



20th October 2021

Dear Parent/Carer

RE: YEAR 10 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD

HALF TERM 2

The Curriculum at St. James' is the foundation of everything that we do in school, and full information about what your child will be learning at Key Stage 4 can be found on the school website at www.stjamesheadle.co.uk/curriculum. Here, you will find whole school and faculty curriculum statements which sum up our vision of what a knowledge-rich, properly sequenced and challenging education should look like. By clicking on each faculty icon, you will be taken to the curriculum 'progression grids' for each subject, which outline what will be taught each half term and how it will be assessed.

In Half Term 2, this is what is intended to be studied in the Year 10 core curriculum. For your child's option subjects, please consult the school website at www.stjamesheadle.co.uk/curriculum.

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Students will study a range of example non-fiction pieces of text from a range of contexts, 19th, 20th, 21st centuries. Focus: reading skills including inference and analysis. Focus: writing skills including SPaG and employing a range of features for a particular purpose and audience. INTERLEAVING	Summative assessment – mock examination
Mathematics	Unit 3 – Algebra Straight line graphs; Parallel and perpendicular lines; Gradients; Graphs of equations and functions; Polynomial and exponential functions Unit 4 – Shape Circles Arcs and sectors Area calculations Pyramids, cones and spheres	HT 2 Assessment – testing knowledge of skills taught in Units 3 and 4 AND interleaving of topics in units 1 and 2
RE	Stewardship – Catholic and Humanist beliefs; Sanctity of Life; Imago Dei; Catholic Social Teaching; CAFOD and SVP Tree of Life; Apse Mosaic	Formative and summative assessment
Science	Atomic Structure and the Periodic Table; We learn how arrangement of elements in the modern periodic table can be explained in	Students will be assessed by a series of end of topic tests followed by a larger interleaved



	<p>terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels. Link to particles Bonding, Structure and Properties of Matter; We use theories of structure and bonding to explain the physical and chemical properties of materials</p>	<p>assessment at the end of the term</p>
PE	<p><u>Boys Football</u>: Re-visit skills learnt in KS3. Apply these skills in full competitive games developing a variety of tactics and strategies to overcome opponents. <u>Handball</u> Re-visit skills learnt in KS3 <u>Girls Badminton</u>: Re-visit skills learnt in KS3. Apply these skills in full competitive games developing a variety of tactics and strategies to overcome opponents, including doubles matches</p>	<p>Self/peer/teacher assessment</p>
PSHCE	<p><u>Unit 2</u> Careers Motivations and goals Motivations and the power of setting goals Aspirations and qualifications What jobs requires specific qualifications and does everyone need a degree? Labour Market information Understanding how LMI impacts on jobs Career skills Opportunities matched to skills <u>Unit 3</u> Global Issues Globalisation Effects of globalisation Pollution The scale of plastic pollution Animal rights The argument for reducing meat consumption</p>	

In the coming weeks, you can support your child in a number of ways:

- Your child needs to review work done in Year 10 every week – through mind maps, re-reading information, practicing examination questions. Subject teachers will be able to provide information on this. Further information can be found at www.stjamesheadle.co.uk/homework
- Check that your child is keeping up with their homework on Show My Homework - students should be doing at least **1.5 hours work per night**
- Speak to your child about what they are doing – this could be through asking them what they have done, testing them on what they have written etc



ST JAMES'

CATHOLIC HIGH SCHOOL

- Ensure that they have regular breaks and get a good night's sleep – work in chunks of time, turn off mobile phones and devices an hour in advance of going to bed
- At the same time, reassure them – at home and in school, we want to challenge our students to do their very best, but we also need to understand the stressful time that we have all gone through (and continue to go through)

Yours faithfully,

Dr. S. Guscott
Deputy Headteacher (Curriculum and Pastoral)