

# Nicholas Chamberlaine School Curriculum Information

## Year 10

### Art

<b>Autumn term</b>	Controlled Assessment 60% of mark. This is an autonomous project driven by the students and their chosen artists and styles. Drawing styles are established and working from own photographs as well as Primary observations.
<b>Spring term</b>	Mood Board and media experiments continue and students develop ideas and work towards their strengths.
<b>Summer term</b>	Students continue working on their own practical development and media pieces. Continuing to record from their own photographs.

### Business Studies

<b>Autumn term</b>	<p><b><u>Unit 1.2: Spotting a Business Opportunity:</u></b></p> <ul style="list-style-type: none"> <li>• Customer needs</li> <li>• Market Research</li> <li>• Competition</li> </ul> <p><b><u>Topic 1.3 Putting a Business Idea into Practice</u></b></p> <ul style="list-style-type: none"> <li>• Business aims and objectives</li> <li>• Business revenues, costs and profits (including break even chart analysis)</li> <li>• Cash and cash flow</li> <li>• Sources of business finance</li> </ul>
<b>Spring term</b>	<p><b><u>Topic 1.4 Making the business effective</u></b></p> <ul style="list-style-type: none"> <li>• The options for start-up and small businesses</li> <li>• Business Location</li> <li>• The marketing mix</li> <li>• Business Plans</li> </ul> <p><b><u>Topic 1.5 Understanding external influences on business</u></b></p> <ul style="list-style-type: none"> <li>• Business stakeholders</li> <li>• Technology and business</li> <li>• Legislation and business</li> <li>• The economy and business</li> <li>• External influences</li> </ul>
<b>Summer term</b>	<p><b><u>Topic 2.1 Growing the Business</u></b></p> <ul style="list-style-type: none"> <li>• Business growth</li> <li>• Changes in business aims and objectives</li> <li>• Business and globalisation</li> <li>• Ethics, the environment and business</li> </ul>

## Computing – Computer Science

<b>Autumn term</b>	Continue Unit 1: Computing systems Python programming
<b>Spring term</b>	Unit 1: Computing systems Python programming
<b>Summer term</b>	NEA – 20 hours programming project

## Computing – iMedia (ICT)

<b>Autumn term</b>	Ro81 pre-production Skills (exam in January)
<b>Spring term</b>	Coursework project 1.
<b>Summer term</b>	Coursework project 2.

## English

<b>Autumn term</b>	<p><b>English Language</b> Component 1 Section A Reading 20th Century Prose</p> <p>Section B Creative writing</p> <p><b>English Literature</b> Component 2 Section B 19th Century Prose Christmas Carol Jekyll &amp; Hyde</p>
<b>Spring term</b>	<p><b>English Literature</b> Component 2 Section A Post 1914 Prose/Drama Woman in Black An Inspector Calls</p> <p><b>English Language</b> Component 2 Section A Reading 19th Century and 21<sup>st</sup> Century Non-Fiction</p> <p>Section B Transactional/Persuasive Writing</p>

<b>Summer term</b>	<p><b>English Literature</b> Component 1/2 Section B/C Poetry Anthology /Unseen Poetry</p> <p><b>English Literature</b> Component 1 Section A Shakespeare Romeo and Juliet OR Macbeth</p>
--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## French

<b>Autumn term</b>	Free time activities: music, cinema , tv and sport, healthy and unhealthy living
<b>Spring term</b>	Customs and festivals : France and customs Francophone festivals
<b>Summer term</b>	Travel and tourism, holidays and travel, regions of France

## Geography

<b>Autumn term</b>	<p><b>The Living World</b> Students investigate ecosystems at a range of scales, from small-scale ponds to whole biomes like the desert and tropical rainforest.</p> <p>Major case studies/ examples:</p> <ul style="list-style-type: none"> <li>• A pond in the UK</li> <li>• The Thar Desert</li> <li>• Malaysian tropical rainforest</li> </ul>
<b>Spring term</b>	<p><b>The Challenge of Resource Management</b> Students consider the importance of resources across the UK, further exploring water and energy across the world.</p> <p>Major case studies/ examples:</p> <ul style="list-style-type: none"> <li>• Gas</li> <li>• Chambamontera Micro-Hydro Scheme, Peru</li> </ul> <p>Students also complete an example ‘issue evaluation’.</p>
<b>Summer term</b>	Students complete fieldwork linking to small scale ecosystems.

## Heath and Social Care

<b>Autumn term</b>	<p><b>Ro25 - UNDERSTANDING LIFE STAGES</b> <b>LO4 - Be able to create support plans</b></p> <p><b>RO21 - ESSENTIAL VALUES OF CARE FOR USE WITH INDIVIDUALS IN CARE SETTINGS</b></p>
--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><b>LO1</b> - Understanding how to support individuals to maintain their rights</p> <p>Students will learn what rights people have and why it is important to maintain those rights in HSC settings. Discriminatory practice and how to overcome them are also investigated.</p> <p><b>Ro22 - COMMUNICATING AND WORKING WITH INDIVIDUALS IN HEALTH, SOCIAL CARE AND EARLY YEARS SETTINGS</b></p> <p><b>LO1</b> - Understanding how to communicate effectively.</p> <p>Students will learn about the different types of communication and the factors that can influence communication.</p>
<p><b>Spring term</b></p>	<p><b>RO21 - ESSENTIAL VALUES OF CARE FOR USE WITH INDIVIDUALS IN CARE SETTINGS</b></p> <p><b>LO2</b> - Understanding the importance of values of care and how they are applied.</p> <p>Within this section students will gain knowledge on what care values are and how they are applied in HSC settings. They will also look at why it is important to use care values and the effect on service users if the care values are not used.</p> <p><b>Ro22 - COMMUNICATING AND WORKING WITH INDIVIDUALS IN HEALTH, SOCIAL CARE AND EARLY YEARS SETTINGS</b></p> <p><b>LO1</b> - Understanding how to communicate effectively.</p> <p>Students will investigate the different barriers to communication, how they will affect the service user and how to overcome them.</p>
<p><b>Summer term</b></p>	<p><b>RO21 - ESSENTIAL VALUES OF CARE FOR USE WITH INDIVIDUALS IN CARE SETTINGS</b></p> <p><b>LO3</b> - Understand how legislation impacts on care settings</p> <p>Students will research and learn about the relevant laws that govern HSC settings, this will cover how the laws impact the service user and the service provider</p> <p><b>Ro22 - COMMUNICATING AND WORKING WITH INDIVIDUALS IN HEALTH, SOCIAL CARE AND EARLY YEARS SETTINGS</b></p> <p><b>LO2</b> - Understanding the personal qualities that contribute to effective care</p> <p>This section will be about what attributes and qualities are needed to provide effective care.</p> <p>Students will practice their communication skills with preschool children through Easter activities.</p>

## History

<b>Autumn term</b>	Berlin Crisis, Berlin Blockade, Conflict in Korea and Vietnam NATO, Warsaw Pact, Yugoslavia, Arms Race, Space Race, Thaw and Hungarian Crisis The Thaw Crisis in Hungary The U2 Crisis
<b>Spring term</b>	The Berlin Wall The Cuban Revolution and Missile Crisis Crisis in Czechoslovakia Détente  <u>Topic Three: Power and the People</u> Challenging authority and feudalism; Magna Carta, Barons’ Revolt, Peasant’s Revolt
<b>Summer term</b>	Challenging Royal Authority; Pilgrimage of Grace, Divine right, English Civil War, American War of Independence

## Mathematics

See appendix 4

## Music

<b>Autumn term</b>	<ul style="list-style-type: none"> <li>Performing skills development – prepare and record a solo performance</li> <li>Composition skills development – writing melodies to chords; building textures; developing accompaniment figures.</li> <li>In depth study of AOS5 Conventions of Pop</li> </ul>
<b>Spring term</b>	<ul style="list-style-type: none"> <li>Performing skills development – prepare and record an ensemble performance</li> <li>Begin own choice composition.</li> <li>In depth study of AOS2: The development of the concerto</li> </ul>
<b>Summer term</b>	<ul style="list-style-type: none"> <li>Completion of own choice composition based on feedback</li> <li>Ensemble performance skills development continues.</li> <li>In depth study of AOS3: Rhythms of the World</li> <li>In depth study of AOS4: Film Music</li> </ul>

## Photography

<b>Autumn term</b>	Controlled Assessment 60% of mark. This is an autonomous project driven by the students and their chosen photographers and styles. Record and experimenting with Photoshop and mixed media.
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Spring term</b>	Digital sketchbooks and different photography techniques and experiments continue and students develop ideas and work towards their strengths.
<b>Summer term</b>	Students continue working on their own practical development and media pieces. Learn how to develop a film and print in the darkroom.

## Psychology

<b>Autumn term</b>	Learning styles Non experimental research methods Conformity and obedience Prosocial behavior Crowd and collective behaviour
<b>Spring term</b>	Language, thought and communication Human and animal communication Non verbal communication Explanations of non verbal behaviour
<b>Summer term</b>	The structure and function of the nervous system. Neuron structure and function Structure and function of the brain An introduction to neuropsychology

## Religious Studies

<b>Autumn term</b>	Buddhist Beliefs are explored, including the teaching of the Buddha.
<b>Spring term</b>	Students will examine Buddhist Practices, such as worship.
<b>Summer term</b>	Finalisation of Buddhist Practices.  Students will then choose 4 of 6 thematic units to be studied.

## Science – Combined Science

<b>Autumn term</b>	<b>AQA</b> B1 (Cells) B2 (Cell Division) B3 (Digestion) B4 (Circulation)  C4 (Chemical calculations) C5 (Chemical changes)  P4 (Electrical circuits) P5 (Electricity in the home)
--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Spring term</b>	B5 (Communicable diseases) B6 (Treating and preventing disease)  C6 (Electrolysis) C7 (Energy changes)  P6 (Molecules and matter) P7 (Radioactivity)
<b>Summer term</b>	B7 (Non- communicable diseases) B8 (Photosynthesis) B9 (Respiration) B10 (Nervous system)  C8 (Rates and equilibrium)  P8 (Forces) P9 (Motion)

### Science – Biology

<b>Autumn term</b>	<b>AQA</b> B4 (Circulation) B5 (Communicable diseases) B6 (Treating and preventing disease) B7 (Non- communicable diseases)
<b>Spring term</b>	B8 (Photosynthesis) B9 (Respiration) B10 (Nervous system)
<b>Summer term</b>	B11 (Hormones) B12 (Homeostasis)

### Science – Chemistry

<b>Autumn term</b>	<b>AQA</b> C4 (Chemical calculations) C5 (Chemical changes)
<b>Spring term</b>	C6 (Electrolysis) C7 (Energy changes) C8 (Rates and equilibrium)
<b>Summer term</b>	C9 (Crude oil) C10 (Organic Reactions)

## Science – Physics

<b>Autumn term</b>	<b>AQA</b> P4 (Electrical circuits) P5 (Electricity in the home)
<b>Spring term</b>	P6 (Molecules and matter) P7 (Radioactivity)
<b>Summer term</b>	P8 (Forces) P9 (Motion)

## Sociology

<b>Autumn term</b>	<ul style="list-style-type: none"> <li>• <b>Unit three: The Sociology of Education</b> <ul style="list-style-type: none"> <li>• Functions of education</li> <li>• School diversity</li> <li>• Educational achievement: evidence and explanations (Gender)</li> </ul> </li> </ul>
<b>Spring term</b>	<ul style="list-style-type: none"> <li>• <b>Unit three: The Sociology of Education</b> <ul style="list-style-type: none"> <li>• Educational achievement: evidence and explanations (Class and ethnicity)</li> <li>• Subject choice differences</li> <li>• Educational policies</li> <li>• Methods in context</li> </ul> </li> <li>• <b>Unit four: Social stratification</b> <ul style="list-style-type: none"> <li>• What is stratification?</li> <li>• Functionalism</li> <li>• Socio-economic class</li> </ul> </li> </ul>
<b>Summer term</b>	<ul style="list-style-type: none"> <li>• <b>Unit four: Social stratification</b> <ul style="list-style-type: none"> <li>• Karl Marx on class</li> <li>• Weber on class</li> <li>• Life chances</li> <li>• The affluent worker</li> <li>• Social mobility</li> <li>• Poverty</li> <li>• Deprivation</li> <li>• The under class</li> <li>• Globalisation</li> <li>• The welfare state</li> </ul> </li> </ul>