>
	<u>Christmas</u>
Jan	<u>Week 15 Area, perimeter and volume</u>
	<u>Week 16 Area, perimeter and volume</u>
	<u>Week 17 Sequences</u>
Feb	<u>Week 18 Algebraic manipulation</u>
	<u>Week 19 Algebraic manipulation</u>
	<u>Half Term</u>
	<u>Week 22 Exam revision</u>
Mar	<u>Week 23 AC2 & Feedback</u>
	<u>Week 20 Angles, constructions and loci</u>
	<u>Week 20 Angles, constructions and loci</u>
	<u>Week 21 Graphs, equations and inequalities</u>

<u>Apr</u>	<u>Easter</u>
	<u>Week 25 Estimation and approximation</u>
	<u>Week 26 Trigonometry</u>
	<u>Week 27 Trigonometry</u>
<u>May</u>	<u>Week 28 Cumulative frequency</u>
	<u>Week 29 Quadratic functions</u>
	<u>Week 30 Exam Revision</u>
	<u>Week 30 Exam Revision</u>
<u>Jun</u>	<u>Week 32 AC3 & Feedback</u>
	<u>Week 33 Have some fun!!</u>

Year 10 Course Outline

English

Each month students will have opportunities to engage in:

Whole class and individual review of Building Block Targets (Writing targets).

Whole class and individual review of **monthly** performance in **The Star Scheme** – target setting for next month.

MONTH	CONTENT	TIME
September	<ul style="list-style-type: none"> ● Focus on Reading for Pleasure and emphasis on personal achievement of targets: minimum target to read one book each month and to achieve a Bronze Award for Reading in Term 1. ● Star Reading test: reading age. ● Baseline assessment of Building Block Skills. 	2 weeks
	<ul style="list-style-type: none"> ● Introduction to the dystopian fiction unit. ● Anticipation guide - critical thinking skills. ● Creative Writing - using images as a springboard. ● Introduction to dystopian fiction anthology, including <i>Anthem</i>, <i>The Hunger Games</i>. ● Consolidation of framework for Point-Quotation-Comment. 	3 weeks
October- November	<ul style="list-style-type: none"> ● Lessons in line with the dystopian fiction anthology. ● Reading focus: Precise analysis of language. ● Revision of Point-Quotation-Comment format. ● Writing focus: Narrative Writing. ● Hot-seating activities, whole class discussion. 	2 months
November AC1	<p>Assessment Cycle 1:</p> <ul style="list-style-type: none"> ● Pupils read unseen text extract (This extract will not be from the dystopian anthology). ● Reading section: Understanding how the writer shows the character's feelings. Use of Point-Quotation-Comment format. ● Writing section: Narrative writing. ● Assessment 1 Review 	1 week
December	<ul style="list-style-type: none"> ● Lessons in line with dystopian fiction anthology. ● Hot-seating activities, whole class discussion 	1 month

January - February	Non-fiction <ul style="list-style-type: none"> ● Reading focus: Reading a range of non-fiction text extracts. Point-Quotation-Comment format. ● Writing focus: Writing an article. 	2 months
March	Non-fiction <ul style="list-style-type: none"> ● Reading focus: Reading a range of non-fiction text extracts. Point-Quotation-Comment format. ● Writing focus: Writing an article. Assessment 2: <ul style="list-style-type: none"> ● Pupils read unseen non-fiction extract. ● Reading section: Understanding how the writer uses language to persuade the reader. Use of Point-Quotation-Comment format. ● Writing section: Writing an article. ● Assessment 2 Review. 	1 month
April	Introduction to 20th Century Literary Fiction <ul style="list-style-type: none"> ● Reading focus: Reading a range of literary prose. ● Writing focus: Essay writing. ● Lessons exploring a range of literary texts, including <i>To Kill a Mockingbird</i>, <i>Lord of the Flies</i> and <i>Animal Farm</i>. 	1 month
May	<ul style="list-style-type: none"> ● Lessons in line with Assessment 3 focus: <i>Of Mice and Men</i> (Chapter One). Assessment 3: <i>Of Mice and Men</i> Pupils respond to Chapter One. Reading section: Understanding how the writer presents the relationship between characters. Point-Quotation-Comment format.	1 month
June	<ul style="list-style-type: none"> ● Assessment 3 Review. ● Tasks in line with literary text, <i>Of Mice and Men</i>. 	1 month

RELIGIOUS STUDIES

MONTH	CONTENT	WEEKS
SEPTEMBER	Made in the image of God. 'I am unique.' Using my skills and talents for the good of others. The Parable of the Talents.	1 week 1 week 1 week
OCTOBER	Living by Christian values; the Beatitudes	2 weeks
NOVEMBER	Death and the funeral rites. Christian teaching on heaven, hell and purgatory. Preparation for Assessment 1	2 weeks 1/2 weeks
DECEMBER	The Our Father. Reasons for our need to pray. Advent and the preparation for Christmas	1 week 1 week 1 week
JANUARY	Prejudice and discrimination	4 weeks
FEBRUARY	Justice and Human Rights Preparation for Lent	2 weeks 1 week
MARCH	The Islamic Faith Moving through Holy Week towards Easter	2/3 weeks 1 week
APRIL	The Resurrection stories Work of St. Paul in the Early Church	2 weeks 2 weeks
MAY	The Early Years of Christianity in Ireland Preparation for the Summer Assessments	2 weeks 2 weeks
JUNE	The Vocation Sacraments; Marriage and Holy Orders	2 weeks

Science

September

Heat transfer by conduction, convection and radiation

Review of particle theory

Practical investigation to demonstrate conduction of heat in metals.

Particle theory and its relationship to conduction of heat

Practical to demonstrate that water is a poor conductor of heat

Heat transfer by convection

Practicals to demonstrate heat convection, ventilating a mine

Heat transfer by radiation

Practical investigation - the effects of colour/finish on the emission and absorbance of heat

Insulators and conductors

Investigating heat loss by conductors and insulators

Completion of line graphs and experimental write ups will be a focus in this topic

October

Heat loss from the home - what method and how it can be prevented

Definition reproduction

Position, identification and function of the female reproductive organs

Position, identification and function of the male reproductive organs

Research into cervical cancer

Structure and function of sex cell – egg and sperm

Process of fertilisation and where it occurs in the female body

Journey of sperm from testes to oviduct

November

Development of embryo in womb

Multiple Births and conjoined twins

Infertility and the intervention of medicine

IVF process, advantages and disadvantages

Contraception

What puberty is and the changes that occur in males and females

Menstrual Cycle and the hormones involved

December

STEM cells and stem cell technology

Endangered and Invasive species understanding of the terms and research on one of these species.

Definition and pictorial representation

- Elements
- Compounds
- Mixtures

Recognition of everyday elements, mixtures and compounds

January

Making a Compound – Magnesium Oxide

Recognition of the Periodic Table and the role of Mendeleev in its development.

Periodic table as an arrangement of elements

Groups and Periods of the Periodic Table

Internet Research on a selection of elements

Metals and Non-metals position in the Periodic Table.

Properties of Metals and Non-Metals

Group 1 elements properties and reaction with water

February

Naming of simple compounds

Reading chemicals formula – identifying types and number of elements present in a formula

Definition of an atom

Structure of an atom to include protons, electrons and neutrons

Charge and mass of protons, neutrons and electrons

Using the periodic table to work out the number of protons, neutrons and electrons in an atom

Electronic structure of 1st 20 elements

March

Luminous and non-luminous light sources

How we see objects

Shadows proving that light travels in straight lines,

Changing size and clarity of shadow by changing position of object / light source

Principals behind pinhole cameras related to how the eye works

Basic structure of the eye

Transmission of light, objects as transparent, translucent, opaque and reflective

Reflection of light from a plane mirror

Rules for reflection of light in a plane mirror

How periscopes work

Properties of images in a plane mirror, object same size, same distance in front and behind mirror and laterally inverted

April

Refraction of light through a glass block

Refraction and dispersion of light to produce 7 colours of rainbow

Definition of a lens

Types of lenses and their impact on the refraction of light.

Sound as a type of wave (longitudinal) carrying energy from point to another Sound produced by vibrations/sound waves

How sounds are heard

Sound waves do not travel in a vacuum, demonstrated by 'Bell Jar' experiment

Properties of waves – amplitude, frequency and wavelength

May

Use of oscilloscope to graphically represent sound

Loud and soft sounds related to amplitude

Pitch related to wavelength / frequency

Definition of the terms solar system, star, planet galaxy and moon

Know what a solar system is made up

Position of planets in our solar system including Rocky and Gaseous planets

Research on a chosen planet

Satellites natural and man-made

Use of man-made satellites

Asteroids and Comets

June

Mass, weight and gravity and how weight in different planets varies

Formation of Stars

Research activity on galaxies

Ecology Terms

- Habitats
- Communities
- Ecosystem

Identification of different habitats and animals living there.

Sampling techniques in ecology including quadrats

Adaptation of animals to a particular habitat e.g. polar bears, arctic foxes etc

Natural Selection related to the work of Charles Darwin

Food chains and food webs

Understanding the terms producers, primary consumers and secondary consumers.

How plants make food photosynthesis

GEOGRAPHY

MONTH	CONTENT	TIME
September	- Introduction to Natural Disasters	1 wk
	- Structure of the earth	1 wk
	- Location of plate boundaries	2 wks
October	- Types of plate boundaries	1 wk
	- Structure of a volcano	1 wk
	- Case Study – Mount St Helens	2 wks
November	- Earthquake key terms and importance of the Richter scale	2 wks
	- Case Study – Indian Ocean Tsunami	2 wks
December	- Why do natural hazards affect LEDC's and MEDC's in different ways.	3 wks
	- Revision for Assessment	1 wk
January	- What is development?	2 wks
	- Life in an LEDC	2 wks
	- Grace in Ghana	
February	- Measuring Development	2 wks
	- Why is Ghana an LEDC?	
	- Trade	2 wks
March	- Aid and Debt <ul style="list-style-type: none"> ○ Fair trade 	2 wks
	- Globalisation <ul style="list-style-type: none"> ○ Effects of globalisation 	2wks
April	- What is Tourism?	2 wks
	- Trends in Tourism	2 wks
	- Advantages and Disadvantages of Tourism	
May	- Ecotourism	2 wks
	- Galapagos Islands	2wks
June	- The above timeframe will run into June when the assessment cycles are taken into account	

HISTORY

MONTH	CONTENT	TIME
September	The 1798 Rebellion. Pupils will undertake a study of the United Irishmen Rebellion of 1798. This will involve looking at the causes and inspiration for the rebellion; the aims of the rebellion, some of the major events of the rebellion, reasons for the rebellion's failure and the short and long term consequences of the Uprising	4 weeks
October	The Act of Union and the Development of Nationalism throughout the 19 th century- militant and constitutional nationalism.	3 weeks
November	The Great Famine - pupils will be introduced to the Irish famine in class and will complete a quite substantial project on the causes, course and consequences of the Great Famine at home. The origins and development of Unionism - why were unionists so vehemently opposed to Home in the 19 th century?	2 weeks 2 weeks
December	Unionist opposition to the Third Home Rule Bill and the Ulster Crisis of 1912-14. A focus on the signing of the Ulster Covenant.	4 weeks
January	Ireland during and immediately after WW1. The 1916 Easter Uprising, the Rise of Sinn Fein, Anglo-Irish War of Independence, truce and Partition.	4 weeks
February	The short and long term consequences of Partition concluding with the Good Friday Agreement.	3 weeks
March	Why did World War break out in August 1914?	3 weeks
April	Individual's reasons for enlisting and experiences of trench warfare.	4 weeks
May	Significant features of the Great War - stalemate, conscription, censorship, propaganda, America's involvement, military technology, advance in medicine and surgery.	3 weeks
June	The Armistice and Treaty of Versailles.	2 weeks

LEARNING FOR LIFE & WORK

Month	Topic	Course Outline
September	Skills and Qualities Hobbies and interests Learning styles Multiple Intelligences	Pupils will re-evaluate their own personal skills and qualities and will identify which would be most beneficial for work, identify skills associated with activities and hobbies
October	Job Families Subject choices – likes and dislikes	Identify which job family they fit into and explore the breadth of occupations within each
November	Sources of careers guidance Qualifications and Progression routes	Pupils use careers apps to access information in relation to their careers
December	Democracy and participation Representation	Learn what it means to live in a democracy, to understand that participation in society is a human right and how people can participate in society, types of elections, how democratic is our school? Learn who represents people at local, national, European level. Learn about the work of political representative in NI Assembly and understand the responsibilities their political representatives have locally, nationally and in a European context
January	Laws and the judicial system	Learn the purpose of laws, gain an understanding of the difference between civil and criminal law, gain an understanding of how crime affects people and society and try to suggest ways to prevent crime. This will be helped through gaining an understanding of why people commit crime.
February	Law, Justice Social Responsibility	To understand concepts of law and justice in N.I. Students will research the Good Friday Agreement and gain a knowledge of how justice is served in N.I.

March	Morals, values and beliefs Managing influences and making decisions	What is integrity? How do I make decisions? How do I think?
April	Pushed: Drug and Alcohol awareness	Pupils will watch a short film produced by Cinemagic and explore a range of themes brought out in this. Drugs and addiction Impact of misuse of drugs, consequences on self and others, drugs and the law
May	Pushed:	Peer pressure and making informed choices. Relationships: Being a good friend
June	Relationships and sexuality	Dating, sexual relationships (consequences), teenage pregnancy, parenthood

SPANISH

MONTH	CONTENT	TIME
September	Describing self/ family/ pronouns/ comparisons and superlatives	3 weeks
October	"I need" / toiletries/ adjectives/ presents/ thank you letter	4 weeks
November	Food/culture/ Shopping/ money/ weight/ higher numbers	3 weeks
December	Restaurant/ Healthy eating/ Spanish Christmas	3 weeks
January	Clothes/ shopping/ demonstrative adjectives/ describing clothes	4 weeks
February	Names of shops/ tourism	3 weeks
March	Holidays: transport/ activities	3 weeks
April	Past tense verbs. What we did on holiday	3 weeks
May	Hobbies/ films/ arranging to go out	4 weeks
June	Cultural exploration of Spanish festivals/ celebrations - ICT task	2 weeks

ICT

	Content
Topic 1	<p>HTML</p> <p>In this unit, Learners will explore the technologies that make up the internet and World Wide Web. They will investigate further the different parts of a URL and have a look at existing URLs. Learners will explore HTML tags and use HTML to create a simple website. Learners will develop the knowledge of the importance of folder structure for store and retrieval of files. Learners will have an opportunity to add more advanced HTML features to their sites to enhance interactivity, functionality, and accessibility for users. Learners will have opportunities to both peer and self-assess.</p> <p>This unit will help to build knowledge and skills essential for GCSE ICT options in Year 11.</p>
Topic 2	<p>Databases</p> <p>In this unit, learners will be introduced to what databases are and what types of environments they are used in. They will explore key terms relating to databases. Throughout this unit, learners will gain hands on skills needed to develop a database including:</p> <ul style="list-style-type: none"> - Adding, editing and deleting data - Creating relationships between tables - Creating queries - Creating and modifying the design of reports - Creating forms to allow data entry <p>This unit will help to build knowledge and skills essential for GCSE ICT options in Year 11.</p>
Topic 3	<p>Fundamentals of IT</p> <p>This unit will focus on 4 key areas including:</p> <ul style="list-style-type: none"> - Using IT systems to meet a variety of needs. - Managing information storage and retrieval appropriately. - Following and understanding the need for safety and security practices. - Maintaining systems and troubleshooting IT system problems. <p>During this topic, learners will develop a knowledge of key terms used in IT and will develop an understanding of Ergonomics. There will be opportunities for class discussions and paired work throughout this topic.</p> <p>This unit will help to build knowledge and skills essential for GCSE ICT options in Year 11.</p>
Homework	<p>Pupils will be given revision tasks/activities around the topics that they have completed during lesson time. Learners may need access to a device to</p>

	<p>complete these tasks. Where a device is not available at home, pupils can attend Homework Club Monday - Thursday, 3.30 pm to 4.30 pm to use a computer.</p>
--	--

Pupils will also complete online activities on the iDEA website.

HOME ECONOMICS

Month	Pupils are learning about.....	Practical Sessions
September	<ul style="list-style-type: none"> - Nutrition and Health - The Eatwell Guide - The purpose of the Eatwell Guide - How to use the Eatwell Guide to assist in meal planning - The sections of the eat well guide - The foods which belong in each group - 8 Healthy tips 	Banana Bread
October	<ul style="list-style-type: none"> - The Macro Nutrients <ul style="list-style-type: none"> ● Protein ● Carbohydrate ● Fat - The Micro Nutrients <ul style="list-style-type: none"> ● Vitamins – A, B, C, D - Minerals - Calcium, Fluoride, Iron 	Vegetable Stir Fry with Noodles Eve's pudding
November	<ul style="list-style-type: none"> - Water <ul style="list-style-type: none"> ● The role of water in the diet ● Sources of water - Fibre <ul style="list-style-type: none"> ● The role of fibre in the diet ● Sources of Fibre ● High Fibre options 	Spaghetti Bolognese Chicken Curry
December	<ul style="list-style-type: none"> - Importance of Dietary Related Disorders/Priority Health Issues - Obesity - BMI - Causes of obesity - Newspaper article - How to avoid obesity 	Chocolate Cake with Chocolate Sauce
January	<ul style="list-style-type: none"> - The link between CHD and obesity - CHD; causes/ how to avoid - Iron deficiency Anaemia - The role of iron in the body 	Mexican Burritos
February	<ul style="list-style-type: none"> - The link between Calcium and Osteoporosis - Diabetes 	Scone Based Pizza Lemon Biscuits
March	<ul style="list-style-type: none"> - The importance of good nutrition during pregnancy <ul style="list-style-type: none"> ● Nutritional Requirements during pregnancy ● Allergies and Intolerances 	Sweet and Sour Chicken

	<ul style="list-style-type: none"> ● The symptoms of allergies and intolerances - How to manage and treat 	Shortbread
April	<ul style="list-style-type: none"> - How our ethical concerns can influence the purchases we make <ul style="list-style-type: none"> ● Reduce, Reuse, Recycle ● Food Miles ● Organic foods ● Fairtrade ● Animal Testing 	Easter Cake
May	<ul style="list-style-type: none"> - Food provenance <ul style="list-style-type: none"> ● Where food comes from ● How food is produced - Vegetarianism <ul style="list-style-type: none"> ● The different types of vegetarian diets ● The reasons why some people choose to become vegetarians ● Non-dairy sources of protein/meat alternatives 	Tomato and Red Pepper Soup Fairy Cakes
June	<ul style="list-style-type: none"> - The main expenses of having a home - Mortgages and Renting - How to create a monthly budget 	Chilli Con Carne Panini

P.E.

Month	Course Outline Boys	Course Outline Girls	Time
5th Sept - 28th Oct	Gaelic/Football	Netball	6 weeks
7th Nov - 22nd Dec	Gymnastics/Badminton	Gaelic/Football	6 weeks
5th Jan - 10th Feb	OAA/Couch 2 3k	Gymnastics/Badminton	6 weeks
20th Feb - 6th April	Athletics	Athletics	6 weeks
18th April - 30th June	Fitness Testing/Rounders	Fitness Testing/Rounders	8 weeks

ART

MONTH	CONTENT	TIME
September	Introduction to course/expectations/rules and regulations Introduction to Unit 1 - Pop Art Hat is the Pop Art style? Characteristics and themes of Pop Art Lichtenstein, Warhol, Jasper Johns Looking at theme of Sweets and Confectionary	3/4 weeks
October	Looking at contextual references - Andy Warhol and above Using mixed media - chalk and charcoal, mixing colour, colour pencils, paint, monochromatic painting	4 weeks
November	Developing themes in Art - studio practice and building up portfolio, logical project development How to present your final outcomes, showing progression in ideas	4 weeks
December	Pop Art -Line/form/line/tonal/composition - applying the formal elements Looking at specific features - developing drawing skills Christmas mark making activities	3 weeks
January	Landscapes and Cityscapes - Unit 2 Introductory activities and Stimulus Observational drawing/media experimentation Practicing line drawing, 3D form	4 weeks
February	Artist reference Antoni Gaudi Horizon line, perspective (one and two point), angle of view Fauvism and design	4 weeks
March	Creating work influenced by artists, using contextual references effectively - development of portfolio and personal ideas on own practice, encouraging self evaluation	3/4 weeks
April	Public Art - Unit 3 Introduction and Stimuli Group discussion/collaborative work - discuss project, how to create a piece of public artwork for the school Initial responses/drawing activities - what makes good design?	4 weeks
May	Design brief, maquettes, Barbara Hepworth, Henry Moore Focus on 3D form, building of models, superimposing fronts in named places, observing space, creating artwork for a dedicated space	4 weeks
June	Final piece for Public Art project Presentational skills Summer activities	4 weeks

TECHNOLOGY

Month	Content	Time
September	Induction program – target setting	1 Week
	<u>Project 1 – Graphics</u> <ul style="list-style-type: none"> - Develop graphical communication techniques. - Develop a warm-up routine prior to drawing tasks - Draw in one and two-point perspective - Draw exploded views of products 	3 Weeks
October	<ul style="list-style-type: none"> - Draw Isometric views of products - Shade and render objects according to shape, material and light source. - Use different colouring techniques on objects. 	4 Weeks
November	- Develop colour blending skills	2 Weeks
	- Experiment with marker pen rendering	1 Week
	- Create a composite rendered drawing	1 Week
December	- Develop freehand creative techniques	1 Week
	<ul style="list-style-type: none"> - Use of CAD to draw and render 3D shapes <u>Assessment Cycle 1</u> Subject mentoring	2 Weeks
January	<u>Project 2 – Hand Steady Game</u> Research, design and manufacture of an electronic game to encourage hand eye-coordination	
	<ul style="list-style-type: none"> - Setting design brief and specification for the project. 	2 Weeks
	<ul style="list-style-type: none"> - Introduction to specific electronic components and their symbols - Using Ohms law to calculate circuit values 	2 Weeks
February	- Researching voltage divider circuits and the path of least resistance	2 Week
	- The role of transistors	1 Week
	- Corner joining methods	
March	<ul style="list-style-type: none"> - Modelling and soldering a circuit - Cutting, shaping and finishing of housing - Graphically presenting the finished product. - Test and evaluate the finished product 	4 Weeks
	<u>Assessment Cycle 2</u> Subject mentoring	

April	STEM / Structures	1 Week
	- Researching engineering structures.	2 Weeks
	Evaluation of the structures and suggesting modifications.	1 Week
May	- Testing full size structures for performance	1 Week
	- Presenting data from the tests.	1 Week
	Revision consolidation prior to assessments.	1 Week
June	Manufacturing and assembly of the game	2 Weeks
	<u>Assessment cycle 3 – Summer Tests</u>	1 Week
	Completion of all outstanding coursework and practical work.	1 Week
	CAD/CAM work to prepare for Year11	1 Week

Music

<i>Topic</i>	<i>Teaching and Learning Activities</i>
<p><u>Film Music</u> September/ October</p>	<p>Pupils will have an opportunity to listen to and discuss music in a variety of film genres. To use student knowledge of the elements of music and demonstrate understanding of how instruments and rhythms can be used effectively. Pupils will pay particular attention to the music from the film Pirates of the Caribbean. For practical work pupils will revisit the ukulele, this time learning more advanced chordal patterns and developing their repertoire.</p>
<p><u>African Music & Jazz and Blues</u> November/ December</p>	<p>Pupils will learn about the history of African music and its links to Jazz and Blues music. Pupils will learn about African culture and how music was a valuable way for people to communicate. Students will learn key terms associated with the topic. Practical work will involve learning a class rhythmic piece as well performing some well known popular pieces along with backing tracks.</p>
<p><u>Folk Music</u> January/ February</p>	<p>Students will learn about Folk music throughout the world with an emphasis on folk music from Ireland. Student will also pay particular focus on Sea Shanties and will continue with their practice on the Tin whistle which was provided for them in year 9. All students must have their tin whistle with them for this topic.</p>
<p><u>Skills and Careers in Music</u> March/ April</p>	<p>Students shall focus on skills and careers in music through their own experience in KS3 and the three main elements of listening, composing and performing and the skills students have acquired. This shall form the basis of becoming aware of the value of learning music. Students will have a snapshot into GCSE Music and the requirements. There will be an insight into the music and production industry and careers in this field. Students will have a look at the world of music technology and in groups will plan their own music festival.</p>
<p>Dance Music May/ June</p>	<p>Students will learn about the evolution of Dance Music/ EDM/ Sampling and other key areas around the topic. Students will have the opportunity to compose their own piece of Dance music using music software including Garageband and Bandlab.</p>

Drama

MONTH	TOPIC	TIME
September	<ul style="list-style-type: none"> ● Careers in the Performing Arts Industry ● Understanding Context- Social, Cultural and Historical- creating your own context ● Study and Understanding the Plot of 'Sparkleshark' by Philip Ridley ● Exploration and discussion of the theme of Bullying 	1 week 1 week 1 week 1 week
October	<ul style="list-style-type: none"> ● Character analysis of 'Sparkleshark' ● Use of costume to communicate character and status ● Costume design 	3 weeks
November	<ul style="list-style-type: none"> ● Fact file on 'Sparkleshark' understanding of context ● Historical, cultural and social context ● Theatrical conventions, genre and style and form and structure used within the text. ● Assessment – written exam on 'Sparkleshark' context (fact file), costume, characters and plot. 	1 week 1 week 1 week 1 week
December	<ul style="list-style-type: none"> ● Language of the play Movement and vocal skills to create character ● Time management and working productively with others developing rehearsal- target setting, peer directing and self evaluation. ● Exploration of script- working with others to develop 'page to stage' performance of script- 'Sparkleshark' 	3 weeks

January	<ul style="list-style-type: none"> ● Semiotics of lighting ● Different types of theatrical lighting and their use to create meaning and communication to an audience. ● Plotting and focus of theatrical lighting ● Analysing live recorded performance of 'Frankenstein' by The National Theatre and the use, semiotics used to create ambience and meaning. 	<p>1 week</p> <p>2 weeks</p> <p>1 week</p>
February	<ul style="list-style-type: none"> ● Semiotics of sound ● Different types of theatrical sound and its use to create meaning and communication to an audience. ● Analysing live recorded performance of 'Antigone' by The National Theatre and the use of sound used to create ambience and meaning. ● Application of lighting and sound to 'Sparkleshark' based on the lighting used in 'Frankenstein' and 'Antigone' ● Written assessment based on knowledge of set text. 	<p>2 weeks</p> <p>2 weeks</p>
March	<ul style="list-style-type: none"> ● Set Design- Creating the scene from Sparkleshark through use of set, colour, texture and Material- Stage plan developed ● Study of the final scene and understanding of use of dialogue, stage directions and production elements to create character and meaning for an audience. 	<p>2 weeks</p> <p>2 weeks</p>
April	<ul style="list-style-type: none"> ● Group rehearsals- development of vocal and movement skills- creation of character and meaning. ● Time management and working productively with others 	<p>3 weeks</p>

May	<ul style="list-style-type: none"> ● Working towards a practical assessment of final scene rehearsal time- peer and teacher direction, use of techniques such as hot searching and role on the wall to develop character. ● Development of vocal and movement skills ● Performance (assessment 3) ● self-assessment/peer assessment 	4 weeks
June	<ul style="list-style-type: none"> ● Developing understanding of further rehearsal techniques. ● The role of the director- directors interpretation and target audience. 	2 weeks 1 week