



CURRICULUM BOOKLET

YEAR 10



ASHCROFT
High School

Top Tips for Parent Power!

A parent's influence is up to SIX TIMES more important than the school's in influencing your child's progress. These suggestions will help you make that count. If you require any further guidance please contact the relevant subject leader.

KS2 Score	KS2 Level	Y10/11 Grade Range	Yr10/11 Grade Range
<80	1c	GCSE A*-G	9-1
<80	1b	GCSE A*-F	9-2
<80	1a	GCSE A*-E	9-3
80 - 82	2c	GCSE A*-D	9-4
83 - 85	2b	GCSE A*-D	9-4
86 - 89	2a	GCSE A*-C	9-5
90 - 92	3c	GCSE A*-C	9-5
93 - 94	3b	GCSE A*-B	9-6
95 - 97	3a	GCSE A*-B	9-6
98 - 99	4c	GCSE A*-B	9-6
100 - 104	4b	GCSE A*-A	9-7
105 - 108	4a	GCSE A*-A	9-7
109 - 112	5c	GCSE A*	9-8
113 - 116	5b	GCSE A*	9-8
117 -120	5a	GCSE A*	9-8

The grids show the progress students are expected to make from their KS2 Results (or KS2 scores for year 7) in year 6 towards their end of KS4 (Yr10/11) target. With the phased changes of GCSE A*-G grades to number grades 9 to 1 both versions have been shown for years 10 and 11.

Average homework at Ks2	Year 7 Per evening	Year 8 Per evening	Year 9 Per evening	Year 10 Per evening	Year 11 Per evening
15 minutes	1 hour	1 hour	1 hour	2 hours	2 hours

Revision

Supporting your daughter/son in completing coursework and preparing a thorough REVISION schedule are the best ways to help create the best opportunities for success. You may not be able to help with subject specific knowledge, but you can provide the right environment and materials

Take an Interest

Guide your child in keeping sensible time. Ensuring that s/he keeps sensible times, not staying up too late, having times when s/he works, checking that the computer is being used for work and not games – although there should be time for relaxation, but in balance.

Timetable support

The best place to start is to work with your child in preparing a work/revision timetable. (The timetable should include any coursework being worked on as well as revision. And revision starts now, not nearer the exams.)



Art (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home works / Controlled assessments, field work / trips.	How parents could support students
September to October	<p><u>Intro to AQA</u></p> <p>Students will be introduced to the GCSE course, through a short piece of practical observational work.</p> <p><u>Pop Art</u></p> <p>Students will be introduced to the theme of Pop Art and explore how Pop Art artists use food in their paintings and prints. Students will focus on Wayne Thiebaud and Andy Warhol creating 3D cupcakes in their style as well as an A2 self-portrait based on them eating cake.</p> <p>Students will go on to printing in the style of Andy Warhol after half term experimenting with lino, mono and screen printing techniques.</p> <p>Skills</p> <ul style="list-style-type: none"> • Observational drawing • Painting • Printing • Research and analysis 	<p>Look on the VLE at the GCSE resources</p> <p>Check the AQA Specification for more details on the course.</p> <p>Watch the BBC documentary about Pop Art.</p> <p>Students are assessed against the four assessment objectives; AO1 Research, AO2 Experimentation, AO3 Observation, AO4 Planning and designing compositions.</p>	<p>Encourage students to draw and sketch food items at home.</p> <p>Visit galleries and museums, Wardown park and The Hat Factory in Luton both often have art exhibitions on. Further afield there are many galleries in London which have incredibly inspiring exhibitions featuring all sorts of themes and mediums</p>
Spring Term			
January to April	<p><u>Natural forms</u></p> <p>Students will go on a trip to Kew Gardens where they will be able to draw a variety of exotic plants studying the colours and patterns found in nature.</p> <p>Back at school students will research the art work of William Morris, Ansel Adams or propaganda posters. They will analyse the artists' work and create their own fabric design, photography series or exhibition graphics</p> <p>Skills</p> <ul style="list-style-type: none"> • Drawing • observation • Painting with water colour • Ink drawings 	<p>Look on the VLE at the GCSE resources</p> <p>Check the AQA Specification for more details on the course.</p> <p>Students are assessed against the four assessment objectives; AO1 Research, AO2 Experimentation, AO3 Observation, AO4 Planning and designing compositions.</p>	<p>Encourage students to take photographs of the natural environment around them, considering lighting and composition.</p> <p>Visit galleries and museums, Wardown park and The Hat Factory in Luton both often have art exhibitions on.</p>

			Further afield there are many galleries in London which have incredibly inspiring exhibitions featuring all sorts of themes and mediums
Summer Term			
April – July	<p><u>Personal project</u></p> <p>Students will get to choose from a range of titles just as they will in their exam in year 11. They will research artists linked to their topic of choice and create observational drawings, photographs, studies in a variety of different media before planning and creating an outcome to be exhibited at the end of the year.</p>	<p>Look on the VLE at the GCSE resources</p> <p>Check the AQA Specification for more details on the course.</p> <p>Students are assessed against the four assessment objectives; AO1 Research, AO2 Experimentation, AO3 Observation, AO4 Planning and designing compositions.</p>	<p>Encourage students to take photographs, draw and sketch any objects which are relevant to their personal topic.</p> <p>Visit galleries with exhibitions that are of interest to the student.</p>

Child Development with Care (Year 10)

Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term 1	Topics Studied	Home works / APP assessments / controlled assessments, trips etc	How parents could support students
First Half Term	<p><u>Physical Development</u> This half term students will be studying about the different milestones and how they develop from birth to 5 years of age.</p> <p>In order to understand the developmental stages the students will produce a PowerPoint demonstrating their knowledge of the following headings:</p> <ul style="list-style-type: none"> ▪ Add the title of the Milestone age ▪ Physical Development of Milestones ▪ How the parent and the key worker can support the child ▪ Activities and toys that help the child to develop ▪ Suitable pictures demonstrating the milestone 	<p>Homework will be set based on research for:</p> <ol style="list-style-type: none"> 1) 3 aspects of what they have learnt in the introductory lessons. 2) Prepare presentation of someone else's findings. 3) Identify what they have learnt and why the knowledge is important to know for a Key worker. 	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
Second Half Term	<p><u>Transitions – Biological & Environmental</u> These are that a child may experience due to their home life changing or through illness:</p> <ul style="list-style-type: none"> ▪ Understand the different types of transitions ▪ How it affects their holistic development ▪ What a key worker can do to help the child to adapt through the transition and ensuring the child continues to develop holistically. ▪ How children's development may be affected when they experience transitions. ▪ Explain why it is important to understand the pattern of children's holistic development of children from birth to 5 years 	<p>Using teacher feedback to improve the quality of the PowerPoint to achieve full marks for Unit2-D1</p> <p>Maximum Marks 5</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
Spring Term 2			
First Half Term	<p><u>Observation Techniques</u> Activities in this half term will cover:</p> <ul style="list-style-type: none"> ▪ Identify suitable methods of observing and recording the holistic development of children. 	<p>Use independent learning skills to develop their knowledge.</p> <p>Read the PDF Level 2 Cache Book from the VLE</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what</p>

<p>Second Half Term</p>	<ul style="list-style-type: none"> ▪ Identify the advantage and disadvantage of each of the identified methods. ▪ Explain how observations can be used to support the development of children <p><u>Independence, Well-being and Health & Safety</u> Activities in this half term will cover:</p> <ul style="list-style-type: none"> ▪ Understand how daily routines contribute to the holistic development of a child. ▪ Identify two daily routines that helps the child develop independence and health and safety awareness. ▪ How daily routines help a child to develop independence and higher level willingness to develop holistically using fine motor skills. 	<p>Use independent learning skills to develop their knowledge.</p> <p>Read the PDF Level 2 Cache Book from the VLE</p>	<p>have they been learning.</p> <p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
<p>Summer Term 3</p>			
<p>First Half Term</p>	<p><u>Gathering evidence</u></p> <p>Use this term to continue to develop knowledge and gather information to for the previous topics when written paragraphs. Find Quotes supporting individual statements.</p> <p>Ensure the work has a personal touch that really demonstrates individual flare and understanding of the importance a key worker and their responsible working with children.</p>	<p>Use independent learning skills to develop their knowledge.</p> <p>Read the PDF Level 2 Cache Book from the VLE</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
<p>Second Half Term</p>	<p><u>Unit 2 – Portfolio</u> Present all the documented written pages on a word document.</p> <p>Ensure that all of the below has been completed:</p> <ul style="list-style-type: none"> ▪ PowerPoint slides are completed ▪ Observation and recording methods ▪ Why is important for a Key worker to know the patterns of holistic development when working with children. ▪ Effects of transitions. ▪ How a key worker can support the needs of a child going transitions. ▪ Well-being and independence through daily routines. 	<p>Use independent learning skills to develop their knowledge.</p> <p>Read the PDF Level 2 Cache Book from the VLE</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>

Computing (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Research and information gathering:</p> <p>Activity 1:</p> <ul style="list-style-type: none"> • Investigation: gather information and record your findings; decide on a name for the shelter and the animal(s) it will care for. 	<p>This is a controlled assessment. Students will be given feedback for each component of the activity. Homework is to read and research the information required to carry out activity.</p>	
November to December	<ul style="list-style-type: none"> • Survey: conduct a survey and record the results in a database. • Logo: create a logo for the shelter. • Web banner: produce a web banner that promotes the shelter and can be placed on other websites. <p>Review: answer questions about this activity.</p>	<p>This is a controlled assessment. Students will be given feedback for each component of the activity. Homework is to read and research the information required to carry out activity.</p>	<p>Point out logos. Discuss what makes a good logo and strapline.</p>
Spring Term			
January to February	<p>Activity 2:</p> <ul style="list-style-type: none"> • Model: create a spreadsheet model of the shelter's finances. • Report: use the model to show what the shelter can offer with grants of £300,000 and £500,000. • Digital poster: create a digital poster that persuades people to volunteer, donate, or sponsor the shelter. <p>Review: answer questions about this</p>	<p>This is a controlled assessment. Students will be given feedback for each component of the activity. Homework is to read and research the information required to carry out activity.</p>	<p>Collect advertising flyers and discuss the purpose. Also look at the pricing. Why do you think some people can charge more for the same product or service?</p>
March to April	<p>Interactive Banner: produce an interactive banner promoting the animal shelter</p> <p>Review: answer questions about this activity.</p>	<p>This is a controlled assessment. Students will be given feedback for each component of the activity.</p>	<p>Listen to radio clips to compare with the one student has</p>

		Homework is to read and research the information required to carry out activity.	made and give feedback
Summer term			
April to May	<p>Activity 3:</p> <p>Video advert: an advertisement that persuades people to sponsor an animal.</p>	This is a controlled assessment. Students will be given feedback for each component of the activity. Homework is to read and research the information required to carry out activity.	Look at teaser videos for music events on youtube. Also watch the video created by student and provide feedback for strengths and areas to improve
June to July	<p>Website: a website that persuades people to volunteer, donate, and sponsor</p> <ul style="list-style-type: none"> • Overview: check requirements and gather information • Design: produce a structure diagram and a set of storyboards • Build: gather content and build the website. <p>Review: answer questions about this activity.</p>	This is a controlled assessment. Students will be given feedback for each component of the activity. Homework is to read and research the information required to carry out activity.	Look at different websites, discuss good and not so good features.

Dance (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home works / Controlled assessments, field work / trips.	How parents could support students
September to October	<p><u>Intro to AQA GCSE.</u> Students are given a basic introduction to the course and its four Units.</p> <ul style="list-style-type: none"> • Health & Safety • Injury prevention • Diet & exercise • Flexibility • Physical & Expressive skills • Motif development • Set work • Technique <p>Each lesson has a focus on either Performance, Choreography or Appreciation.</p>	<p>HWK: Keep a diary of everything we study in class. Practise/ rehearse all practical work at home or in the studio.</p> <p>Students are quizzed on the set work</p> <p>Use YouTube to view dance work which will inspire and develop you dance vocabulary.</p>	Encourage students to rehearse outside of lessons. Ask to see their dance diary, and make sure it is all presented in a clear and creative manner.
November – December	<p><u>Intro to AQA GCSE.</u> Students are given a basic introduction to the course.</p> <ul style="list-style-type: none"> • Technique • Choreography • Appreciation • Set works • Strength & Stamina <p>Each lesson has a focus on either Performance, Choreography or Appreciation.</p> <p>An outside artist workshop. To inspire, encourage and develop students choreographically and technically.</p>	<p>HWK: Keep a diary of everything we study in class. Practise/ rehearse all practical work at home or in the studio.</p> <p>Students are quizzed on the set work</p> <p>Use YouTube to view dance work which will inspire and develop you dance vocabulary.</p>	Encourage students to rehearse outside of lessons. Ask to see their dance diary, and make sure it is all presented in a clear and creative manner.
Spring Term			
January to February	<p><u>Set Phrases</u></p> <p>Technical warm up at the start of each lesson.</p> <p>Assessment the week beginning 2nd February.</p>	<p><u>HMK</u></p> <p>They must practise, refine and further develop classwork in their own time.</p>	Encourage students to rehearse outside of lessons. Ask to see their dance diary, and make sure it is all presented in a clear and creative manner.
March –April	<p><u>Performance of Set Phrases</u></p> <p>Technique class linked to the set dance.</p> <p>Study the set works</p>	<p><u>HMK</u></p> <p>They must practise, refine and further develop classwork in their own time. Revise the dance work.</p>	Encourage students to rehearse outside of lessons. Ask to see their dance diary, and make sure it is all

			presented in a clear and creative manner.
Summer Term			
April – May	<p>Study a set work</p> <p>Preparation for the mock exam on the set phrases.</p>	<p><u>HMK</u></p> <p>They must practise, refine and further develop classwork in their own time.</p>	<p>Encourage students to rehearse outside of lessons. Ask to see their dance diary, and make sure it is all presented in a clear and creative manner.</p>
June-July	<p><u>Assessment</u></p> <p>Student will do their final examination of the set phrases. They will be assessed on their technical and expressive skills.</p>	<p><u>HMK</u></p> <p>They must practise, refine classwork in their own time.</p>	<p>Encourage students to rehearse outside of lessons. Ask to see their dance diary, and make sure it is all presented in a clear and creative manner.</p>

Drama (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 5

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home works / Controlled assessments, field work / trips.	How parents could support students
September to October	<p><u>Intro to OCR.</u></p> <p>Students will be introduced to the GCSE course, through a short piece of practical work.</p> <p><u>Macbeth</u> Students will be introduced to the play and its themes in preparation for the performance by Splendid in November.</p> <p><u>Identification –Mock Devised</u></p> <p>Students will develop a piece of devised work based on the poem The Identification and stimuli linked to the poem. Students will create a devising log, so they can see how the process works. Students will be guided by their teachers on this topic – in future students will not be given as much guidance by their teachers, according to exam board regulations.</p>	<p>Look on the VLE at the Macbeth resources.</p> <p>Check the OCR Specification for more details on the course.</p> <p>Read Macbeth and attempt to watch any versions of the play that are available to you.</p> <p>Make notes about the devised performance you are creating.</p>	<p>Encourage students to rehearse outside of lessons. With written work, read it to see if it makes sense- if it doesn't make sense to you it doesn't make sense to the examiner.</p>
November – December	<p><u>Splendid Workshop</u></p> <p>Students will see a performance of Macbeth by Splendid – they will study the play prior to the performance and afterwards to develop their understanding of the main themes.</p> <p>Students will need to make notes about the performance they have seen so that they are able to write about it for their exam.</p> <p><u>Blood Brothers Study</u></p> <p>As part of the exam students have to study a set text. The text chosen is Blood Brothers, this text does contain some profanities. Students will need to understand the themes, social, cultural and historical, context of the play to ensure they are able to write about this for the exam. Students will need notes on all aspect of the text to allow them to prepare for the written exam.</p>	<p>Make notes about the performance that you have seen, ready for the written exam.</p> <p>Read the text and ensure that you have looked at any available resources on the VLE</p>	<p>Encourage students to rehearse outside of lessons. With written work, read it to see if it makes sense- if it doesn't make sense to you it doesn't make sense to the examiner.</p>

Spring Term			
January to April	<p data-bbox="300 120 826 147"><u>Presenting and Performing Texts Mock Unit</u></p> <p data-bbox="300 192 906 360">Students will perform extracts from a piece of text in preparation for their performance exam. Texts will be decided based on students ability. Students will all study different texts and perform extracts from each.</p>	<p data-bbox="946 120 1265 293">Students should be rehearsing their work after school and learning their lines in preparation for the performance.</p>	<p data-bbox="1305 120 1481 293">Come and support students by watching their extracts</p>
Summer Term			
April – July	<p data-bbox="300 479 906 546"><u>Devising Drama – Coursework. Worth 30% of Final Grade</u></p> <p data-bbox="300 591 895 685">Students are given 10 stimulus from the exam board. From these they pick one to devise a piece of work from.</p> <p data-bbox="300 730 895 831">While developing their work students create a portfolio or log of their work recording what they are doing, why and how.</p> <p data-bbox="300 875 788 934">Work is Internally marked and Externally Moderated by the exam board</p>	<p data-bbox="946 479 1265 618">Students should be rehearsing their work after school and making notes for their devising log.</p>	<p data-bbox="1305 479 1481 685">Come and support students by watching their devised performances</p>

English (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 8

Autumn Term	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Sept to Dec 2016	Inspector calls and Reading texts	Exploring themes through the study of literature, whilst developing comprehension and analytical skills. Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts)	Discuss key themes of texts with child. Watch play with child. Log onto VLE to revise content
Spring Term Jan to March 2017	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Dec to April 2017	Creative writing and Non-fiction	Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts)	Give child creative writing tasks. Read and discuss non-fiction texts with child
Summer Term	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
April to July 2017	Language exam and conflict poetry	Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts) Students will develop the skills to analyse and compare poems, which have similar themes.	Discuss key themes of texts with child. Log onto VLE to revise content

Food & Cookery (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>NCFE LEVEL 2 Food & Cookery Unit 1 – Preparing to Cook This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will understand the importance of how to prepare and store equipment and utensils. Learners will learn to understand and follow recipes to demonstrate their cooking skills to produce a variety of dishes. Internally assessed portfolio of evidence. Students will store evidence with page numbers in a file. Evidence of the following criteria can be in the form of notes, report, table, PowerPoint presentation or a mind map.</p> <p>Recipes & evaluations this term:</p> <ul style="list-style-type: none"> • Curry and Naan Bread • Homemade pasta dish (lasagne) • Meringues • Fruit Flan 	<p>Recipe evaluations with photos. WWW/EBI/ cookery methods used, equipment, changes & adaptations.</p> <p>Report, mind map or PP of the following</p> <ul style="list-style-type: none"> • Kitchen equipment • Storage and safety of equipment • Parts and stages of a recipe • Cookery methods • Hygiene and safety audit • 3 Recipe evaluations with photos. 	<p>Give feedback on products. Take a photo of the product.</p> <p>Help with changes and adaptations to the recipe.</p> <p>Practise cooking and following a recipe at home (cook once per week for the family).</p> <p>Correct ingredients & containers.</p>
October - December	<p>Unit 1 NCFE Level 2 Food & Cookery Unit 1 – Preparing to Cook This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will understand the importance of how to prepare and store equipment and utensils. Learners will learn to understand and follow recipes to demonstrate their cooking skills to produce a variety of dishes. Internally assessed portfolio of evidence. Students will store evidence with page numbers in a file. Evidence of the following criteria can be in the form of notes, report, table, PowerPoint presentation or a mind map.</p> <p>Recipes & evaluations this term:</p> <ul style="list-style-type: none"> • Choux pastry eclairs 	<p>Recipe evaluations with photos. WWW/EBI/ cookery methods used, equipment, changes & adaptations.</p> <p>Report, mind map or PP of the following</p> <ul style="list-style-type: none"> • Kitchen equipment • Storage and safety of equipment • Parts and stages of a recipe • Cookery methods • Hygiene and safety audit <p>3 Recipe evaluations with photos.</p>	<p>Give feedback on products. Take a photo of the product.</p> <p>Help with changes and adaptations to the recipe.</p> <p>Practise cooking and following a recipe at home (cook once per week for the family).</p>

	<ul style="list-style-type: none"> • Risotto • Soufflé 		Correct ingredients & containers.
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Spring Term	Topics Studied	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
January to February	<p>NCFE Level 2 Food & Cookery Unit 2 – Understanding Food & choices</p> <p>This unit aims to provide learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes</p> <p><u>Recipes and Evaluations – Comparing Pasta /Rice</u></p> <ul style="list-style-type: none"> • Carbonara • Homemade ravioli / cannelloni • Chicken alfredo 	<p>Recipe evaluations with photos. WWW/EBI/ cookery methods used, equipment, changes & adaptations.</p> <p>Report, mind map or PP or evidence in folders of the following</p> <ul style="list-style-type: none"> • Factors affecting food choices • Main food groups. • Sources of foods • Social Factors • Environmental factors: e.g. food miles, carbon footprint, pesticides, weather, organic. 	<p>Give feedback on products. Take a photo of the product.</p> <p>Help with changes and adaptations to the recipe.</p> <p>Practise cooking and following a recipe at home (cook once per week for the family).</p> <p>Correct ingredients & containers.</p>
March –April	<p>NCFE Level 2 Food & Cookery Unit 2 – Understanding Food & choices</p> <p>This unit aims to provide learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.</p> <p><u>Recipes and Evaluations – Comparing – Pastry</u></p> <ul style="list-style-type: none"> • Quiche Lorraine • Chicken & mushroom Pie • Bakewell tart 	<p>Recipe evaluations with photos. WWW/EBI/ cookery methods used, equipment, changes & adaptations.</p> <ul style="list-style-type: none"> • Cost factors and costing of each recipe. • Sensory factors: e.g. taste, texture, appearance, smell – evaluations • Evaluate: e.g. choices of ingredients and their effect, cost, taste, appearance, smell, texture, ways to improve the dish 	<p>Keep receipts, discuss cost factors with students.</p> <p>Plan the weekly meals given a budget.</p> <p>Involve students in shopping and ingredient choices.</p>

	<ul style="list-style-type: none"> • Apple Filo Pie 		
Summer Term	Topics Studied Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
April – May	NCFE Level 2 Food & Cookery Unit 3 -Exam Preparation <ul style="list-style-type: none"> • Explain what is meant by a balanced diet. • Describe the nutrients that make up a balanced diet • Explain nutrient requirements for different groups of people • Explain healthy eating advice • Explain how nutritional information on food labels can inform healthy eating • Assess a food diary and make recommendations 	<p>Balanced diet: to include portion control, water intake and dietary fibre, RI/GDAs etc.</p> <p>Nutrients: macro (carbohydrates, fats, proteins), micro (vitamins A, B group, C and D), minerals (iron and calcium), source, function, deficiency</p> <p>Groups of people: age (babies and toddlers, pre-schoolers, children, teenagers, adults, older) gender, activity level, health conditions (lactose intolerance, nut allergy, coronary heart disease.</p> <p>Healthy eating advice: current UK government guidelines on eg fat, sugar, salt, fibre, and fruit and vegetables, diseases and vegans</p> <p>Recommendations: including current healthy eating advice, individual requirements for a balanced diet, RI/GDAs</p>	<p>Complete 20-30mins revision per night per week.</p> <p>Complete the BBC bitesize sections suggested at home.</p> <p>Complete revision booklet.</p>
June-July	NCFE Level 2 Food & Cookery Unit 3 Exam Preparation <ul style="list-style-type: none"> • Be able to change recipes to make them healthier • Assess a recipe in terms of its contribution to healthy eating Explain how the recipe could be changed to make the finished dish healthier • Describe other factors that could affect the finished dish Recipes this Term – Breakfast/Brunch <ul style="list-style-type: none"> • Eggs Benedict • Breakfast scone 3 ways • French toast/pancakes 	<p>Mock exam – minimum PASS</p> <p>Revision booklet completed</p> <p>Exercise book with notes & glossary.</p> <p>Evaluation of recipes – how to improve to make healthier & more balanced.</p> <p>Nutritional analysis of recipes using online program. Changes, Recommendations & adaptations.</p>	<p>Complete 20-30mins revision per night per week.</p> <p>Complete the BBC bitesize sections suggested at home.</p> <p>Complete revision booklet.</p>

French (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home work / Controlled assessments, field work, trips.	How parents could support students
September to October	<p>Travel and Tourism</p> <p>Module 7 – Tourisme</p> <p><i>Déjà vu 1 : Destinations touristiques</i> (Holiday venues : using the verb <i>aller</i>)</p> <p><i>Déjà vu 2: La météo</i> (The weather : Past, present and future tenses)</p> <p>Unité 1 : Choisir un hôtel en France (Hotels and travelling : Using comparatives and superlatives)</p> <p>Unité 2 : Mes projets pour les vacances (Holiday plans. The future and conditional)</p> <p>Unité 3 : Camping la Forêt (Talking about a holiday. Using the nous form in different tenses)</p> <p>Unité 4 : Visitez la Côte d'Amour, Bretagne (Describing a destination. Using the perfect infinitive)</p> <p>Unité 5 : La nourriture (Eating out. Using the conditional)</p> <p>Unité 6 : Plage, mer et soleil (Holidays. Using the present, Imperfect and conditional)</p> <p>Unité 7 : L'année dernière (Talking about past holidays. Using the perfect and pluperfect tenses)</p>	<p><u>Doddle H/W</u></p> <p>Present and preterite tense formation- endings practice</p> <p>Vocabulary revision holidays</p> <p>School basics prior next topic</p> <p>Learn vocabulary for vocab test</p> <p>Write about what you normally do during holidays (80-100 words) in present/past/future tense.</p> <p>Translation Workbook H/W</p>	<p>PowerPoints, vocab help for coursework dictionary. Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French/GCSE Bitesize In VLE/French</p>
November to December	<p>Education</p> <p>Module 5 – Le collègue</p> <p><i>Déjà vu 1 : L'emploi du temps</i> (Expressions of time. Referring to the past, the present and the future)</p>	<p>WR - Write an email telling about the subjects you study and you timetable.</p> <p>Vocab test – subjects/describing teachers</p>	<p>PowerPoints, vocab help in VLE/French dictionary</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French/GCSE Bitesize</p>

	<p>Déjà vu 2 : L'uniforme scolaire (Talking about what you wear for school. Adjectives of colour)</p> <p>Unité 1 : La formation (Schools. Irregular forms of the third person plural)</p> <p>Unité 2 : Ma journée – aujourd'hui et hier (School day. Reflexive verbs in the past and perfect)</p> <p>Unité 3 : Vive la différence! (Schools in England and in France. Negative expressions)</p> <p>Unité 4 : Respectez les consignes! (School rules and pressures. Using il faut and il est interdit de + infinitive)</p> <p>Unité 5 : Que feras-tu? (Plans for the future. Using the future tense)</p>	<p>Doddle H/W</p> <p>Translation</p> <p>SAM learning/Revision of imperfect tense formation. Follow the pattern + creation of verbs</p> <p>Learn endings off by heart for verb formation test.</p> <p>WR- Write 80-100 words about your opinion of problems in your school.</p>	
<p>Spring Term January to February</p>	<p>Personal interests</p> <p>Module 1 Moi</p> <p>Déjà vu 1 Moi...et quelques autres (Yourself and other people. Present tense)</p> <p>Déjà vu Les choses que j'aime faire (What you like and what you don't like. Aimer+infinitive)</p> <p>Unité 1 Moi, moi et encore moi ! (Reflexive verbs)</p> <p>Unité 2 Mes parents (Parents and what they do. Masculine and feminine nouns)</p> <p>Unité 3 Mes copains et mes copines (Friends. Adjective agreement)</p> <p>Unité 4 Centre de loisirs (What you have done. Perfect tense)</p> <p>Unité 5 les champions sportifs (Famous sportspeople. Using the infinitive to express –ing)</p> <p>Unité 6 Ma passion (A main hobby. The near future tense)</p>	<p>Vocabulary test of the unit.</p> <p>Translation</p> <p>Workbook H/W</p> <p>Doddle H/W</p> <p>WR- Describe your family or your best friend. Explain why he/she is good friend.(80-90 words)</p> <p>WR- Describe your daily routine. (120-150 words)</p>	<p>PowerPoints, vocab help In VLE/French</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com</p> <p>Languages /Sam</p> <p>French/GCSE Bitesize</p>
<p>March – April</p>	<p>Media and Culture (blogs and internet)</p>	<p>Vocabulary test of the unit.</p>	<p>Encourage students to learn vocab and practise exam</p>

	<p>Module 2 – Mon temps libre</p> <p>Déjà vu Qu'est-ce qu'on fait? (Discussing TV and cinema. Using articles and object pronouns)</p> <p>Unité 1 Ça te dit? (Arranging to go out. Using pronouns and prepositions)</p> <p>Unité 2 Désolé, je ne peux pas (Explaining things we can't do. Modal verbs)</p> <p>Unité 3 Ca n'était pas mal (What you did. Perfect and imperfect tenses)</p> <p>Unité 4 Il s'agit de quoi (Expressing complex ideas in a simple way)</p> <p>Unité 5 Toujours le sport (The perfect tense with <i>être</i>)</p> <p>Unité 6 La technologie est partout (Using <i>pour</i> and infinitive)</p>	<p>Doddle H/W</p> <p>Translation Workbook H/W</p> <p>WR- Write and account of a celebration (120-150 words)</p> <p>SP - Conversation (3 to prepare) one to pick in the exam.</p>	<p>questions on the relevant topics on BBC Bitezise and Samlearning.</p>
<p>Summer Term April – May</p>	<p>Business, work and employment</p> <p>Déjà vu On fait les magasins (Shopping food and clothes. Partitive article)</p> <p>Unité 1 On ira au festival de rock! (Making plans. Future tense)</p> <p>Unité 2 Bon voyage! (Travel arrangements. <i>Être</i> and perfect tense)</p> <p>Unité 3 Ça me va! (Buying clothes. <i>Ce, lequel, celui, etc</i>)</p> <p>Unité 4 C'est la fête! (Special occasions. Imperfect tense of <i>avoir</i> and <i>être</i>)</p> <p>Unité 5 À la mode (Fashion. Present, perfect and imperfect)</p>	<p>WR- Describing a festival (120-150 words)</p> <p>SP – Role Play practice scenarios (3 to prepare) One to complete in the exam.</p> <p>Translation Workbook H/W</p> <p>Vocabulary test of the unit.</p> <p>Doddle H/W</p>	<p>Encourage students to learn vocab and practise exam questions on the relevant topics on BBC Bitezise and Samlearning.</p>
<p>June-July</p>	<p>Local area</p> <p>Module 3 Là où j'habite</p> <p>Déjà vu C'est où? (Looking for indications. Preposition <i>à</i>)</p> <p>Unité 1 Tout près d'ici (locations. Prepositions and imperatives)</p> <p>Unité 2 J'habite en ville (Advantages and disadvantages of</p>	<p>SP – Role Play practice scenarios (3 to prepare) One to complete in the exam.</p>	<p>PowerPoints, vocab help In VLE/French dictionary</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC</p>

	<p>where you live. Beau, nouveau, vieux)</p> <p>Unité 3 Aujourd'hui et autrefois (Living areas in the past and in the present. Imperfect tense)</p> <p>Unité 4 Des villes jumelées (Life in a French-speaking country. Superlatives)</p> <p>Unités 5 Ma ville (Talking about a town. On peut/on pourrait+infinitive)</p>	<p>Translation Workbook H/W</p> <p>Vocabulary test of the unit.</p> <p>Doddle H/W</p>	<p>Languages French/GCSE Bitesize</p>
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Geography (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Year 10 onwards	Topics Studied	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
	Students will be studying the new Edexcel B specification.		
Component 1 – 37.5%	<p>The first component to study The topics to be focussed on include past and future climates. Students will learn about plate tectonics in depth, as well as world biomes. Tropical Cyclones will be focused on in the first part of this module. We will then move on to glacial and interglacial periods of time and their impacts on humans, animals and plants for instance the extinction of species including the Woolly Mammoth. More recent pressures on are climate are also investigated including climate change over the past 200 years and the theory of global warming.</p> <p>Topic headings:</p> <ul style="list-style-type: none"> - Hazardous Earth - Development Dynamics - Challenges of an Urbanizing World 	<p>Homework tasks are available on the VLE.</p> <p>Knowledge and progress is assessed half termly, through mock exam questions. This is done to ensure that all students are challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.</p>	<p>Students should focus on developing their exam technique through the use of past questions. They are able to access BBC Bitesize which can help with this. Revision guides will be available from the department once they have been published, however revision material is available on the VLE.</p>
Component 2 37.5%	<p>The second component of the GCSE will be focused on field work. Students will no longer be required to submit controlled assessment, and will instead be examined on the field work that they complete. One day will be human geography based, and the other physical geography based.</p> <p>Topics studied are:</p>	<p>Homework tasks are available on the VLE.</p> <p>Knowledge and progress is assessed half termly, through mock exam questions. This is done to ensure that all students are</p>	<p>Students should focus on developing their exam technique through the use of past</p>

	<ul style="list-style-type: none"> - The UK's evolving physical landscare (coastlines) - The UK's evolving human landscapre (urban areas) - Geographical Investigations 	<p>challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.</p>	<p>questions. They are able to access BBC Bitesize which can help with this. Revision guides will be available from the department once they have been published, however revision material is available on the VLE.</p>
<p>Component 3 25%</p>	<p>This component will include an examination based on content studied in the classroom, as well as a decision making exercise. Students will be provided with information about a geographical based issue and be expected to decide which option would be best for dealing with the situation.</p> <p>Topics studied:</p> <ul style="list-style-type: none"> - People and the Biosphere - Forests Under Threat - Consuming Energy Resources 	<p>Homework tasks are available on the VLE.</p> <p>Knowledge and progress is assessed half termly, through mock exam questions. This is done to ensure that all students are challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.</p>	<p>Students should focus on developing their exam technique through the use of past questions. They are able to access BBC Bitesize which can help with this. Revision guides will be available from the department once they have been published, however revision material is available on the VLE.</p>

History (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics studied	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
September to October	<ul style="list-style-type: none"> • What was the Cold War – differences between communism and capitalism. • DVD – “Behind Closed Doors” – Teheran, Yalta and Potsdam conferences • How did the Cold War begin. • Breakdown of Grand Alliance and growing distrust – Iron Curtain speech and telegrams • How did the Cold war begin – Iron Curtain speeches and secret telegrams. – design cartoons from USAs and Soviet points of view on Cold War • The Truman Doctrine and The Marshall Plan • The Truman Doctrine and The Marshall Plan – propaganda poster, cartoon, newspaper article • Satellite states, Comecon and Cominform • First confrontation – Berlin and Airlift and formation of the GDR and FRG • Arms race and formation of Nato • Hungary under Soviet rule – oppression • Nagy’s reforms and invasion; news broadcast on Soviet invasion • US and international reaction to Soviet invasion • Assessment – GCSE paper Teheran Conference – Soviet Invasion of Hungary 	<p>Exam paper on 1943 – 1956 – The Tehran Conference to the Soviet invasion of Hungary.</p> <p>Ongoing weekly homework on reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term’s assessment.</p> <p>Fortnightly homework on Source skills exam question for Cold War – adapted to new GCSE exam syllabus</p>	<p>Visits to libraries, BBC Bitesize, the use of the MLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p>
November to December	<ul style="list-style-type: none"> • Berlin crisis – negotiation, ultimatums and stalemate (Refugee crisis) • Berlin Crisis – the Berlin Wall 	<p>Exam paper on 1943 – 1956 – Conferences to Czechoslovakia 1968</p>	<p>Visits to libraries, BBC Bitesize, the use of the MLE’s revision materials and past papers,</p>

	<ul style="list-style-type: none"> • Cuban Missile Crisis – origins and missile bases • Cuban missile crisis – 13 Days • Cuban missile crisis – consequences • Czechoslovakia – Prague Spring and Brezhnev Doctrine • Czechoslovakia – international reaction • Assessment – Exam paper – Conferences to Czecholovakia 1956 	<p>Ongoing weekly homework on reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term’s assessment.</p> <p>Fortnightly homework on Source skills exam question for Cold War – adapted to new GCSE exam syllabus</p>	<p>ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p>
Spring term			
January to February half term	<ul style="list-style-type: none"> • Détente – the search for peace – Agreements, Apollo - Soyuz • Collapse of détente - Soviet invasion of Afghanistan • US reactions to Soviet invasion of Afghanistan • Reaction – 1980 and 1984 Olympics – why were they political? • Ronald Reagan and the “Evil Empire” • Ronald Reagan and SDI • Mikhail Gorbachev and new thinking in the USSR – perestroika and glasnost • The changing relationship between Gorbachev and Reagan – why did relations change? • Assessment – GCSE paper – Conferences to SDI 1985 	<p>Exam paper on 1943 – 1956 – Conferences to SDI 1985.</p> <p>Ongoing weekly homework on reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term’s assessment.</p> <p>Fortnightly homework on Source skills exam question for Cold War – adapted to new GCSE exam syllabus</p>	<p>Visits to libraries, BBC Bitesize, the use of the MLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p>
February to March	<ul style="list-style-type: none"> • Treaties and Conferences of the ‘80s – Geneva, Reykjavik, INF Treaty • Agreements 1989 – 1991 • The break up of Eastern Europe and the fall of the Berlin Wall • The fall of the USSR – why did the USSR collapse in 1991? • What changed in 12 years to make Communism collapse? • Abdication of the Kaiser and Treaty of Versailles 	<p>Exam paper on Germany 1918 – Stresemann’s reforms</p> <p>Ongoing weekly homework on reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that</p>	<p>Visits to libraries, BBC Bitesize, the use of the MLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module. Research on Northern Ireland – examining websites of Northern Irish newspapers like</p>

	<ul style="list-style-type: none"> • Weimar Constitution • Economic problems 1918 – 1923 Political problems 1918-23 • Weimar recovery – The Stresemann era 1924 – 1929 • Effects of Stresemann’s Foreign Policy achievements on domestic policies. • Changes in the standard of living, including wages, housing, unemployment insurance. • Changes in the position of women in work, politics and leisure • Cultural changes: developments in architecture, art and the cinema. • Assessment Germany 1918 – Stresemann’s reforms 	<p>will be coming up on the relevant half term’s assessment.</p> <p>Fortnightly homework on Source skills exam question for Cold War – adapted to new GCSE exam syllabus</p> <p>Fortnightly/weekly Explain questions on German – adapted to the new GCSE syllabus</p>	<p>The Belfast Telegraph, or the CAIN website (Conflict Archive on the Internet)</p>
Summer Term			
April to May half term	<ul style="list-style-type: none"> • Economic crisis 1929- 1932 – the Depression • Birth of the Nazis 1919-23 – the DAP and 25 Point Programme • The Munich Putsch 1923 – reasons for and results • The rebirth of Nazism 1924 – organisation and aims • Nazi organisation 1924-1929 – party structure and propaganda, limited appeal and Bamberg Conference 1926 • Nazi support grows 1929-1932 – groups appealed to, how and why. • The Nazis win power 1932-33 • The removal of opposition 1933-1934 – The Night of the Long Knives. • Nazi Police state • SS, Gestapo, Courts • Policies towards churches – incl Reichskirche and Konkordat with Rome • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. • Nazi control of culture and the arts, including art, architecture, literature and film. 	<p>Assessment – Germany – Treaty of Versailles to Nazi propaganda in the 1930s</p> <p>Ongoing weekly homework on reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term’s assessment.</p> <p>Fortnightly/weekly Explain questions on German – adapted to the new GCSE syllabus</p>	<p>Visits to libraries, BBC Bitesize, the use of the MLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module. Research on Northern Ireland – examining websites of Northern Irish newspapers like The Belfast Telegraph, or the CAIN website (Conflict Archive on the Internet)</p>

	<ul style="list-style-type: none"> • Assessment – Germany – Treaty of Versailles to Nazi propaganda in the 1930s 		
June to July	<ul style="list-style-type: none"> • Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. • Nazi control of the young through education, including the curriculum and teachers. • Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment and appearance. • Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially of German workers. - The Labour Front, Strength Through Joy, Beauty of Labour. • Nazi racial beliefs and policies and the treatment of minorities: • Slavs, 'gypsies', homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. • International Relations 1941 – 1991 exam • Germany 1918 – 1939 exam • Extra week for catch up – last week of term 	<p>Assessment – Germany – Treaty of Versailles to Nazi propaganda in the 1930s</p> <p>Ongoing weekly homework on reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term's assessment.</p> <p>Fortnightly/weekly Explain questions on German – adapted to the new GCSE syllabus</p>	<p>Visits to libraries, BBC Bitesize, the use of the MLE's revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Research on Northern Ireland – examining websites of Northern Irish newspapers like The Belfast Telegraph, or the CAIN website (Conflict Archive on the Internet)</p>

Maths (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 8

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Number 1 Problems involving decimals and proportion – value for money, exchange rates. Fraction arithmetic and problems and a range of functional problems involving money</p> <p>Algebra 1 Sequences and nth term, substituting into the nth term of a quadratic sequence to generate specific terms. Investigate how the nth term relates to the structure of a problem through the number stairs investigation.</p> <p>Shape 1 Angle properties including angles at a point / on a line and angles formed when a line crosses two parallel lines (corresponding and alternate angles) angles in triangles including isosceles triangles and exterior angles in triangles. Exterior and interior angles in polygons and how to work out the angles in regular polygons. Use the angles in polygons to explain why certain shapes tessellate and find missing angles where two polygons meet.</p>	<p>Homework will be found on the vle and set on Maths APP. Doodle will be set for support purposes. Maths watch CDs will be provided and students are expected to revise on a regular basis from this.</p>	<p>Ensure Maths App login works and ensure your child is using the APP on a daily basis and completing any tasks set. Watch the Maths watch videos based on the 2 targets given every week and complete questions from the Maths watch CD</p>
November – December	<p>Data 1 Sampling and data collection to minimize bias. Constructing effective questionnaires and data collection sheets, arranging data in tables</p> <p>Shape 2 Area and perimeter including a range of real life and functional problems around the home and garden. Area and circumference of circles problems should also include shapes made from parts of circles</p>	<p>Homework will be found on the vle and set on Maths APP. Doodle will be set for support purposes. Maths watch CDs will be provided and students are expected to revise on a regular basis from this.</p> <p>Test on N1,A1,S1,D1,S1</p>	<p>Ensure Maths App login works and ensure your child is using the APP on a daily basis and completing any tasks set. Watch the Maths watch videos based on the 2 targets given every week and complete questions from the Maths watch CD</p>
Spring Term			
January to February	<p>Data 2 Creating and analyzing charts and graphs including pie charts, dual bar charts, stem and leaf diagrams, frequency polygons, cumulative frequency graphs and box plots (both from raw data and by using a cumulative frequency graphs</p> <p>Number 2 Fractions, decimals and percentages in a range of contexts including percentage increase and decrease and simple and compound interest.</p>	<p>Homework will be found on the vle and set on Maths APP. Doodle will be set for support purposes. Maths watch CDs will be provided and students are expected to revise on a regular basis from this.</p> <p>Test on S2,D23,N2</p>	<p>Ensure Maths App login works and ensure your child is using the APP on a daily basis and completing any tasks set. Watch the Maths watch videos based on the 2 targets given every week and complete questions from the Maths watch CD</p>
March –April	<p>Algebra 3 Manipulating Algebraic expressions, brackets, factorising, indices, multiplying double brackets and squaring linear expressions, algebraic perimeters and areas for rectangles and triangles</p> <p>Shape 3 3D objects (plans and elevations, nets drawing on isometric grids), Volume and surface area, considering cross sections of cylinders.</p> <p>Data 3 Probability as a fraction and decimal, that it adds to 1, theorizing based on number of trials and as algebraic expressions.</p>	<p>Homework will be found on the vle and set on Maths APP. Doodle will be set for support purposes. Maths watch CDs will be provided and students are expected to revise on a regular basis from this.</p> <p>Test on A3, S3,D3</p>	<p>Ensure Maths App login works and ensure your child is using the APP on a daily basis and completing any tasks set. Watch the Maths watch videos based on the 2 targets given every week and complete questions from the Maths watch CD</p>
Summer Term			
April – May	<p>Shape 4 Metric and imperial measures and conversions in a range of practical contexts. Problems involving speed distance and time knowing which formula to use and breaking problems down.</p>	<p>Homework will be found on the vle and set on Maths APP. Doodle will be set for support purposes. Maths watch CDs will be provided and students are expected to revise on a regular basis from this.</p>	<p>Ensure Maths App login works and ensure your child is using the APP on a daily basis and completing any tasks set. Watch the Maths watch videos based on the 2</p>

			targets given every week and complete questions from the Maths watch CD
June-July	<p>Number 3 Value for money, standing charge and cost per unit. Number properties including LCM, HCF and product of prime factors, Estimating calculations by rounding each part to one significant figure</p> <p>Algebra 4 Solving/constructing equations, representing, listing and solving inequalities. Use of trial and improvement. Use of algebraic angles and perimeters in triangles and quadrilaterals</p>	<p>Homework will be found on the vle and set on Maths APP. Doodle will be set for support purposes. Maths watch CDs will be provided and students are expected to revise on a regular basis from this.</p> <p>End of year exams</p>	<p>Ensure Maths App login works and ensure your child is using the APP on a daily basis and completing any tasks set. Watch the Maths watch videos based on the 2 targets given every week and complete questions from the Maths watch CD</p>

Media Studies (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 5

Spring Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
A and B	Topic 3 B324 Coursework This half term through to easter, students will take their research and planning and begin the production stages. Development of video production skills. Adobe Premiere Production Tasks: Film initial footage Edit first cut Seek Feedback Reshoot Final Cut Evaluation	<ul style="list-style-type: none"> • Homework: Plan and arrange filming schedule between group members. • Homework: Film with group members the first cut • Homework: Discuss and produce a filming report for each shoot day. <p>Peer assessment and focus group feedback on First Cut</p> <p>Assessment for evaluation task.</p>	Sit and watch film clips on youtube. Students can find the sort of clip we have been studying in class. Ask students what techniques do directors use to create meaning for a film. Discuss what interests you when watching a film.
Summer Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
A and B	Topic Representation and Audience After Half Term to Christmas <ul style="list-style-type: none"> • Comparative Essay on representation of gender in advertisement • Case Study: Gillette • Target Audience awareness • Research into existing posters • Storyboard of Poster • Poster representing male • Poster Representing Female Evaluation	<ul style="list-style-type: none"> • Homework: Make notes on both Gillette video adverts • Homework: Mindmap of representation on printed Gillette adverts • Storyboard of initial Poster design • Analysis of storyboard and what techniques are used to develop representations • Peer Assessment • Self Assessment Evaluation 	Watching the visual material available on vle Discussing the issues of representation from an adult perspective about how men and women are stereotypical represented but also how men and women sometimes break stereotypes.

Music (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied	Home works / Controlled assessments, field work / trips.	How parents could support students
September to October	<p><u>Intro to GCSE Music.</u> Students are given a basic introduction to the course, the controlled assessment requirements and Areas of Study.</p> <p>Controlled Assessment:</p> <ul style="list-style-type: none"> • 1 solo performance • 1 ensemble performance • 1 composition using stimulus given by exam board • 1 composition where candidate selects the genre/instrumentation <p>Areas of Study:</p> <ol style="list-style-type: none"> 1. My Music 2. The Concerto through time 3. Rhythms of the World 4. Film Music 5. Conventions of Pop since 1950 <p>Students will complete a performance and composition in this first term and learn about Area of Study 5</p>	<p>APP Assessment: Students will be assessed on their performance and recording of their composition</p> <p>Homework: Students to complete tasks set on www.samlearning.com, practice their instrument and work on their composition</p>	<p>Ensure students are completing homework to the best of their ability and within the given deadlines, listen to students work and support them with regular practice. Buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons.</p>
November – December	<p>Students will study Area of Study 4 – Film Music. This includes learning the origins and features of:</p> <ul style="list-style-type: none"> • music that has been composed specifically for a film • music from the Western Classical tradition that has been used within a film • music that has been composed as a soundtrack for a video game. <p>Students will also continue to develop their performance and composition skills through a range of practical tasks linked to the Area of Studies that have been covered.</p>	<p>APP Assessment: Students will be assessed on their knowledge and understanding of being able to aurally identify the features of the music in Area of Study 4. They will be assessed on how they can apply these features to their composition and performance work.</p> <p>Homework: Students to complete tasks set on www.samlearning.com, learn features of Area of Study 4, practice their instrument and work on their composition.</p>	<p>Ensure students are completing homework to the best of their ability and within the given deadlines, listen to students work and support them with regular practice. Buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons.</p>
Spring Term			
January to February	<p>Students will study Area of Study 3 – Rhythms of the World. This includes learning the characteristic rhythmic features of:</p>	<p>APP Assessment: Students will be assessed on their</p>	<p>Ensure students are completing homework to the</p>

	<ul style="list-style-type: none"> • Indian Classical Music and traditional Punjabi Bhangra • Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music • Traditional African drumming • Traditional Calypso and Samba. <p>Students will also continue to develop their performance and composition skills through a range of practical tasks linked to the Area of Studies that have been covered.</p>	<p>knowledge and understanding of being able to aurally identify the features of the music in Area of Study 3. They will be assessed on how they can apply these features to their composition and performance work.</p> <p>Homework: Students to complete tasks set on www.samlearning.com, learn features of Area of Study 3, practice their instrument and work on their composition.</p>	<p>best of their ability and within the given deadlines, listen to students work and support them with regular practice. Buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons.</p>
March –April	<p>Students will study Area of Study 3 – Rhythms of the World. This includes learning the characteristic rhythmic features of:</p> <ul style="list-style-type: none"> • Indian Classical Music and traditional Punjabi Bhangra • Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music • Traditional African drumming • Traditional Calypso and Samba. <p>Students will also continue to develop their performance and composition skills through a range of practical tasks linked to the Area of Studies that have been covered.</p>	<p>APP Assessment: Students will be assessed on their knowledge and understanding of being able to aurally identify the features of the music in Area of Study 3. They will be assessed on how they can apply these features to their composition and performance work.</p> <p>Homework: Students to complete tasks set on www.samlearning.com, learn features of Area of Study 3, practice their instrument and work on their composition.</p>	<p>Ensure students are completing homework to the best of their ability and within the given deadlines, listen to students work and support them with regular practice. Buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons.</p>
Summer Term			
April – May	<p>Students will study Area of Study 2 – The Concerto Through Time. This includes learning the development and features of:</p> <ul style="list-style-type: none"> • the Baroque Solo Concerto • the Baroque Concerto Grosso • the Classical Concerto • the Romantic Concerto. <p>Students will also continue to develop their performance and composition skills through a range of practical tasks linked to the Area of Studies that have been covered.</p>	<p>APP Assessment: Students will be assessed on their knowledge and understanding of being able to aurally identify the features of the music in Area of Study 2. They will be assessed on how they can apply these features to their composition and performance work.</p>	<p>Ensure students are completing homework to the best of their ability and within the given deadlines, listen to students work and support them with regular practice. Buy/hire an instrument for students to</p>

	<p>Students will select and start preparing their final ensemble performance which will be recorded in September of Year 11.</p>	<p>Homework: Students to complete tasks set on www.samlearning.com, learn features of Area of Study 1, practice their instrument and work on their ensemble performance.</p>	<p>practice on at home or investing in peripatetic instrumental lessons.</p>
June-July	<p>Students will study Area of Study 1 – My Music. Students will learn about the capabilities and limitations of their instrument, voice or technology including:</p> <ul style="list-style-type: none"> • its range and characteristic timbre • the techniques required to play it and any techniques that are specific to it • how it might be used in different genres • what type of ensembles it might be used in • how its use is influenced by context and culture. <p>Students will complete one composition that will be submitted as controlled assessment At the end of year 11. They will work on the composition for their selected instrument and/or technology.</p> <p>Students will select and start preparing their final solo performance which will be recorded in October of Year 11.</p>	<p>APP Assessment: Students will be assessed on their knowledge and understanding of being able to aurally identify the features of the music in Area of Study 1. They will be assessed on how they can apply these features to their composition and performance work.</p> <p>Homework: Students to complete tasks set on www.samlearning.com, learn features of Area of Study 1, practice their instrument and work on their ensemble and solo performance.</p>	<p>Ensure students are completing homework to the best of their ability and within the given deadlines, listen to students work and support them with regular practice. Buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons.</p>

PE - GCSE (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home works / Controlled assessments, field work / trips.	How parents could support students
September to October	<p>Health, Fitness and Well-being (Paper 2: Health and Performance) Physical, emotional and social health Lifestyle choices Impact of lifestyle choices Sedentary lifestyles and consequences Balanced diet and the role of nutrients Dietary manipulation for sport Optimum weight</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Football, Netball, Fitness, Volleyball, Basketball, Badminton, Table Tennis. Students will begin Analysis of Performance.</p>	<p>HW: <u>Benefits of Exercise</u> <u>Impact of Lifestyle on Health, Fitness and well being</u> <u>Food Diary</u></p> <p>End of unit test: Health, Fitness and Well-being (Paper 2: Health and Performance)</p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
November – December	<p>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) Functions of the skeletal system Classification of bones Structure of the skeletal system Classification and roles of muscles Location and roles of key voluntary muscles Antagonistic muscles Fast and slow twitch muscle fibres</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Football, Netball, Fitness, Volleyball, Basketball, Badminton, Table Tennis. Students will begin Analysis of Performance.</p>	<p>HW: <u>Functions of the skeleton</u> <u>Joints and movement</u> <u>Label muscles</u> <u>Antagonistic muscle action.</u></p> <p>End of unit test: Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) Skeletal System</p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
Spring Term			
January to February	<p>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) Structure and function of the cardiovascular system Arteries, capillaries and veins Vascular shunting Components of blood and their significance for physical activity Respiratory system – composition of air; lung volumes Location and roles of principal components of respiratory system Structure and function of alveoli Energy sources; aerobic and anaerobic exercise and short term effects of exercise</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Football, Netball, Fitness, Volleyball, Basketball, Badminton, Table Tennis. Students will begin Analysis of Performance.</p>	<p>HW: <u>Cardiovascular adaptations</u> <u>Blood pressure and cholesterol.</u> <u>Redistribution of blood flow</u> <u>Aerobic and anaerobic energy systems</u></p> <p>End of unit test: Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) Muscular System and Cardiovascular System</p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
March –April	<p>Movement Analysis (Paper 1: Fitness and Body Systems) Lever system – first, second and third class levers Mechanical advantage in sport and physical activity Movement possibilities at joints; utilisation of movement in physical activity Joint classification and impact on movement axes Planes and axes – generalised movement patterns</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Football, Netball, Fitness, Volleyball, Basketball, Badminton, Table Tennis. Students will begin Analysis of Performance.</p>	<p>HW: <u>Levers in action</u> <u>Joints and movements</u> <u>Planes and Axis</u></p> <p>End of unit test: Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) Respiratory System Movement Analysis (Paper 1: Fitness and Body Systems)</p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>

Summer Term			
April – May	<p><i>Sport Psychology (Paper 2: Health and Performance)</i> Goal setting – SMART targets Classification of skills Forms of practice – theory and practical application Types of guidance – theory and practical application Mental preparation for performance; Types of feedback Sports psychology – use of data</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Athletics, Rounders, Softball, Tennis, cricket.</p>	<p>HW: <u>What are SMART targets</u> <u>Skills classification</u> <u>Guidance and practice</u></p> <p>End of unit test: <i>Sport Psychology (Paper 2: Health and Performance)</i></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
June-July	<p>Revision of Year one content Preparing for mock exam</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Athletics, Rounders, Softball, Tennis, cricket.</p>	<p>Mock Exam: All topics covered.</p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>

Product Design (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	This half term students will be studying the following topics: <ul style="list-style-type: none"> • Line weights • Font types • Typography • The Colour wheel • Isometric Drawing • Orthographic projection • Freehand sketching • Perspective projection 	Homework done at home will become part of their coursework folder Technologystudent.com (Product Design Section) Bbcbitesize.com	Check planner and the quality of homework being produced.
November – December	This half term students will be analysing the Olympic logo and discussing how it was created. <ul style="list-style-type: none"> • Students will then analyse the Olympic torch and redesign the torch using the drawing techniques learned in HT1. Students will then create a model of the Olympic torch based on their design 		
Spring Term			
January to February	Students will study a wide range of practical skills during this term. this will help to build practical knowledge before making a product for Unit A553. Skills covered will be:	Homework tasks will be linked to the coursework sections being carried out. Technologystudent.com Bbcbitesize.com	Check planner and the quality of homework being produced.
March	Sawing, chiselling, sanding, Joint work, Decorative work – carving, enamelling, veneering.	Homework tasks will be linked to the coursework sections being carried out. Technologystudent.com Aqa.org.uk Bbcbitesize.com	
Summer Term			
April – May	During this half term students will be working on Unit A553. All students will be organising and making their own control assessment project. Close supervision will be given but students will be expecting to lead the process. During this half term student will be working on A553: Designing and Making Innovation Challenge.	Homework tasks will be linked to the coursework sections being carried out. Technologystudent.com Bbcbitesize.com	Check planner and the quality of homework being produced

<p>June - July</p>	<p>Students will complete a range of practise sheets from Hodder Education prior to starting their coursework. They will also cover Marketing and branding in anticipation of the coursework requirements.</p> <p>Unit A553 consists of the following topics and is worth 30%</p> <ul style="list-style-type: none"> • Concept of the Product • Manufacturing Specification • Production Log • Packaging • Evaluation of the intended user and Manufacturing Specification <p>Marketing – Evidence and investigations into methods of Advertising</p>		<p>Check planner and the quality of homework being produced</p>
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Religious Studies (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 2

	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
Autumn term 1	<u>Islam – Practices part 1</u> In this half term we look specifically look at the five pillars of Islam, Shahadah (faith in Allah), Salah (prayer), Zakah (charitable giving), Sawm (Fasting during the month of Ramadan) and Hajj (Pilgrimage).	<u>Homework</u> Learn the key terms from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class.
Autumn term 2	<u>Islam – Practices part 2</u> In the second half term we study the concept of Jihad, both lesser and greater, and festivals within the religion and	<u>Homework</u> Learn the key terms from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class.
Spring term 1	<u>Crime and punishment part 1</u> In this topic students study why we need justice and law in our society as well as discussing why this then needs a system of punishment. We also consider religious attitudes towards punishment and how religious people should forgive people who have committed crimes against them.	<u>Homework</u> Learn the key terms from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class.
Spring term 2	<u>Crime and Punishment part 2</u> In this half term students consider the death penalty and the arguments for and against it. They also consider the countries that use the death penalty and why this is. Students will then consider not only their own opinion but also the opinions of religions about capital punishment.	<u>Homework</u> Learn the key terms from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class.
Summer term 1	<u>Islam – Beliefs Part 1</u> This topic looks at the main beliefs that are crucial to Islam. In the first half term we look at beliefs about God, including the difference between Sunni and Shi'a Islam, the nature of God and the idea the concept of Angels.	<u>Homework</u> Learn the key terms from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class.

Science (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 10 (10W1 & 10Y1) / 9 (all other groups)

Autumn Term	Topics studied (approx.. start and end dates)	Homeworks, APP, trips, etc.	How parents could support students.
September to December 2016	<p>BIOLOGY 4.4-BIOENERGETICS Photosynthesis, Photosynthetic reaction, rate of photosynthesis, Uses of glucose from photosynthesis, Respiration, Aerobic and Anaerobic respiration, Response to exercise, Metabolism.</p> <p>CHEMISTRY 5.5- ENERGY CHANGES Exothermic and endothermic reactions, Reaction profiles, energy changes of reactant(HT).</p> <p>5.6- RATE AND EXTENT OF CHEMICAL CHANGE Rate of reaction, calculating rate of reaction, factors which affect rates of chemical reactions, collision theory and activation energy, catalyst, reversible reactions and dynamic equilibrium, energy changes and reversible reactions, equilibrium, effect of changing conditions on equilibrium(HT), effect of temperature changes on equilibrium(HT), effect of pressure changes on equilibrium (HT).</p> <p>PHYSICS 6.4- ATOMIC STRUCTURE The structure of an atom, Mass number, atomic number, isotopes, The development of the model of the atom (common content with chemistry), Atoms and nuclear radiation, Radioactive decay and nuclear radiation, Nuclear equations, Half- lives and the random nature of radioactive decay, Radioactive contamination and irradiation.</p>	<p>Homework: <i>Students will be directed to the exact pages of reading study on a weekly basis to initially consolidate their lesson learnings. Secondly to prepare for the next module of learning.</i></p> <p>Biology Text Book Pages:</p> <p>Chemistry Text Book Pages:</p> <p>Physics Text Book Pages:</p> <p>Assessing Pupil Progress (APP):</p> <p>6-Mark Extended questions Completion of three 6 mark questions for each module, peer and self-assessment.</p> <p>Doddle Assessment tests</p> <p>End of module tests</p> <p>December and May PPE</p> <p>Trips- Year 10 GCSE Live – 9th December 2016. St Albans Arena – Ministry of Science trip 18th October 2016 at 6.30pm.</p> <p>Final Exam – June 2018</p> <p>Other homework may be set on www.DoddleLearning.com www.SAMLEARNING.com www.myGCSEscience.com http://www.bbc.co.uk/schools/gcsebitesize</p> <p><i>(Please be aware students using the above sites should be using the AQA Combine Trilogy or Trilogy Biology, Chemistry & Physics on these sites as the curriculum has</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bitesize GCSE, SAM Learning, and Revision materials from revision guides.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>

		<i>recently changed and contains different modules for examination in June 2019.)</i>	
Spring Term	Topics studied (approx.. start and end dates)	Homeworks, APP, trips, etc.	How parents could support students.
January to March 2017	<p>BIOLOGY 4.5-HOMEOSTASIS AND RESPONSE Homeostasis, the human nervous system, Hormonal coordination in humans, Human endocrine system, Control of blood glucose concentration, Hormones in Human reproduction, contraception, use of hormones to treat infertility(HT), Negative feedback (HT).</p> <p>CHEMISTRY 5.7- ORGANIC CHEMISTRY Crude oil, hydrocarbons, alkenes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes.</p> <p>5.8- CHEMICAL ANALYSIS Purity formulations and chromatography, Pure substances, Identification of common gases, test for hydrogen, carbon dioxide, oxygen and chlorine.</p> <p>PHYSICS 6.5-FORCES Forces and their interactions, scalar and vector quantities, contact and non-contact forces, Gravity, Resultant forces, Work done and Energy Transfer, Forces and elasticity, Spring constant($F=kx$) Work done in stretching a spring($E_e=1/2kx^2$) Forces and motion, describing motion along a line, Distance and displacement, speed, velocity, Distance-Time relationship, Force and acceleration, Newton's first, second and third laws of motion. Forces and braking, stopping distance, Reaction time, Factors affecting braking distance, Momentum and its conservation.</p>	<p>Homework: <i>Students will be directed to the exact pages of reading study on a weekly basis to initially consolidate their lesson learnings. Secondly to prepare for the next module of learning.</i></p> <p>Biology Text Book Pages:</p> <p>Chemistry Text Book Pages:</p> <p>Physics Text Book Pages:</p> <p>Assessing Pupil Progress (APP):</p> <p>6-Mark Extended questions Completion of three 6 mark questions for each module, peer and self-assessment.</p> <p>Doddle Assessment tests</p> <p>End of module tests</p> <p>December and May PPE</p> <p>Trips- Year 10 GCSE Live – 9th December 2016 St Albans Arena – Ministry of Science trip 18th October 2016 at 6.30pm.</p> <p>Final Exam- June 2018</p> <p>Other homework may be set on www.DoddleLearning.com www.SAMLEARNING.com www.myGCSEscience.com http://www.bbc.co.uk/schools/gcsebitesize</p> <p><i>(Please be aware students using the above sites should be using the AQA Combine Trilogy or Trilogy Biology, Chemistry & Physics on these sites as the curriculum has recently changed and contains different modules for examination in June 2019.)</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bitesize GCSE, SAM Learning, and Revision materials from revision guides.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
Summer Term	Topics studied (approx.. start and end dates)	Homeworks, APP, trips, etc.	How parents could support students.

<p>April to July 2017</p>	<p><u>BIOLOGY</u> <u>4.6- INHERITANCE, VARIATION AND EVOLUTION</u> Reproduction, sexual and asexual, Meiosis, DNA and the Genome, Genetic Inheritance, Inherited disorders, Sex determination, Variation, evolution, Selective Breeding, Genetic engineering, Development of understanding of genetics and evolution, evidence for evolution, fossils, extinction, resistant bacteria, classification of living organisms.</p> <p><u>CHEMISTRY</u> <u>5.9- CHEMISTRY OF THE ATMOSPHERE</u> Composition and evolution of the atmosphere, earth's early atmosphere, Carbon dioxide and methane as greenhouse gases. Human activity contributing to increase in greenhouse gases. Global climate change, carbon footprints and its reduction, common atmospheric pollutants and their sources, atmospheric pollutants from fuels, Properties and effects of atmospheric pollutants.</p> <p><u>PHYSICS</u> <u>6.6- WAVES</u> Waves in air fluids and solids, Transverse and longitudinal waves, properties of waves, Period and wave speed equations, electromagnetic waves, Types of Electromagnetic waves, Properties of electromagnetic waves, Uses and applications of electromagnetic waves.</p>	<p><u>Homework:</u> <i>Students will be directed to the exact pages of reading study on a weekly basis to initially consolidate their lesson learnings. Secondly to prepare for the next module of learning.</i></p> <p><u>Biology Text Book Pages:</u></p> <p><u>Chemistry Text Book Pages:</u></p> <p><u>Physics Text Book Pages:</u></p> <p><u>Assessing Pupil Progress (APP):</u></p> <p>6-Mark Extended questions Completion of three 6 mark questions for each module, peer and self-assessment.</p> <p>Doddle Assessment tests</p> <p>End of module tests</p> <p>December and May PPE</p> <p>Trips- Year 10 GCSE Live – 9th December 2016. St Albans Arena – Ministry of Science trip 18th October 2016 at 6.30pm.</p> <p>Final Exam: June 2018</p> <p><u>Other homework</u> may be set on www.DoddleLearning.com www.SAMLEARNING.com www.myGCSEscience.com http://www.bbc.co.uk/schools/gcsebitesize</p> <p><i>(Please be aware students using the above sites should be using the AQA Combine Trilogy or Trilogy Biology, Chemistry & Physics on these sites as the curriculum has recently changed and contains different modules for examination in June 2019.)</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bitesize GCSE, SAM Learning, and Revision materials from revision guides.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
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Spanish (Year 10) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>LOCAL AREA, HOLIDAY AND TRAVEL</p> <p>Travel and tourism Modulo 1 De vacaciones</p> <p>Repaso 1 - ¿Adónde fuiste? Talking about where you went. Unit 1 – ¿Qué tal tus vacaciones? Talking about holidays and weather. Unit 2 – ¿Qué tal el hotel? Describing accommodation. Unit 3 – Buenas vacaciones. Talking about holidays. Unit 4- En el hotel. Booking a hotel room. Unit 5 – Reclamaciones. Making complains in the hotel.</p>	<p><u>Doddle H/W</u> Present and preterite tense formation- endings practice Vocabulary revision holidays School basics prior next topic</p> <p>Learn vocabulary for vocab test</p> <p>Write about what you normally do during holidays (80-100 words) in present/past/future tense.</p> <p>Translation Workbook H/W</p>	<p>PowerPoints, vocab help in VLE/Spanish dictionary</p> <p>Use of websites to learn and revise contents. Linguascope.com/BBC Languages Spanish – Lavidia loca/GCSE Bitesize/ Doddle/SAM Learning</p>
November to December	<p>SCHOOL</p> <p>Module 3 En clase</p> <p>Repaso 1- Las asignaturas. Giving opinions in school subjects. Repaso 2- En clase. Describing your school routine.</p> <p>Unidad 1- ¿Cómo es tu insti? Producing descriptions in school life. Unidad 2- Las normas del insti. Describing school uniform and rules. Unidad 3- Los profesores. Describing teachers. Unidad 4- El acoso escolar. Describing school pressures and problems. Unidad 5- El cole del futuro. Describing the schools of the future</p>	<p>WR - Write an email telling about the subjects you study and you timetable.</p> <p>Vocab test – subjects/describing teachers</p> <p>Doddle H/W Translation</p> <p>SAM learning/Revision of imperfect tense formation. Follow the pattern + creation of verbs</p> <p>Learn endings off by heart for verb formation test.</p>	<p>PowerPoints, vocab help in VLE/Spanish dictionary</p> <p>Use of websites to learn and revise contents. Linguascope.com/BBC Languages Spanish – Lavidia loca/GCSE Bitesize/ Doddle/SAM Learning</p>

		WR- Write 80-100 words about your opinion of problems in your school.	
Spring term			
January to February	<p>IDENTITY, CULTURE – WHO AM I? DAILY LIFE</p> <p>Module 4 Mi Vida Repaso Mi familia. Talking about your family.</p> <p>Unidad 1- Los supervivientes. Talking about relationships. Unidad 2- La vida cotidiana. Talking about daily routine. Unidad 3- Las tareas. Talking about chores. Unidad 4- Otro accidente. Talking about people’s personality. Unidad 5- Un año después. Talking about experiences and hopes.</p> <p>Module 8 La salud Unidad 1 Estar en forma</p> <p>Module 6 Repaso 2 La paga - Unidad 3 ¿Quedamos? Arranging a date. - Unidad 5 La tecnología. Talking about the use of technology</p> <p>Module 7 Unidad 4 El centro comercial. Talking about shopping habits. Module 7 Unidad 5 Regalos y quejas. Talking about shopping and complains in shops.</p>	<p>Vocabulary test of the unit.</p> <p>Translation Workbook H/W</p> <p>Doddle H/W</p> <p>WR- Describe your family or your best friend. Explain why he/she is good friend.(80-90 words)</p> <p>WR- Describe your daily routine. (120-150 words)</p>	<p>PowerPoints, vocab help in VLE/Spanish dictionary</p> <p>Use of websites to learn and revise contents. Linguascope.com/BBC Languages Spanish – La vida loca/GCSE Bitesize/ Doddle/SAM Learning</p>
March to April	<p>IDENTITY, CULTURE – WHO AM I? DAILY LIFE</p> <p>Module 2 De paseo por Sevilla. - Unidad 5 Las fiestas. Talking about cultural festivals. - Prueba escrita.</p> <p>Module 6 Mi tiempo libre. - Prueba escrita. - Unidad 1 El campeonato.</p>	<p>Vocabulary test of the unit.</p> <p>Doddle H/W</p> <p>Translation Workbook H/W</p> <p>WR- Write and account of a celebration (120-150 words)</p>	<p>PowerPoints, vocab help in VLE/Spanish dictionary</p> <p>Use of websites to learn and revise contents. Linguascope.com/BBC Languages Spanish – La vida loca/GCSE</p>

	<ul style="list-style-type: none"> - Unidad 2 Los deportes de riesgo. Talking about extreme sports. - Repaso 1 La tele y el cine. Talking about TV and cinema. Giving points of view. Revising Tv programmes. - U4 Una crítica. Writing reviews. 	SP - Conversation (3 to prepare) one to pick in the exam.	Bitesize/ Doddle/SAM Learning
Summer term			
April to May	<p>LOCAL AREA, HOLIDAY AND TRAVEL. Travel and tourist transactions</p> <p>Town, Region, and country</p> <p>Module 2 Unidad 1 La oficina de turismo. Asking for information. Unidad 2 Comprando recuerdos. Buying souvenirs. Unidad 3 Tomando tapas. Talking about Spanish food. Unidad 4 En Sevilla. Places to visit in a city. Unidad 5 Las fiestas. Talking about cultural festivals.</p>	<p>SP – Role Play practice scenarios (3 to prepare) One to complete in the exam.</p> <p>Translation Workbook H/W</p> <p>Vocabulary test of the unit.</p> <p>Doddle H/W</p>	<p>PowerPoints, vocab help in VLE/Spanish dictionary</p> <p>Use of websites to learn and revise contents. Linguascope.com/BBC Languages Spanish – La vida loca/GCSE Bitesize/ Doddle/SAM Learning</p>
June to July	<p>This half term could be used in a variety of ways: Revision; spending additional time recapping and recycling what has been covered up to this point; or continuing with the course by getting started early on the content for the next half Term.</p>		<p>PowerPoints, vocab help in VLE/Spanish dictionary</p> <p>Use of websites to learn and revise contents. Linguascope.com/BBC Languages Spanish – La vida loca/GCSE Bitesize/ Doddle/SAM Learning</p>