

Calday Grange Grammar School



Year 10 Subject Curriculum Statements 2020-21

Art

This half term Year 10 GCSE Art pupils have been set tasks that have explored the following themes and principles: Portraiture & Identity. This work will contribute to their GCSE Coursework and will be reviewed and refined once back in school. It is important that all tasks have been attempted in order to develop their GCSE coursework portfolio. A summary of the work set is here, for the full details please refer to Google Classroom:

Portraiture & Identity

Pupils are expected to learn the underlying principles of good photographic portraiture. This means controlling the lighting, picking suitable angles and significantly making a personal statement. Using these images students will generate various drawings and experiments to learn the proportions and placement of facial features. They will look at various artists, including Andrew Loomis, Derek Gores, Chuck Close and many more. Students will develop a personal response to this theme and produce a body of work. This will include a style of working that is as personal to them as their own signature. Each live lesson will challenge pupils to take chances and be ambitious in their thinking and creative connections. Feedback will be provided through review sessions.

All instructions and help sheets have been posted on Google Classroom with clear deadlines given.

Biology

During the remote learning period, your son has continued to work through the AQA Biology GCSE specification with a focus on the processes of Photosynthesis and Respiration. The next topic after this will explore the structure and function of the Nervous System. Remote learning has been delivered with a combination of Google meets, recorded Powerpoints, topic videos and good quality, meaningful tasks to support learning of content. Live meets, the classroom stream, Google quizzes and handed in assignments have provided ample opportunity to assess and give feedback to students on their learning. When students return to face-to-face teaching, the Biology Department plan that students will complete a written test on Photosynthesis and Respiration to assess learning in this topic. They will be given plenty of notice to prepare for this and an opportunity to revise concepts with their teacher in class.

Chemistry

In Chemistry, the year 10 have covered the following topics Chemical Change, Earth and Atmosphere Energy, Quantitative and Equilibrium. The topic covered during lockdown is Quantitative and classes will be moving onto Equilibrium. Each student has access to a Google Classroom where the content is broken down lesson by lesson into folders containing relevant material such as PowerPoints, Seneca and video links to support the booklet work. In addition to the Google classroom, staff are delivering content and supporting students through Google meets and Google stream.

Chinese / MEP

Y10 pupils learning has followed the teaching plan from the beginning of the academic year. Pupils learnt and worked with the teacher during the 'live' lessons. So far, the pupils have already completed 3 GCSE topics, including family, school and hobbies. Pupils used the booklets and shared online learning resources to practice on new vocabulary, sentence patterns and grammar. GCSE Higher tier standards were introduced through the exams reflections and tasks. Pupils were made fully aware of the criteria on AQA exams on writing and speaking. Chinese offered face-to-face sessions between November and December for some of the pupils. Online teaching videos and extra culture materials were shared to boost the interests. Apart from the language studies, pupils were encouraged to participate in the online speaking competition and Chinese New Year celebration.

We monitor the pupils' progress and give support when necessary during the lockdown. Pupils and parents will be contacted regularly through emails and on google classroom.

Computer Science

For the first half term the year 10's have continued with their theory of unit 3.4 (computer systems) leading up to a CCT this week and continued to practice their programming skills. All students took part in the Perse Challenge as part of the programming unit.

The next topics will be generations of programming languages and cloud computing which will finish off the unit.

We will continue to build upon the programming skills but it is becoming evident that some students are not practising in this area so extra programming support is being offered and students are encouraged to practice outside of lessons as they are studying the new specification which will be the first time that program code will be tested in the written exam.

Drama

During the first half term, pupils studied their GCSE written exam text Blood Brothers. This included reading and understanding the context of the play and observing its stylistic demands, characters and theatrical methods. In conjunction with the study of it, students have been introduced to the type of questions they will go on to answer on this set text as part of their end of year exam. They also completed practise exam questions on this. Question demands include focusing on how they could perform particular lines from the play and articulating what emotional response these would have upon an audience. After this, pupils went on to complete some [limited] practical work on Blood Brothers and new scripted pieces such as 'A Beautiful Thing' and 'Christmas is Miles Away'. During remote learning, pupils have spent time rehearsing half of their end of year exam piece (7 pages) and completed corresponding written tasks for this. Although pupils have sent in recorded performances for their end of year exam piece, this will be developed and consolidated when we return to school. Next half term, pupils will begin to work on their second element of

the written exam, where they will complete work on analysing a live performance (Billy Elliot).

DT Product Design

Within Design & Technology: Product Design, students have focused on developing core knowledge and skills. Topics covered during remote learning are; Smart materials; Modern materials; Energy Storage and Forces & Stresses. Each of these areas have required students to develop their core knowledge in order to understand and be able to confidently provide examples and applications for each topic. Alongside this, students have undertaken examination style questions, receiving regular feedback through google meets with staff and assessment used to support their understanding. Students have engaged well with the projects and resources that have been provided via google classroom. Students are currently working towards their CCT which will incorporate these topics, as well as recap others they have studied earlier on in the course. All of these areas lead into the examination element of the course worth 50% in total. Students will be undertaking some project based work following half term, looking at metals and casting techniques alongside continuing to develop and secure their theoretical knowledge. Throughout this lockdown it has been positive to see students engaging with content and manage their studies independently. Looking forward to June, students will begin the coursework component of this course, also worth 50%, and the skills developed now will be hugely beneficial in allowing them to achieve highly

English

Work done so far:

- During the first two weeks of the half term, students focused on the imaginative writing element of GCSE Language Paper 1.
- For the following two weeks, students were introduced to Macbeth, with particular focus on the relevant contexts surrounding the play. This text will be examined in GCSE English Literature paper 1.
- For the final two weeks of the half term, students are working on their spoken language presentations, which is an additional requirement for the GCSE English Language qualification. There will also be revision tasks relating to 'A Christmas Carol' (examined in GCSE Literature paper 2), interspersed with this spoken language unit.

Work after half term:

- Students may continue the spoken language presentations into the first week of the next half term.
- The remaining lessons of this term will be aimed at the first Act in Macbeth.
- Students will finish the term with a Google Quiz on this topic.
- In order for students to benefit in the greatest way from these lessons, it would be useful if they were to acquire their own copy of the text. We use the Cambridge edition of the text in school, and we ask that students use the same version. [Please click on this link to](#)

[purchase a copy](#) (please note: it may be cheaper from other vendors).

French

In French, since January 2021, pupils' learning has continued to address the scheme of work based on the coverage of the theme of travel and tourism. Over the last five weeks, students were also able to express opinions, use a wider range of structures and understand an extended range of details in texts about a variety of topics covered. They learned to describe where they spend their holiday, learned facts to give a depiction of a French region; discussed reasons why choosing a place on holiday, gave an account of the day of departure and activities undertaken whilst on holiday.

The curriculum has been delivered by blended teaching: regular online Google meets as well as pre-recorded video lessons. Students were able to make use of newly acquired skills and given the opportunity to attain grade 8, which indicates an ability to understand detailed spoken and written texts in the target language using three time frames and using complex structures and vocabulary in narrations.

If, as expected, provision for remote teaching continues until 8th March, we will continue to further advance the current topic by discussing problems on holiday and then explore a new theme in which students will learn the skills to describe their house.

Games

During this period away from school Games lessons, the pupils have been asked to participate in any appropriate physical activities that they can safely manage in order for them to maintain and even augment their general well-being. In what is obviously a difficult time for all, challenges such as 'complete a 5Km run sometime in the next seven days' or 'walk for a total of 5hrs this week' have been issued to encourage boys out of the house and to be physically active. Clearly every household has different restrictions, capabilities and freedoms and so boys should engage in the spirit of the request as much as possible, whether it be a walk, a cycle, a run or even join in with Joe Wicks, the boys are free to manage their own fitness and wellbeing to the best of their abilities.

Geography

In Geography students have been working to complete their knowledge and understanding of the 'Hot Deserts' section of the course which is part of the specification for paper 1 'Challenges in the Physical Environment'. They have then moved on to begin the 'Changing Economic World' section of the GCSE course. This is part of paper 2 'Challenges in the Human Environment'. Students are developing their knowledge and understanding of global variations in economic development and quality of life and the ways this can be measured. Lessons have been presented as a blended mix of live Google Meet sessions to support work posted onto Google classroom. Lessons have been clearly structured and have required students to use a range of online resources including maps, text and video clips to explore the topics.

German

Since the start of lockdown in January, pupils have been working on various themes. The boys have received online lessons at least once a week and this has been supplemented by a range of activities set on Google Classroom to coincide with their other lessons during the week. All work is designed to be completed within the 50 minutes allocated for the lesson and no homework is set over and above this commitment, although some have chosen to work outside of normal lesson time. The pupils have been provided with a range of learning resources including online lessons, teaching videos, listening tasks, reading tasks and translation tasks. The work that has been set has been followed-up in lessons to ensure that it is both accessible and clear for all pupils. Pupils have been further provided with feedback on Google Classroom and also via email where appropriate.

The course is supplemented with specific vocabulary courses on Memrise that help to practice and cement understanding of the specific vocabulary for units 4 and 5.

Pupils in Mrs Wiseman's group have focussed on theme 4, and will now begin to move on to theme 5. Those in Mr Wood's classes have worked on theme 5, and are now starting with theme 4. This is part of the curriculum recovery plans being trialed in the subject, to ascertain the most efficient order in which to approach the topics.

Theme 4 covers

- How to describe a house.
- Traditional food and drink.
- How to introduce yourself to your Exchange host family and understand their family routines.
- Daily routine.
- Communication technology, advantages, disadvantages and preferences.

Grammar has included present tense, regular, irregular and reflexive verbs. Forms of address. Prepositions and the dative case.

Theme 5 covers

- Travel - tickets, directions.
- Ordering in a restaurant.
- Booking and complaining about accommodation.
- Seeking help in an emergency.
- Shopping and returning goods.

Grammar has included question formation, conditional tense for polite requests, wenn clauses, comparatives, complex subordinate clauses.

History

In History this term, Year 10 have focused on Medicine in Britain including their case study: medicine on the Western Front during World War One. This is a core component of their Paper 1 course, and presents students with new challenges, such as being able to follow a line of enquiry. Students have been working through a specially-designed work book which covers all aspects of this section of the course, and have also been able to make use of a wide selection of other multimedia resources

including videos, quizzes, and online lessons. Students have investigated conditions for the soldiers in the trenches on the Western Front, the medical conditions and injuries suffered as a result of these conditions as well as new weaponry, and the medical innovations which emerged from the war. The key skill of source analysis is the main focus of this unit, and students will have many opportunities to develop their understanding of how to evaluate source utility in particular. The course is being delivered through a range of blended learning strategies including Google Meets interspersed with time set aside for work completion.

Mathematics

In maths during the current lockdown, all classes have continued to go through the scheme of work as detailed in the Revision List on the maths Google Drive. The topics covered include simultaneous equations, quadratic graphs, quadratic equations, units and compound measures. There is still a weekly MathsWatch homework to complete, consolidating the topics learnt in online lessons. On return to school we will continue to complete CCTs in class, making sure that we review the work completed in lockdown to help students to consolidate the topics taught. The schemes of work in maths are built over a 5 year course and we return to topics almost every year. At the start of each section of work, we review the knowledge students already have and then build new concepts into the topic. This means that the work that we have covered during both lockdown periods will be reviewed again during Y11. This may alleviate any concerns students have about the maths content learnt during the lockdown period.

Music

YEAR 10 (CNG) JOHN WILLIAMS - STAR WARS

Students had started to annotate 'The Main Theme and Rebel Blockade Runner' by John Williams in school in the later half of the Autumn Term. Since January Students have annotated their scores in colour with the following elements: Melody, Harmony and Tonality, Tempo, Rhythm and Metre and Texture. They have completed listening exercises and google doc worksheets on the elements to test their understanding. In the last few lessons students have started to complete GCSE style listening tests on the piece.

They will be completing their first CCT on this set work in the week beginning 8 February. It will be listening based with some short questions. After February half term students will be starting to write essays comparing 'The Main Theme and Rebel Blockade Runner' with other pieces of film music. They will continue to complete GCSE style listening tests on the set work and also unseen film music listening

YEAR 10 (REP) SAMBA EM PRELUDIO and DEFYING GRAVITY

At the end of December, having revised Samba em Preludio with year 10, all students were set the task of writing a paragraph on melody. This was an opportunity to be assessed against extended response criteria. Once submitted, they then self-assessed using a checklist. Students then

amended their paragraph and submitted for teacher assessment for which they received a WWW and EBI.

Towards the end of January, students started to revise Defying Gravity via example GCSE listening questions. For those students who submitted them on time, we marked and discussed the questions and answers via google meet. To prepare for a CCT on this topic we are now revising the analysis of Defying Gravity. By 8 March it is hoped we will have covered the topics below including a CCT.

Context

Melody

Motifs

Orchestration

P.E.

Mr Ward - The students will continue to work their way through the Sports Psychology section of our GCSE PE specification. There have been a number of different tasks set including a mini test, past paper questions, Kahoots, research tasks and work-based video tasks. The students will complete the final section of Sports Psychology on Mental Preparation in the next few weeks before we start our final module on Health, Fitness and Well-being after half-term

Mr Hayes - The students have covered Commercialisation in Sport during the lockdown, covering current issues that professional sports face during this current pandemic. We have now moved on to 'Participation in Sport', looking at the factors that affect participation in sport and strategies to improve participation. There have been a number of different tasks set including research and work-based video tasks.

Physics

Earlier this year students covered topics on forces and electromagnetism. More recently they have been studying energy and are moving onto atomic structure next. Work both in and out of school is based around the booklets, with Google Classroom and other online materials used to supplement and facilitate their use. These can include video or simulated experiments to replace work normally done in the labs. Whilst at home students have had regular contact via Google Meet or Stream.

R.E.

Pupils have looked at the Black Lives Matter phenomenon. They are now going through a story of migration, asking why and what it is like to move from the DRC to the UK

R.S.

Pupils have been examining the beliefs and practices in Christianity, including things like the practice of Holy Communion. This is expected to last until the end of term

Russian

In Russian we are working on the Theme "School" based on the bespoke workbook and tasks from past papers which hold a combination of tasks addressing all key language skills. All guidance and instructions,

workbooks and audio recordings for each lesson can be found on Google Classroom. The curriculum has been delivered by blended teaching: online Google meets as well as pre-recorded video lessons. Regular whole class tutorials are happening on a weekly basis. One to one or small group support is available where it is needed (please, contact your class teacher if it is required). Pupils are expected to carry out set activities, complete self-checks and upload the evidence of their work. We had covered parts of the Oral tasks: working with photocards and oral questions. Pupils were given a task of preparing 5 oral questions on the current topic that will be part of their prep work for GCSE written and oral examinations. We will be monitoring progress regularly and contacting home when work is missing or incomplete. The feedback is given regularly by personal MOTE audio messages or written comments. Pupils will have a CCT assessment on the topic "School" first week back in the new half-term. The topic for the next half-term will be "Future aspirations"

Spanish

This half term, we have continued the theme of local area. Over the last six weeks, students have learnt to describe the features of a town, the climate and weather conditions in different areas and activities available in different towns. They have practised topic-specific vocabulary and also a range of different grammatical structures. We have revised the full range of tenses and applied these to this new topic. The pupils have received one online taught lesson per week and other work has been set on Google Classroom, corresponding to their other lessons over the fortnight. The work has been designed to fit into the 50 minute lesson slot and be as achievable and accessible as possible. The pupils have also used videos that we have made in order to work through certain topic areas. This means that they have been able to work at their own pace, pausing the video to make notes and to re-listen. Pupils can now attain grade 8 in their work, which indicates an ability to understand detailed spoken and written texts in the target language using three time frames and using complex structures and vocabulary in their own work. Next half term, we will continue the current topic, which deals with shopping for clothes and presents, talking about problems in a town and describing a visit.