



LIMPSFIELD GRANGE SCHOOL

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Year 10F

Curriculum Overview

Autumn Term 2017

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English and English Literature Mrs Forbes Year 10	<ul style="list-style-type: none"> We will be reading and watching 'An Inspector Calls' by J B Priestley and A Christmas Carol by Charles Dickens We will be looking at the social and historical context of both texts, character, setting and narrative We will explore how texts present a writer's viewpoint As a language task we will read and write a selection of speeches We will be looking at how both writers use language and spend time developing a personal and convincing responses to the texts We will also develop the ability to use evidence from the texts to support a personal point of view Tasks will include using visual images to support learning and if appropriate students will also be introduced some examination practice using the texts Both texts will also be used as the basis for creative writing in order to prepare for the English language examination as well 	<ul style="list-style-type: none"> Talk to your daughter about her targets and what she is doing in order to make progress, ask her what she has learned in lessons Read some stories with her and discuss the setting, characters and how the plot unfolds Discuss word choices and how they often make a picture in your head and how different words make the reader feel Talk to your daughter about her personal response to her current reading book Try to make sure that your daughter reads every day as this is a really useful way to build creative writing ideas and skills Encourage your daughter to make detailed references to what she is reading in order to back up her ideas or when she is expressing a point of view Please feel free to email regarding homework or with any other learning ideas you think may benefit your daughter or if you have any concerns regarding her work in English 	<p>Key Words: Theme, explore, explain, personal opinion, character, plot, language, structure, setting, clues, example, social and historical context, Victorian, Edwardian, authority, social class, status, poetry, prose, letter, diary, opinion, fact, broadsheet, tabloid, text, play, novel, gender, older and younger generation, poverty, viewpoint.</p> <p>Key Words Extension: socialism, analysis, interpretation, dramatic irony, symbolism, moral</p>



	as encouraging students to write longer personal responses to literature		
Maths Miss Middlehurst	<p>Number</p> <ul style="list-style-type: none"> Negative numbers Order of operations (BIDMAS) Place value, ordering and rounding Estimating and using inverse functions Factors, multiples and prime numbers Squares and roots <p>Algebra</p> <ul style="list-style-type: none"> Write and simplify expressions using algebraic notation Substitution Using formulae Expanding brackets Factorising expressions <p>Graphs, Tables and Charts</p> <ul style="list-style-type: none"> Designing and using data collection sheets and tables Stem and leaf diagrams Pie charts Scatter graphs 	<ul style="list-style-type: none"> Discuss key words and their meaning. Practice multiplication tables and number bonds. Practise working with numbers in real life situations e.g. shopping, looking for the best deal, looking at price per 100g. Encourage your daughter to pay for items when shopping. Work on counting the money and checking the change. Play board games and games with dice and cards http://www.mathschamps.co.uk/#home also has games which can be played at home. http://www.topmarks.co.uk/maths-games/hit-the-button is a great way to practise number bonds etc. Involve your daughter when cooking, etc. at home; a great way to have fun with Maths. http://www.topmarks.co.uk Use BBC bitesize GCSE, there are activities and short video clips. Use MyMaths games and boosters. 	<p>positive negative integer decimal place significant figure inverse product factor multiple prime highest common factor lowest common multiple</p>
Science Mr Evans	<p>Chemistry</p> <p>In this first unit of study students will be studying what makes up the universe. We will be looking at the structure of the atom, and how the atoms fit into the periodic table. Students will learn about chemical reactions</p>	<ul style="list-style-type: none"> Talk to your daughter about her targets and what she has done each week to move towards them. Find out about Mendeleev and the periodic table What are atoms and what are they made from? How do we use chromatography and why is it useful 	<p>element mixture compound atom nucleus proton</p>



	<p>and how new materials and compounds can be made. We will also be studying how molecules can be separated and analysed, and how this can be used to make substances like drinking water safe to drink</p>	<ul style="list-style-type: none"> • How can we make drinking water and sea water safe to drink? • Use GCSE revision guides and YouTube to help your daughter understand e.g. What happens when atoms react together? What is a chemical reaction? 	<p>neutron electron chromatography molecule distillation atomic mass atomic number valancy</p>
<p>ICT Mrs Janaway</p>	<p>Unit 1 – The Online World Online Services</p> <ul style="list-style-type: none"> • Communication • Education • Business • Commerce • Entertainment <p>Online Advertising</p> <ul style="list-style-type: none"> • Features • Types <p>Online Software / Storage</p> <ul style="list-style-type: none"> • Advantages and disadvantages • File compression / expansion <p>The Internet</p> <ul style="list-style-type: none"> • Hardware • Protocols • Internet Service Providers • Bandwidth and data transfer • LAN/WAN <p>World Wide Web</p> <ul style="list-style-type: none"> • Web servers Internet browsers 	<ul style="list-style-type: none"> • Buy a copy of the BTEC Revision guide and discuss the content together - BTEC First in I&CT Revision Guide (BTEC First IT) https://www.amazon.co.uk/BTEC-First-CT-Revision-Guide/dp/1446909794/ref=sr_1_1?s=books&ie=UTF8&qid=1504878426&sr=1-1&keywords=btec+ict • Homework will sometimes be set from the Revision Workbook and the answers are in the back so it may be useful for you to have a copy of this to support homework - BTEC First in I&CT Revision Workbook (BTEC First IT) https://www.amazon.co.uk/BTEC-First-CT-Revision-Workbook/dp/1446909808/ref=sr_1_2?s=books&ie=UTF8&qid=1504878426&sr=1-2&keywords=btec+ict • Revise and learn the key words supplied in each lesson. • Talk about the different online services you use and the advantages and disadvantages of using them. • If you use any online software or online storage show your daughter and discuss the features and how it works. 	<p>social networking instant messaging blog / vlog podcast Wiki server client VoIP VLE online conference ubiquitous computing netiquette SMTP / POP3 / IMAP target audience pay-per-click search engine share collaboration back up version access permission</p>



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	<ul style="list-style-type: none"> • Search engines <p>Data Storage</p> <ul style="list-style-type: none"> • Database structure • Online databases • Database Management Systems 		<ul style="list-style-type: none"> read only Dropbox cloud computing access point router Ethernet cable switch broadband WI-FI wireless IP address fibre optic packet packet switching hyperlink URL HTTP HTML flat file relational database record field
<p>Art Miss Henderson</p>	<p>Students will work on their final piece for the 'Myself' project which they started at the end of Year 9 and then start their second of the Unit 1 projects.</p> <p>Whilst continuing to develop their art skills, techniques and media choices, students will continue to be introduced to the four</p>	<ul style="list-style-type: none"> • Research a range of art from Native America, Egypt and Asia. • Produce small pieces of art that use a range of media reflecting the style of the art they have researched. • Evaluate each finished piece discussing good points and possible areas for improvement. • Research and prepare a short paragraph for each 	<ul style="list-style-type: none"> line tone colour pattern texture artists evaluation media



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	<p>assessment areas through a project entitled 'World Art'.</p> <p>The project is aimed to broaden the students understanding of Native American, Egyptian and Asian Art whilst inspiring them to research and develop their ideas, link their work to an artist and produce a final outcome.</p> <p>All work completed will be assessed as part of their final grade.</p>	<p>piece of art chosen and discuss what they liked about their work.</p> <ul style="list-style-type: none"> • Research famous 'World Artists' to discuss and provide examples of their work. • Visit art galleries. 	<p>improvement canvas graphics fashion fine art sculpture photography research development reflect assessment project native Haida Egypt Asia</p>
<p>Design Technology: Catering Miss Humphrey</p>	<p>Hospitality and Catering industries: Job roles and responsibilities, operations of the catering industry and front of house, ordering stock, work flow, what makes successful catering industry, dress code, factors affecting consumers</p> <p>Cooking skills – working with meat, fish, high risk foods, food commodities poultry, fish, eggs, dairy foods, weighing and measuring ingredients, using the hob and oven, burgers, paella, curries, muffins, fish and chips, meringues, French potatoes, cheese cake</p>	<ul style="list-style-type: none"> • Encourage students to cook at home – photograph any practical cooking and bring it to school to show me • Students need to practice cooking a range of different dishes and skills • Explore and use new and different ingredients from shops • Encourage students to try new foods and tastes • Look at recipes in magazines and cookery programmes on television 	<p>catering establishments profits, costs economy services customer consumer bind ingredients bulk ingredients safety hygiene coagulation gelatinisation environmental</p>



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<p>Work Experience Mrs Sabey</p>	<p>Preparing for Work Experience – looking at Health and Safety.</p> <ul style="list-style-type: none"> Recognising hazards around us and in the work place. Recognising Safety signs Personal Protection at work. Fire Safety Staying Safe at work – Whose responsibility? <p>We will be developing our awareness of skills used for Employment:</p> <ul style="list-style-type: none"> Practical skills Social skills What we have to offer Where we need to improve Strategies for stress <p>We hope to begin a work experience situation in the second half of the term.</p>	<ul style="list-style-type: none"> Talk about hazards at home and safety signs around them. Staying safe discussion in all areas of life. Look at different types of employment and the skills needed together. Talking with you daughter about her personal skills and qualities and what she has to offer. Discuss the different styles of body language seen in the workplace. Comment on different vocal styles and tones which can be positive in the workplace. 	<p>hazards risks harm health and safety personal safety equipment responsibilities employer employees skills qualities listening cooperation different relationships awareness sensitivity vocal tone self-control body language curriculum vitae</p>
<p>Health and Social Care Mrs Chippington</p>	<p>This term the students will be continuing to work on the first controlled assessment and also starting the second controlled assessment.</p> <p>Controlled assessment 1 'The health and wellbeing of a client':</p> <ul style="list-style-type: none"> the needs of the client the organisation of services description of services the client uses 	<ul style="list-style-type: none"> At home the course can be supported by watching documentaries about e.g. children's hospitals, care homes, living on benefits, etc. Also serials such as Casualty and Holby City, talking with your daughter about how e.g. self-esteem may be affected by the illness/incident that has happened, how a poor diet may lead to obesity, this may then affect self-esteem and consequently employment prospects, etc. If you have any friends or relatives who access health or social care services talk about this with your daughter. 	<p>treatment primary health care secondary health care statutory sector private sector voluntary sector integrated services partnership working self-referral professional referral</p>



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	<ul style="list-style-type: none"> • local and national partnership between the services • how the client accesses the services • barriers to care for the client • interpretation and evaluation of how the client's needs are met <p>Controlled assessment 2 'Investigating three different job roles in health, social care or early years':</p> <ul style="list-style-type: none"> • identification and description of the roles of the care workers • specific skills required for the job roles including communication • principles of care linked to care actions and aspects of a professional code for each job role 	<p>Find out about the support given and why it is needed. Is the support voluntary or do they have to pay for it?</p>	<ul style="list-style-type: none"> third-party referral physical barriers psychological barriers financial barriers geographical barriers cultural and language barriers resource barriers service aims care actions impairment observation data interpretation diagnosis counselling modelling needs assessment developmental assessment empowerment anti-discriminatory practice confidentiality code of practice
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