



Year 10  
'Focus Window'

April / May 2021



April 2021

Dear Parents / Carers

This booklet has been designed as part of our plan to keep you up to date with your child's journey through the school by sharing information with you about what they are learning, how you can support them in their studies and of course to give you the opportunity to contact us so that you can get feedback on their progress.

During the year, each year group will have a 'Focus Window'. The Year 10 'Focus Window' runs from **Monday 26<sup>th</sup> April 2021 to Friday 14<sup>th</sup> May April 2021**. On **Monday 26<sup>th</sup> April** (this Monday), you received your child's report. This booklet covers what your child has studied so far, our thoughts on how the learning has been going and includes some 'top tips' to help you support your child's progress.

As you know, on **Wednesday 5<sup>th</sup> May** there is a bookable virtual 'Parents' Evening' where you can book in a call with your child's teachers. 'Parents Evening System' opened for bookings on **Tuesday 27<sup>th</sup> April at 6pm**. Bookings will close on **Tuesday May 4<sup>th</sup> at 2pm**. We hope that given the fact we can't do face to face meetings at the moment, that these arrangements will give you the opportunity that you will need. In the meeting, you will be able to find out about your child's progress during the period of remote learning as well as how your child has adapted to life back at school. Phone appointments will last 4 minutes.

If you are unable to attend the parents' evening, you can choose to request an email about your child's progress by emailing [enquiries@st-ives.cornwall.sch.uk](mailto:enquiries@st-ives.cornwall.sch.uk) or your child's teacher.

In the final week of the Focus Window, teachers will follow up on any phone calls they need to make and reply to any outstanding emails from parents / carers.

We feel that this is a comprehensive approach and one that should be workable under any of the current restrictions. Parental engagement has a significant effect on student progress and achievement which is why we have worked hard to get this right. We look forward to speaking to you in the weeks and months ahead.

Yours faithfully

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## **CURRICULUM UPDATE APRIL 2021**

### **English**

This year in English, Y10 have engaged fully in the English Literature and Language GCSE. The year started with a focus on the Willy Russell play 'Blood Brothers', where students were required to learn the plot, themes, characters and context of the play and write an analytical essay which reflected their understanding of themes such as class, nature versus nurture, prejudice and the role of family.

Alongside this, students also engaged in regular lessons on descriptive writing to help them understand the context of Liverpool in the 1930s. Students have also built on their understanding of poetry from Year 9 with a focus on Romantic and war poetry from the GCSE anthology. Students finished this unit with a full GCSE comparative essay where they compared the themes, language and big ideas across two poems.

More recently, students have engaged with viewpoint writing. Students have learned how to use ethos, pathos and logos to present an idea on a number of topics including the environment and prejudice. Lastly, this term, Y10 will focus on Mary Shelley's 'Frankenstein' where students will learn how to write an analytical response from an extract based question.

### **Maths**

Over the last term, students in the foundation tier started off by covering key topics in number, such as order of operations, percentages and then from this moved on to compound interest including growth and decay. From here, students moved on to looking at the relationships between speed, distance and time and mass, density and volume, a key topic which also including looking at distance-time and velocity time graphs.

This term students will be diving deeper in to number where they will start exploring ratio and proportion and solving problems involving ratio. In the higher tier, students started off last term covering some algebraic topics, such as solving quadratics by completing the square, factorising and by using the quadratic formula. From here we moved on to Pythagoras and trigonometry, quadratic sequences, recurring decimals, and growth and decay including compound interest. This term students will move on to constructions when they're back in school and cover a big chunk of topics on data, such as histograms, cumulative frequency and box plots.

### **Science**

In Science this year our students have covered various topics in chemistry, physics and biology. From September, we started with our 'Electricity' and 'Chemical Changes' topics. This moved onto 'Atomic Structure', where students developed an understanding of the uses and dangers associated with the different types of radiation. Since the beginning of the Spring Term, we have developed students' numeracy skills in Science looking at 'Quantitative Chemistry', calculating the relative formula mass of compounds and molar concentration. After that, we continued with physics looking at the forces topic where students developed knowledge of scalar and vector quantities, also the importance of speed when travelling in vehicles and how braking distance can be affected by a multitude of

variables. In chemistry students studied Energy covering the key concepts of exothermic and endothermic reactions and studying reaction profiles. We are continuing our studies currently with some biology topics: 'Ecology', understanding the importance of adaptations between species, leading into 'Homeostasis' where students will discover how our internal systems are maintained and how hormones affect the human body.

## **French**

This year in French, Year 10 have been studying the topic of free time, including music, cinema, TV and sport and the topic of food, drinks and healthy living. We revised and introduced detailed vocabulary to describe free time activities, to talk about and give opinions about sports and to discuss new sports and their risks. We also learnt vocabulary and structures to talk about eating habits, meals, eating out, different cuisines, world food and healthy lifestyle. We also revised and reinforced various grammatical items: regular and irregular verbs in the perfect tense, time phrases, adverbs, subordinate conjunctions, partitive articles + quantities, modal verbs + infinitive, pronoun en and y, complex negative sentences, demonstrative pronouns and the Imperfect tense.

We have focused on all four skills of writing, listening, speaking and reading, encouraging students to become independent learners and gain confidence in the subject. In the Spring Term, students will cover the topics of customs and festivals, and home and house chores. To help your child, you can point them towards the following websites: [www.kerboodle.com](http://www.kerboodle.com) (AQA GCSE French Foundation and Higher, Unit 4 and 5) [www.linguascope.com](http://www.linguascope.com) where they can practise vocabulary. [www.languagesonline.org.uk](http://www.languagesonline.org.uk) is also a very useful (and free) website to practise some grammatical items.

## **Geography**

Over the last term, students finished off 'Urban Challenges in HICs and NEEs'. These case studies include London for the HIC (High Income Country) and Mumbai for the NEE (Newly Emerging Economy). In these units we investigated an Urban Regeneration project in Mumbai and another in London as the Olympic Regeneration Plan. Following on from this students then explored the challenges in the physical environment. 'Tectonic Hazards' is the first unit of exploration which will be moving onto 'Atmospheric Hazards' and then 'Climate Change'. Key skills gained in these units have included 2,4 and 6 mark answers, researching and interpreting data and using web links, journals and articles to gain key information around the topics we have studied. Students will move onto an enquiry based topic following on from the 'Living World' Unit.

## **History**

In History this year, students have investigated the treatment of different groups in Nazi Germany in the lead up to World War Two. They have analysed a range of sources and interpretations to help them build their skills in this area and to gain an appreciation of how and why historical interpretations differ. Students then learnt about life in Anglo-Saxon England, the impact of the Norman Conquest and life in England under King William I.

This term, students will begin to explore the topic of 'Crime and Punishment', beginning with an investigation into laws, punishments and law enforcement in the early Middle Ages. Students will focus on the skills of explaining and analysing reasons for change and continuity over time. They will complete a depth study of the influence of the church on crime and punishment in the early Middle Ages. To help your child, please encourage them to think about examples of modern crimes and punishments in the news, as this will help them to identify changes over time.

## **Computing**

In the Autumn Term, students started working on Component 1 Section 2 of the GCSE Computer Science qualification. This section introduces students to networks and the various types of network and elements that make up networks. Roles of key network hardware are covered in this section such as the role of servers and switches. In the Spring Term, students have started working on Component 1 Section 3 which covers ethical, environmental, cultural and legal issues that influence the computing industry. When this section is complete, students will go back to completing the networking section started in the Autumn Term by focusing on the more advanced elements of networking such as the different layers and protocols that exist.

## **Dance**

The year 10 Dance group and been learning Alvin Ailey's "Revelations" – a contemporary piece that encompasses many different dance techniques and contextual ideas, including racial discrimination and oppression. Students have been learning the fundamental skills required to interpret the original choreography and to make it their own performance, such as expression, stage presence and communication. Alongside their practical work, students have been documenting their progress in rehearsals through the means of a series of Logbooks. The dancers focus specifically on a number of different dance skills in order to develop their overall dance practice. By doing so, students learn the importance of evaluation and reflection both in and outside of rehearsals.

## **Drama**

In the Autumn Term, students were exploring the set text, Willy Russell's 'Blood Brothers'. Students looked at key scenes in a practical way, focusing on themes, character, context and then completed a Section A practice from the exam. From January, students were supposed to be moving onto a devising unit and to work on a piece based around a previous exam stimulus to use as a mock style project. As this practical unit would not work well remotely, students have been continuing to look at the exam unit and more specifically Section B, the theatre review. Students have researched the context behind 'War Horse' and watched clips to answer exam style questions around acting, lighting, sound, costume and set. The students have been introduced to the third and final unit, 'Presenting and Performing Texts' and have chosen monologues that they have been rehearsing independently. We will continue with this unit remotely and look at the written concept pro-forma questions that they will have to do for the live exam next year. These are 4 questions based around the intentions and rehearsal process of the monologues. After Easter, students are performing and developing their monologue by writing evaluations and starting

the exam unit 'Devising Drama', they will be given the exam paper and will start working practically in groups on their final piece.

## **Music**

Since the beginning of the year, students have been working on a variety of areas of study to work towards their Music GCSE, plus developing listening skills and music analytical skills. In the Autumn Term, students covered AOS5: Conventions of Pop, which explores popular music from the 1950s to present day. We also covered AOS2; The concerto through time, where students studied orchestral music from the Baroque, Classical and Romantic periods. During the Spring Term lockdown, students studied AOS4: Film Music, where we looked at compositional techniques and ways film musicians build an atmosphere, create tension and enhance the audience experience.

Students are currently working towards AOS3; Rhythms of the World, where we listen, analyse and perform music from Africa, South America, The Caribbean, India and Eastern Europe. As part of each of these topics, students were able to have multiple performance and composition opportunities to develop their musicianship skills and prepare them for the coursework elements of the GCSE. During the summer term, students will be starting to complete AOS1: Composing and Performing. Students will prepare a solo performance on their chosen instrument, and they will also compose a piece of music in the style of their choosing for their instrument. To support your child, encourage them to listen to a wide range of different musical styles, genres and contexts. Encourage them to listen for musical features that they can hear. Encourage regular practise on their musical instrument to prepare them for performance opportunities.

## **Graphics**

Since September, Year 10 have been working on their Graphics portfolio which amounts to 60% of their final GCSE grade. They have been developing a number of observational techniques to add to their AO3 section. The A01, A02 and A03 are each worth 30 marks, so students have been refining and completing sections which could not be done during the first lockdown due to a lack of resources. Students are working towards creating packaging for their chosen product based on their selected theme. Experimentation and development of new techniques is encouraged. To aid this process, trips to Tate gallery and Truro College end of year A Level show are provisionally planned. Year 10 have had the opportunity to develop their observational skills through drawing, painting, pointillism and line weight techniques. Adobe Photoshop skills have been developed throughout the course. Adobe Illustrator & 2D Design Tools will be introduced shortly after our return. Later in the year, students will continue to develop their design skills to convey information, meanings, and emotions in response areas of study which will focus on packaging design and typography. They will look at different approaches to creating the final product, and will explore a wide range of media, techniques and materials.

## **Art**

Throughout this academic year, Year 10 Art students have been developing their understanding of a range of inspirational Artists (AO1). Inspired by Pop Art from the 20th century as well as more contemporary cultural references, the students created studies in a variety of materials and techniques (AO2) during the Autumn term. During the Spring Term Home Learning, the students extended and developed their skills by creating observational drawings (AO3) and small painted studies from their own photographs of everyday and cultural objects from around their own environments. On return to school, we have been able to refine and explore more hands on techniques such as lino and polyblock printing as well as more ambitious pieces connected to the Artist Michael Mew. As the Summer term progresses students will work towards a final Year 10 outcome in preparation for completing their Portfolio of Evidence (60% of their overall mark) in the Autumn term of Year 11.

## **DT**

Since September, the Year 10 D&T students have been developing their knowledge and skills around the topic of 'Designing and Making Principles'. These concepts form much of the assessment criteria for the final NEA (Non Exam Assessment - formerly coursework) project which is worth 50% of the GCSE grade, so practice with these concepts is vital at this point in the course. The students have been asked to design and make a custom USB memory stick and have worked through several linked tasks to develop their skills with presenting a portfolio of evidence, improving analytical skills and developing their drawing, CAD and modelling skills to produce viable prototypes of products. The students have also developed their practical skills with hand tools, but have had limitations placed on them with regards to using more widespread machinery due to the Covid-19 restrictions in school.

During our remote learning sessions in the spring term, the students further investigated 'designing and making principles' but this time from the context of this section in the GCSE exam. They looked at ergonomic design and worked on a designing and scale modelling project based on seating, that was inspired by prominent designers and design movements. In the summer term, the students will complete a more practically focussed project where they will investigate batch and mass production techniques. Towards the end of Year 10 the real GCSE NEA design tasks will be released and we will spend time discussing these ahead of the summer holidays. The Year 10 students will be given some investigation homework to complete over the summer to fully prepare them for making a positive start on the NEA in the autumn of Year 11.

## **Food Technology and Nutrition**

This year commenced with a study of aspects of science relating to the functional and chemical properties of a range of ingredients and processes. Students have developed an appreciation of nutritional aspects and the importance of a balanced diet. The course will continue to explore culinary traditions, sensory properties, economic, environmental and ethical issues involved in food production. This theory will be applied in practical activities as soon as government guidelines and health and safety evaluations allow. Students will plan, prepare, cook, and present a range

of different dishes, which will be influenced by their work on cultural and nutritional aspects. Consideration will also be given to different dietary requirements. The dishes will build in complexity, developing the range of equipment and procedures employed. The course can be broken down into: 1. Food commodities 2. Principles of nutrition 3. Diet and health 4. The science of food 5. Where food comes from 6. Cooking and preparation.

### **Creative Design: Photography**

Year 10 Photography students have been developing and enhancing their knowledge of specific photographic techniques including their understanding of compositional skills in taking photographs, the use of light and shadows, reflections and silhouettes. Influenced and inspired by photographers from the mid 20th Century such as Dorothea Lang and Elliott Erwitt as well as more contemporary photographers such as Saul Leiter and Maurizio Anzeri. Creating contact sheets and a 'Photobank' of their own images has been a large part of the learning during Lockdown. Students have used a variety of photo editing applications and programmes to enhance, develop and change their images using layering, photo montage, mirroring, and opacity tools.

On returning to school this term, students are using more physical manipulation of their photographs including stitching, painting and paper collaging into the images. Working towards more concluding images will be part of the end of Year 10 assessment in preparation for the final put together of their portfolios in Year 11.

### **Film Studies**

In the Autumn Term, students focussed on contemporary British cinema and studied both 'Skyfall' and 'Submarine'. We have focussed our studies on the 4 key elements of the course: Cinematography, Mise-en-Scene, Editing and Sound, with students carrying out in-depth analysis of key scenes. To support all students after the school closure during the pandemic- each lesson has started with short concept checks of key ideas and terminology. During the first part of Spring Term, our focus moved to the coursework component of the course - where students have the opportunity to plan and create their own screenplay. This was developed over the lockdown period and will be picked up again during the Summer Term. Since returning to school in March, our students have been studying Global English Language film by looking at 'District 9' from South Africa. They have been developing their understanding of narrative and character theory, alongside the continuous focus on the 4 key elements.

### **Core PE**

In Year 10 each student receives two PE lessons per fortnight. During the first phase of this term, we suspended 'normal' PE lessons and instead delivered our recovery curriculum in response to the unique situation presented by school closure during the pandemic. We recognised that students faced a number of challenges in returning to school, and that there were a wide variety of different experiences of physical activity and well-being during the period of closure. In addition, we were required to deliver PE under a strict set of Covid protocols. Therefore, students took part in a

variety of different activities, in a carousel, each activity and lesson was designed to address a different objective to support students in their return to school and PE. The activities included: Atomic touch rugby, athletics, lawn bowls, double dutch skipping, cross country running, orienteering, outdoor fitness, football golf, modified rounders. Students' learning in each lesson was centred around the development of one of our five core recovery themes: improve fitness and functional movement, increase levels of activity and re-engage with the outdoors, develop skills competence, create a sense of belonging and encourage interaction, and finally, increase confidence and reduce stress.

Since we have returned to remote learning, our primary focus has again been to support well-being through the provision of engaging PE lessons with a strong element of health-related fitness activities (each lesson designed to be achievable with the minimum of equipment and space.) Students are working through different objectives this term and these are: improving posture, exploring the benefits of exercise, understanding the importance of sleep, 'keep learning', and the role of a healthy, balanced diet.

### **Sports Science**

Last term the students were finishing off their 'Nutrition' module work, specifically LO3 and LO4. These are now completed. They then went on to learn a new module on the 'Principles of Training'. They have completed LO1 and LO2 as first drafts. LO1 looked at the principles of training and applying them to sporting context. They looked specifically in detail at the specificity, progressive overload, FITTA, variation and moderation, identifying what they are and explaining how they are used specifically in sporting examples, the sporting examples were varied to give a wider knowledge of applying the components of varying sports. LO2 looked at the difference between aerobic and anaerobic respiration and the different sports examples. We looked at how the equations for each respiration differ and what energy is used during exercise. LO2 also discusses the components of fitness, where the pupils had to identify and describe them in detail with a sporting example, then go on to find the different methods of training and types of training within the methods. They described and explained these in detail and then explained how the fitness components were developed using a type of training in a sporting context, so applying it to a sporting example. After half term, the students will be moving on to looking at fitness testing where they can complete some of these at home and go on to designing fitness training programmes. Useful websites for information are Brian Mac, BBC bitesize,

### **GCSE PE**

Last term, students started their year 10 GCSE program by reviewing and recapping 3.1 'The Human Body' and movement in physical activity and sport specifically focusing on applied anatomy and physiology. This half term students have been developing their knowledge of physical training and have gained knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. The key skills gained in these units have included answering exam questions, keyword

responses, use of mark scheme to mark answers, interpreting data from training sessions alongside the recall and recap of key information around the topics we have studied. Students have also began some long answer questions preparation relating to their own individual personal exercise program and how the topics we are studying can be applied to their own training. After half term students will move onto looking at how to optimise training and prevent injury.

## **PSHE**

During the Autumn Term students studied a unit on relationships and pregnancy, in the second half of the Autumn Term students studied a unit on wellbeing and personal safety. During this term students have politics and Fundamental British Values. During the summer term students will study a unit on drugs and alcohol as well as a unit on discrimination and prejudice. In order to support your child you can use the following websites:

<https://www.barnardos.org.uk/support-hub/back-to-school> , [Kooth.com](https://www.kooth.com) and BBC Bitesize

## **RE**

During the Autumn Term students studied a unit of work on Christianity. This unit focussed on the nature of God, Creationism, Resurrection and Crucifixion. This term students have started a unit of work on Islam. This unit will focus on authority in Islam, predestination, Akhirah and Risalah. This unit of work will last until the end of the Summer Term. In order to support your child at home you could encourage them to watch the videos found on the BBC Bitesize website which have 5 key facts about each religion: <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

## HOW YOU CAN HELP YOUR CHILD

At St Ives School, we take educational research very seriously. Having looked into the research about the link between school and home, we want to share some ideas about how you can support your child.

Parents often ask us: 'How can I help at home?' They can feel worried that they don't have the specialist subject knowledge to be able to help once the child goes to secondary school. The good news is that one of the best ways to help is by showing an interest in what your child is doing at school and encouraging them to talk about their studies.

Another way to help is by getting your child to think about how they are approaching things, what they do when they feel 'stuck' and the best way out of this. Helping them to be organised is also useful. Sometimes, just having a daily plan can help young people keep up with home learning and their school work in general. Putting some time aside for home learning within your busy family schedule can really support your child. You don't have to be an expert in the subjects themselves.

These are some of the questions you can ask:

### Focusing on the curriculum

1. 'I hear you have been doing about atomic structure in science. What's that all about then? I never did that at school.'
2. So what's a 'vector'? I hear you have been doing that in maths.
3. I remember studying the 'imperfect tense' in French when I was at school. What is it again?
4. What are 'ethos, pathos and logos' all about? I heard you have been learning about them in English.

You can use the attached curriculum information to help fuel discussions!

### Focusing on your child's approach

1. How do you plan?
2. How do you go about approaching a longer writing task?
3. What do you do when you get stuck?
4. How do you get 'unstuck' in maths?
5. How do you organise home learning?
6. What do you use at home to help you?
7. What information do you need before you start?
8. What feedback have you had in geography recently?

We hope the information attached is useful and look forward to speaking to you on 5<sup>th</sup> May.