



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.)



English (Year 10) Curriculum Overview 2017-18

Periods per fortnight: 8

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<p>OCR Literature: Poetry: Conflict Cluster</p> <p>Exploring themes through the study of literature, whilst developing comprehension and analytical skills.</p> <p>Revision: OCR Literature: Prose: Dr Jekyll and Mr Hyde OCR Literature: Drama: An Inspector Calls</p>	Students will display the mastery of skills through completing: past papers; exam based questions.	<p>Discuss the key themes of the poems with your child.</p> <p>Ensure that your child is completing independent study on GCSE Pod, Sam Learning and Doodle.</p>
Spring Term			
Dec to April 2017-2018	<p>AQA Language Scheme 2</p> <p>In this unit students will explore how the writer's choice of language and structure create effect. It will also assess their comprehension skills and their ability to write for a range of purposes.</p>	Students will display the mastery of skills through completing: past papers; exam based questions.	<p>Buy newspapers and discuss key aspects of articles within them.</p> <p>Read fiction texts with your child and discuss how the writer creates emotion within the reader.</p> <p>Ensure that your child is completing independent study on GCSE Pod, Sam Learning and Doodle.</p>
Summer Term			

<p>April to July 2018</p>	<p>OCR Literature: Drama: Romeo and Juliet</p> <p>Exploring themes through the study of literature, whilst developing comprehension and analytical skills.</p> <p>Revision: OCR Literature: Prose: Dr Jekyll and Mr Hyde OCR Literature: Drama: An Inspector Calls OCR Literature: Poetry: Conflict Cluster</p>	<p>Students will display the mastery of skills through completing: past papers; exam based questions.</p>	<p>Discuss the key themes of the play with your child.</p> <p>Ensure that your child is completing independent study on GCSE Pod, Sam Learning and Doodle.</p>
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Maths (Year 10) Curriculum Overview 2017-18

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 Mathswatch login works and ensure your child is using the website 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 Mathswatch login works and ensure your child is using the website 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 Mathswatch login works and ensure your child is using the website 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 Mathswatch login works and ensure your child is using the website 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 Mathswatch login works and ensure your child is using the website on a daily basis and completing any tasks set. Watch the Maths watch videos based on the 2 targets given every</p>

			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 Mathswatch login works and ensure your child is using the website 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>

Science (Year 10) Curriculum Overview 2017-18

Periods per fortnight: 12

Autumn Term- Sept to Dec 2017/Groups	Topics studied (approx.. start and end dates)	Homeworks, APP, trips, etc.	How parents could support students.
10yz1,10yz2, 10yz3,10yz4 10wx1,10wx2, 10wx3,10wx4 **10wxPhy	<p><u>BIOLOGY</u> <i>Water cycle, carbon cycle, waste management, land use, changing the landscape, Global warming. Properties of Enzymes and how they work</i> <i>The digestive system and digestion. The circulatory system, the heart and components of blood. Gas exchange, Coronary heart disease. Life style and non-communicable diseases. Cancer</i></p> <p><u>CHEMISTRY</u> <u>ATOMIC STRUCTURE AND PERIODIC TABLE</u> <i>Elements and compounds, atoms, formulae, equations, mixtures, modelling the atom, relating charges and masses, subatomic particles, electronic structure, periodic table, comparing metals and non-metals, exploring group 0,1,7 elements. Reaction trends and predicting reactions. Transition metals.</i></p> <p><u>STRUCTURE, BONDING AND PROPERTIES OF MATTER.</u> <i>Chemical bonds, ionic, covalent and metallic bonds and their properties. Properties of small molecules, polymer structures, giant covalent structures, properties of metals and alloys. Diamond, graphite, graphene and fullerenes. Nanoparticles their properties and uses.</i></p> <p><u>PHYSICS</u> <u>6.4- ATOMIC STRUCTURE</u> <i>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</i></p>	<p><u>Homework:</u> <i>Completion of 1.5% of Tassomai every week. Make your own notes and flash cards after reading the relevant topic from Collins connect on-line textbook. [Students have log-ins]</i> Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] <u>Biology:</u> Pages 26, 28, 37,38,58</p> <p><u>Chemistry:</u> Pages :88,90, 110, 128, 129 Pages: 94,96,98,100, 111,112,129,130.</p> <p><u>Physics:</u> Pages: 212, 214, 216, 224, 225, 228,229</p> <p>Complete the End of module tests on the topics covered this term from the Collins connect on-line textbooks (Biology, Chemistry, Physics).</p> <p>Doddle Assessment test</p> <p>December and May PPE</p> <p>Trips - TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p>	<p>Tassomai, Collins connect, Doddle, BBC Bitesize GCSE, SAM Learning, and GCSE Pod completion Access revision materials from Collins AQA GCSE Revision guide.</p> <p>Assist students to prepare a revision timetable and to guide students through revision. Or ensure the one published on the VLE is being used weekly</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> <p>Ensure a revision guide has been purchased on parent pay.</p>

	<p>radiation, Radioactive decay and nuclear radiation, Nuclear equations, Half- lives and the random nature of radioactive decay, Radioactive contamination and irradiation.</p> <p>**In addition , separate science will do the following: Uses of radiation in medicine, using nuclear radiation, nuclear fission and nuclear fusion.</p>	<p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</p> <p>Final Exam – June 2019</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>Spring Term/ January to March 2018</p>	<p>Topics studied (approx.. start and end dates)</p>	<p>Homeworks, APP, trips, etc.</p>	<p>How parents could support students.</p>
<p>10yz1,10yz2, 10yz3,10yz4 10wx1,10wx2, 10wx3,10wx4 **10wxPhy</p>	<p>BIOLOGY <i>Plant tissues and organs</i> <i>Plant organ systems,</i> <i>photosynthesis and testing for starch, products of photosynthesis, limiting factors of photosynthesis, calculating rate of photosynthesis. Aerobic and anaerobic respiration and metabolism.</i></p> <p>CHEMISTRY HYDROCARBONS <i>Crude oil, hydrocarbons and their properties, alkanes. Fractional distillation and petrochemicals, combustion, cracking of hydrocarbons, cracking and alkenes.</i> <i>Structure and formulae of alkenes.</i> **In addition, separate science will do the following: Alcohols, carboxylic acids, addition polymerisation, condensation polymerisation, amino acids, DNA and other naturally occurring polymers.</p>	<p>Homework: <i>Completion of 1.5% of Tassomai every week.</i> <i>Make your own notes and flash cards after reading the relevant topic from Collins connect on-line textbook. [Students have log-ins]</i> Complete the following task from Collins AQA GCSE Revision [Purchased from Finance office] Biology: Pages: 46,48,61,82</p> <p>Chemistry: Pages: 136,138,154,174</p> <p>Physics: Pages: 182,184,186,202,203,218,219.</p> <p>Complete the End of module tests on the topics covered this term from the Collins connect on-line textbooks (Biology, Chemistry, Physics)</p> <p>Doddle Assessment tests</p> <p>End of module tests</p>	<p>Tassomai, Collins connect, Doddle, BBC Bitesize GCSE, SAM Learning, and GCSE Pod completion Access revision materials from Collins AQA GCSE Revision guide.</p> <p>Assist students to prepare a revision timetable and to guide students through revision. Or ensure the one published on the VLE is being used weekly</p> <p>Guide students to make mind maps and Flash cards</p>

	<p><u>PHYSICS</u> <u>WAVES</u> <i>Describing waves, Transverse and longitudinal waves, measuring wave speeds, Reflection and refraction of waves, sound waves, the electromagnetic spectrum, reflection, refraction and wave fronts, gamma rays and x-rays, ultraviolet and infrared radiation, microwaves, radio and microwave communication.</i></p> <p>**In addition separate science will do the following: Sound waves, exploring ultrasound, seismic waves, colour, lenses, images and magnification, emission and absorption of infra red radiation, temperature of the earth.</p>	<p>December and May PPE</p> <p>Trips - TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</p> <p>Final Exam – June 2019</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>for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p> <p>Ensure a revision guide has been purchased on parent pay.</p>
<p>Summer Term April to July 2018</p>	<p>Topics studied (approx.. start and end dates)</p>	<p>Homeworks, APP, trips, etc.</p>	<p>How parents could support students.</p>
<p>10yz1,10yz2, 10yz3,10yz4 10wx1,10wx2, 10wx3,10wx4 **10wxPhy</p>	<p><u>BIOLOGY</u> <i>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). Nervous system. Sexual and asexual reproduction Meiosis</i></p> <p><u>CHEMISTRY</u> <u>5.9- CHEMISTRY OF THE ATMOSPHERE</u> <i>Composition and evolution of the atmosphere, earth's early atmosphere, Carbon dioxide and methane as greenhouse gases.</i></p>	<p>Homework: <i>Completion of 1.5% of Tassomai every week. Make your own notes and flash cards after reading the relevant topic from Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision [Purchased from Finance Office]</p> <p>Biology: Pages: 50, 52, 54, 62, 63, 64,83,84,106</p> <p>Chemistry: Pages: 142,144,155,156, 175,176</p> <p>Physics: Pages: 188, 190, 192, 194, 196,204, 205, 219, 220, 221.</p> <p>Complete the End of module tests on the topics covered this term from the Collins</p>	<p>Tassomai, Collins connect, Doddle, BBC Bitesize GCSE, SAM Learning, and GCSE Pod completion</p> <p>Access revision materials from Collins AQA GCSE Revision guide.</p> <p>Assist students to prepare a revision timetable and to guide students through revision. Or ensure the one published on</p>

	<p><i>Human activity contributing to increase in greenhouse gases. Global climate change, carbon footprints and its reduction, atmospheric pollutants from fuels and their sources, atmospheric pollutants from fuels, Properties and effects of atmospheric pollutants.</i></p> <p><u>PHYSICS</u> <u>ELECTRICITY</u> <i>Electric current</i> <i>Series and parallel circuits</i> <i>Investigating circuits</i> <i>Circuit components</i> <i>Control circuits</i> <i>Transmitting electricity</i> <i>Power and Energy Transfer</i> <i>Calculating Power.</i> <i>In addition separate science will do the following:</i> <i>**Static Electricity (Separate Science)</i> <i>**Electric fields (Separate Science)</i></p>	<p>connect on-line textbooks (Biology, Chemistry, Physics)</p> <p>Doddle Assessment tests</p> <p>End of module tests</p> <p>December and May PPE</p> <p>Trips - TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</p> <p>Final Exam – June 2019</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>the VLE is being used weekly</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> <p>Ensure a revision guide has been purchased on parent pay.</p>
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Art (Year 10) Curriculum Overview 2017-18

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 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>Nature vs Man</u></p> <p>Students will go on a trip to the Tate Modern where they will be able to draw study artists work, draw artist copies in the gallery as well as observe the London skyline from the observation tower.</p> <p>Back at school students will research the art work of artists of their choice. They will analyse the artists' work and create their own drawings, designs, 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 2017-18

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	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<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>
November to December	<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			
January to February	<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. Identify the advantage and disadvantage of each of the identified methods. Explain how observations can be used to support the 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 have they been learning.</p>
March to April	<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>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
Summer Term			
April to May	<p><u>Gathering evidence</u> 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>
June to July	<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 2017-18

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. Homework is to read and research the</p>	<p>Listen to radio clips to compare with the one student has made and give feedback</p>

		information required to carry out activity.	
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 2017-18

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 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 • Technique • Ghost dances <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>	<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>
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 • 1 of the 6 Set works • Strength & Stamina • Set Dance – Breathe <p>Study the 1st Set work Choreographic tasks based on the set works</p> <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>	<p>Encourage students to rehearse outside of lessons.</p> <p>Ask to see their dance diary, and make sure it is all presented in a clear and creative manner.</p> <p>Make sure they go on the VLE to watch and study the set works.</p>
Spring Term			
January to February	<p>Motif development</p> <p><u>Set Phrases for group dance</u></p> <p>Technical warm up at the start of each lesson.</p> <p>Assessment the week beginning 2nd February.</p> <p>Study the 2nd Set work</p> <p>Choreographic tasks based on the set works</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>

March –April	<p>Technique class linked to the set dances/ works.</p> <p>Study the 3rd Set work</p> <p>Choreographic tasks based on 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>	<p>Encourage students to rehearse outside of lessons.</p> <p>Ask to see their dance diary, and make sure it is all presented in a clear and creative manner.</p> <p>Make sure they go on the VLE to watch and study the set works.</p>
Summer Term			
April – May	<p>Learn the 2nd Set dance</p> <p>Preparation for the mock exam on the set phrases.</p> <p>Study the 4th Set work</p> <p>Choreographic tasks based on the set works</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.</p> <p>Ask to see their dance diary, and make sure it is all presented in a clear and creative manner.</p> <p>Make sure they go on the VLE to watch and study the set works.</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>Study the 5th Set work</p> <p>Choreographic tasks based on the set works</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.</p> <p>Ask to see their dance diary, and make sure it is all presented in a clear and creative manner.</p> <p>Make sure they go on the VLE to watch and study the set works.</p>

Product Design (Year 10) Curriculum Overview 2017-18

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	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	Design and Technology Edexcel GCSE (9-1) This year we will focus on the student's opportunities to apply knowledge to problem solving and real life situations. This will also be delivered alongside core learning content in preparation for their exam. We want the students to have an in depth understanding of computer aided design and manufacture (CAD/CAM). We want the students to have access to a range of modern technologies such as a 3D printer and laser cutter to further enhance their technological skills.	Independent homework tasks to be completed will become part of their evidence for their coursework folder: Technologystudent.com (Product Design Section) BBC bitesize.com Doodle tasks	Check planner and the quality of homework being produced.
November to December	Core content: (CAD/CAM) Project: Contextual challenge - Transport For example: Keep children entertained on a long journey – you must apply CAD/CAM The Dyson challenge – Using a reverse engineering kit which students will have the opportunity to dismantle and learn how the machine works. The core content will include knowledge of materials used in manufacturing.	VLE – Video clips and related resources	
Spring Term			
January to February	Students will study a wide range of metals and gain a firm understanding their mechanical properties. Core content: Categorisation of ferrous and non-ferrous metals Project: Front cover for upmarket restaurant <ul style="list-style-type: none"> • Using rivet guns/hinges • Filling • Drilling • Chiselling • Enamelling • Veneering 	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 to April	<p>Core content: Categorisation of ferrous and non-ferrous metals – metal casting Project: Apply pewter casting</p> <p>Students to form a mould which is based on their initial design and apply the following skills.</p> <ul style="list-style-type: none"> • Cutting out sheet steel • Oxidising sheet steel • Drilling sheet steel • Stamping metal • Pewter casting 	<p>Homework tasks will be linked to the coursework sections being carried out. Technologystudent.com Bbcbitesize.com</p>	<p>Check planner and the quality of homework being produced.</p>
Summer Term			
April – May	<p>The students will focus on applying knowledge of problem solving to real life situations. This will be delivered alongside core learning content in preparation for their exam.</p> <p>Core content: Applying knowledge of specialism Project: Contextual challenge - Sensory toy for Keech cottage</p> <ul style="list-style-type: none"> • Concept of the Product • Apply the iterative design model • Product research • Design specification • Production Log • Packaging • Evaluation of the intended user a 	<p>Homework tasks will be linked to the coursework sections being carried out. Technologystudent.com Bbcbitesize.com</p> <p>Young designer’s exhibition (Islington London)</p> <p>Students will have the opportunity to observe finished pieces from the next generation of graduate’s designers.</p> <p>This exhibition opens students vision of the exciting world of Design Technology exhibiting work from more than 10 top universities.</p>	<p>Check planner and the quality of homework being produced</p>
June - July			

Drama (Year 10) Curriculum Overview 2017-18

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	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<p><u>Practitioners /Devising Unit</u></p> <p>Students will re-cap theatre practitioners studied at the start of Year 9 and then begin working on a MOCK Devising Unit. The Devised unit makes up 30% of students overall grade and will be examined in the Summer Term.</p> <p>There are two elements to the Devising Unit, Performance and Devising log.</p> <p>Devised Performance – Students will be given a range of Stimuli to choose from. From these they will pick one and then develop this into a piece of performance work using the skills taught in Ks3 and the first half term. This is worth 20 marks</p> <p>Devising Log – Students have to write about how they created their own ideas, how they developed these ideas and then evaluate their success in these ideas.</p>	<p>Controlled Assessment</p> <ul style="list-style-type: none"> • Devising Log • Devised Performance 	<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> <p>Buy students the AQA GCSE Drama Text book – with the following ISBN number</p>
November to December	<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>Read the text and ensure that you have looked at any available resources on the VLE</p> <p>Make notes about the performance that you have seen, ready for the written exam.</p> <p>Students will be answering exam questions, set by the exam board to see what he can do.</p>	<p>Buy a copy of the exam texts Blood Brother by Willy Russell.</p> <p>It must be the copy with the following ISBN number: 9780413767707</p>
Spring Term			
January to April	<p><u>Texts in Practice Mock</u></p> <p>Students work in groups to perform two extracts from a play. Students are given plays by their teacher and then students work towards preparing for performance.</p>	<p>Performance Exam</p> <p>Students are examined using the exam marking criteria.</p> <p>This is the criteria used by the AQA Examiner</p>	<p>Come and support students by watching their extracts.</p> <p>Help students to learn their lines.</p>

	Students need to learn lines, think about character, costume and lighting for their performances.		
Summer Term			
April – July	<p><u>Devising Unit – Worth 40% of Overall Grade</u></p> <p>There are two elements to the Devising Unit, Performance and Devising log.</p> <p>Devised Performance – Students will be given a range of Stimuli to choose from. From these they will pick one and then develop this into a piece of performance work using the skills taught in Ks3 and the first half term. This is worth 20 marks</p> <p>Devising Log – Students have to write about how they created their own ideas, how they developed these ideas and then evaluate their success in these ideas.</p>	<p>Controlled Assessment</p> <ul style="list-style-type: none"> • Devising Log • Devised Performance 	<p>Come and support students by watching their devised performances</p>

Food & Cookery (Year 10) Curriculum Overview 2017-18

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	NCFE LEVEL 2 Food & Cookery Unit 2 – Preparing to Cook The students will be introduced to Unit 2 and they will be expected to make their own recipe choices. They will be internally assessed through their demonstration of practical skills. Students will be given recipe suggestions but will be expected to make their own informed choices showing adaptations to recipes that have been independently sourced. Once the recipe has been completed a full evaluation must be completed. Suggested recipes: <ul style="list-style-type: none"> • Curry/ Naan or chilli tacos • Homemade pasta dish (lasagne) • Meringues • Fruit Flan 	Recipe evaluations with photos. WWW/EBI/ cookery methods used, equipment, changes & adaptations. Report, mind map or PP of the following <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. 	Give feedback on products. Take a photo of the product. Help with changes and adaptations to the recipe. Practise cooking and following a recipe at home (cook once per week for the family). Correct ingredients & containers.
November to December	Unit 2 – Understanding food Continuing with Internal assessment of portfolio of evidence. Students will continue to demonstrate their knowledge of adapting recipes and evaluate them. Suggested recipes this term: <ul style="list-style-type: none"> • Fish pie • Spanish omelette • Choux cream buns 	Recipe evaluations with photos. WWW/EBI/ cookery methods used, equipment, changes & adaptations. Report, mind map or PP of the following <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.	Give feedback on products. Take a photo of the product. Help with changes and adaptations to the recipe. Practise cooking and following a recipe at home (cook once per week for the family). Correct ingredients & containers.

Spring Term			
January to February	<p>Unit 2 – Understanding Food & choices This unit aims to provide students with a secure understanding of food sources and the factors that can affect food choices. Students will be expected to apply and consider these factors when selecting and cooking dishes</p> <p><u>Suggested recipes:</u></p> <ul style="list-style-type: none"> • Carbonara • Homemade ravioli / cannelloni • Gluten free chocolate brownies 	<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 to April	<p>Unit 2 – Understanding Food & choices Students will be expected to fully investigate sensory factors that affect food choices and carry out extensive research that support their investigations. The students will be encouraged to carry their own sensory evaluation This unit aims to provide students with a secure understanding of food sources of 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"> • 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>

Summer Term			
April to May	<p>Unit 3 - Exam Preparation</p> <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 to July	<p>Unit 3 Exam Preparation</p> <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 <p>Recipes this Term – Afternoon tea</p> <ul style="list-style-type: none"> • Fondant fancies • Strawberry shortbread • Buttermilk scones <p>First revision booklet.</p> <p>Tuesday, Wednesday or Friday voluntary study sessions if required.</p> <p>Mock 1 given.</p>	<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 2017-18

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	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<p>MODULE 1: Qui suis-je?</p> <p>UNIT 1 A comme amitié</p> <ul style="list-style-type: none"> - Revising family and describing people - Talking about friends and what makes a good friend <p>UNIT 2 La famille</p> <ul style="list-style-type: none"> - Talking about family relationships <p>UNIT 3 On va voir un spectacle</p> <ul style="list-style-type: none"> - Making arrangements to go out <p>UNIT 4 Quelle soirée</p> <ul style="list-style-type: none"> - Describing a night out with friends <p>UNIT 5 Il était une fois</p> <ul style="list-style-type: none"> - Talking about your life when you were younger <p>UNIT 6 La personne que j'admire</p> <ul style="list-style-type: none"> - Discussing role models 	<p>Describe the members of their family</p> <p>Describe the qualities of their best friends</p> <p>Describe their relationships with their own family.</p> <p>Describe the last time they went out with friends</p>	<p>Print vocab booklet from VLE/French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/Doddle/BBC Languages French. Print vocab booklet</p>
November to December	<p>MODULE 2 : Le temps des loisirs</p> <p>UNIT 1 Tu es plutôt foot, tennis ou basket</p> <ul style="list-style-type: none"> - Talking about sport and music, technology, films and TV <p>UNIT 2 Ma vie d'internaute</p> <ul style="list-style-type: none"> - Talking about your life online <p>UNIT 3 La lecture</p> <ul style="list-style-type: none"> - Talking about books and Reading <p>UNIT 4 Mes émissions préférées</p> <ul style="list-style-type: none"> - Talking about tv programmes <p>UNIT 5 Zoom sur le cinema</p> <ul style="list-style-type: none"> - Talking about actors and films 	<p>Describe their favourite sport or activity</p> <p>Write a paragraph on their favourite movie or activity</p> <p>Design a poster in French of a newly released movie</p> <p>End of module assessment : reading, listening, speaking, and writing</p>	<p>Print vocab booklet from VLE/French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/Doddle/BBC Languages French. Print vocab booklet</p>
Spring Term			

<p>January to February</p>	<p>MODULE 3: Jours ordinaires, jours de fête UNIT 1 C'est bientôt dimanche - Talking about food and meals, discussing and shopping for clothes - Describing your daily life UNIT 2 Regarde ce que je mange - Talking about food for special occasions UNIT 3 On peut se tutoyer - Using polite language UNIT 4 Félicitations - Describing family celebrations UNIT 5 C'est la fête - Describing festivals and traditions Revision of topics - Module 1 - Module 2 Revision of topics - Module 3</p>	<p>Write 150 word on their chosen family celebration</p> <p>Listening and Reading assessment Writing assessment</p>	<p>Print vocab booklet from VLE/French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/Doddle/BBC Languages French. Print vocab booklet</p>
<p>March to April</p>	<p>MODULE 4: De la ville a la campagne UNIT 1 Ma région est top - Describe a region UNIT 2 Ville de rêve ou ville de cauchemar - Talking about their town, village UNIT 3 C'est pour un renseignement - Discussing what to see and do UNIT 4 Il fera beau demain - Discussing plans and the weather UNIT 5 En pleine action - Describing community projects</p>	<p>Describe their own region and town or village in 150 words</p> <p>Speaking assessment – Role play</p>	<p>Print vocab booklet from VLE/French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/Doddle/BBC Languages French. Print vocab booklet</p>
Summer Term			
<p>April to May</p>	<p>MODULE 5: LE GRAND LARGE UNIT 1 Des vacances de rêve - Talking about an ideal holiday UNIT 2 Les hôtels - Booking and reviewing hotels UNIT 3 Bon appétit - Ordering in a restaurant UNIT 4 En route - Talking about travelling</p>	<p>Plan a holiday to somewhere exotic. Include a packing list and itinerary.</p> <p>Write 100-150 word essay describing your last Summer holiday</p> <p>Write a paragraph on your ideal holiday using The conditional</p>	<p>Print vocab booklet from VLE/French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/Doddle/BBC Languages French. Print vocab booklet</p>

	<p>UNIT 5 On négocie au souk - Buying souvenirs</p> <p>UNIT 6 C'était catastrophique - Talking about holiday disasters</p>	<p>Listening and Reading assessment</p> <p>WRITING</p> <p>SPEAKING</p>	
June to July	<p>REVISION OF TOPICS</p> <p>REVISION OF GRAMMAR Tenses, connectives, how to ask a question</p> <p>SPEAKING PRACTICE Using sample assessment materials</p>		<p>Print vocab booklet from VLE/French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/Doddle/BBC Languages French. Print vocab booklet</p>

Geography (Year 10) Curriculum Overview 2017-18

Periods per fortnight:

Year 11 – 6

Year 10 – 5

Year 9 - 4

Year 9 Spring Term Onwards	Topics Studied	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
	<p>Students will be studying the GCSE Geography Edexcel B (from 2016) specification.</p>	<ul style="list-style-type: none"> • 3 examinations – at the end of Year 11 • No controlled assessment • 2 fieldwork opportunities <p>Homework/ independent tasks are regularly set;</p> <ul style="list-style-type: none"> • On the VLE • On Doodle • On SAM Learning • In class 	<p>As the course is now fully examination based there is an increased focus on independent learning. Students will need to spend time revising and reading ahead for lessons, as well as regularly going over the content and practice demonstrating their knowledge through exams questions so that they can fully grasp the topics included in the specification.</p>
<p>Component 1 – 37.5% Global Geographical Issues</p>	<p>The first component to study The topics to be focussed on <i>Hazards</i>. Students will learn about <i>Plate Tectonics</i> in depth, as well as <i>World Biomes</i>. <i>Tropical Cyclones</i> will be focused on in the first part of this module. We will then move on to <i>Climate and Change</i> - 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 include:</p> <ul style="list-style-type: none"> - <i>Hazardous Earth</i> - <i>Development Dynamics</i> 	<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>

	<ul style="list-style-type: none"> - <i>Challenges of an Urbanizing World</i> 		
<p>Component 2 - 37.5%</p> <p>UK Geographical Issues</p>	<p>The second component of the GCSE will be focused on <i>Field Work</i>. 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> <ul style="list-style-type: none"> - <i>The UK's evolving physical landscape (coastlines)</i> - <i>The UK's evolving human landscape (urban areas)</i> - <i>Geographical Investigations</i> 	<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>
<p>Component 3 - 25%</p> <p>People and Environment Issues – Making Geographical</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"> - <i>People and the Biosphere</i> - <i>Forests Under Threat</i> - <i>Consuming Energy Resources</i> - <i>Making Geographical Decisions</i> 	<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 2017-18

Periods per fortnight: 5

Autumn Term	Topics Studied GCSE – single award	Homeworks/Controlled assessments, field work, trips	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 Doodle – exam questions practice. Also 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>Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doodle are completed.</p>
November to December	<ul style="list-style-type: none"> • Berlin crisis – negotiation, ultimatums and stalemate (Refugee crisis) • Berlin Crisis – the Berlin Wall • 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 Czechoslovakia 1956 	<p>Exam paper on 1943 –1956 – Conferences to Czechoslovakia 1968</p> <p>Ongoing weekly homework on Doodle – exam questions practice. Also 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>Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials and past papers, ensuring students regularly read through and annotate their revision booklets. Ensuring weekly exam question homeworks on Doodle are completed.</p>

Spring Term			
January to February	<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? <p>Assessment – GCSE paper – Conferences to SDI 1985</p>	<p>Exam paper on 1943 –1991 – Conferences to Fall of the USSR</p> <p>Ongoing weekly homework on Doodle – exam questions practice. Also 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>Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doodle are completed.</p>
March to April	<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 • 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>Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doodle are completed.</p>
Summer Term			
April to May	<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 	<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</p>	<p>Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials and past papers, ensuring students revise from and regularly read</p>

	<ul style="list-style-type: none"> • 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. • Assessment – Germany – Treaty of Versailles to Nazi propaganda in the 1930s 	<p>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>through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doodle are completed.</p>
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 VLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doodle are completed.</p>

Media Studies (Year 10) Curriculum Overview 2017-18

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	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<p>1st Autumn Half-Term: Advertising and Marketing Exploring Advertising and Marketing through the Theoretical Framework elements Media Language and Media Representations.</p> <p>Close Study Products: Television Advertisement for Galaxy (2013); NHS and Blood Transplant Online Campaign Video <i>Represent</i>; OMO Print Advert from Woman's Own Magazine (1955).</p>	<p>Advertising and Marketing: Statement of Intent, Print Advert, Knowledge Test</p>	<p>Encourage awareness of advertisements in daily life (television commercials, print ads, etc) and challenge your child to identify target audiences, persuasive techniques used, effectiveness, etc.</p>
November to December	<p>2nd Autumn Half-Term: Newspapers Exploring medium of Newspapers through the Theoretical Framework Elements Media Language, Representation, Industries and Audiences.</p> <p>Close Study Products: Front Cover and pages 4+5 from <i>The Daily Mirror</i>, Wed 15 March 2017; Front Cover and pages 4+5 from <i>The Times</i>, Wed 15 March 2017</p> <p>Revision: Revision slides posted on VLE with review of key terms, revision questions and links to all Close Study Products.</p>	<p>Newspapers: Statement of Intent, Newspaper Front Cover, Knowledge Test</p>	<p>Obtain newspapers and discuss design conventions, representations of different groups/causes and target audiences.</p> <p>Be aware of the Close Study Products and how they link to key terms.</p> <p>Monitor VLE for tasks being submitted for feedback.</p>
Spring Term			
January to February	<p>1st Spring Half-Term: Video Games and Social Media Exploring mediums of Video Games and Social Media through the Theoretical Framework Elements Media Language, Representation, Industries and Audiences.</p>	<p>Video Games and Social Media: Statement of Intent, Knowledge Test</p>	<p>Discuss games and social media child is interested in and how they relate to elements and terms</p>

	Close Study Products: <i>Kim Kardashian: Hollywood</i> video game; <i>Lara Croft Go</i> (2015); Zoella – Online Vlogger and Blogger		discussed in lessons. Monitor VLE for tasks being submitted for feedback.
March to April	2nd Spring Half-Term: Exam Review Revision: Revision slides posted on VLE with review of key terms, revision questions and links to all Close Study Products.	Exam Review: Students will display the mastery of skills through completing tasks based on previous topics and key concepts.	
Summer Term			
April to May	1st Summer Half-Term: Paper 2 Exam Prep	Students will display the mastery of skills through completing: past papers; exam based questions.	Ensure that your child is completing independent study on the VLE and reviewing their notes regularly.
June to July	2nd Summer Half-Term: Coursework Revision: Revision slides posted on VLE with review of key terms, revision questions and links to all Close Study Products.		

Music (Year 10) Curriculum Overview 2017-18

Periods per fortnight: 5

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 1</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 5 – Conventions of Pop since 1950. This includes learning the development and features of:</p> <ul style="list-style-type: none"> • Rock ‘n’ Roll of the 1950s and 1960s. <ul style="list-style-type: none"> • Rock Anthems of the 1970s and 1980s • Pop Ballads of the 1970s. 1980s and 1990s. • Solo artists from the 1990s to the present day. <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 solo and ensemble performance which will be recorded in 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 2017-18

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>Health, Fitness and Well-being (Paper 2: Health and Performance)</p> <p>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: <u>1.1, 1.2, 1.3</u></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)</p> <p>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: <u>1.1 (skeletal system),</u> <u>1.1 (muscular system)</u></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)</p> <p>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</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>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and</p>

	<p>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>End of unit test: <u>1.2 (cardiovascular system), 1.2 (respiratory system), 1.3</u></p>	<p>complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
March –April	<p><i>Movement Analysis (Paper 1: Fitness and Body Systems)</i> 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: <u>2.1, 2.2</u></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: <u>2.1, 2.2, 2.3, 2.4</u></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</p>

			child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities
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Religious Studies (Year 10) Curriculum Overview 2017-18

Periods per fortnight: 2

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<p><u>Islam – Practices</u></p> <p>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). We also study the concept of Jihad, both lesser and greater, and festivals within the religion.</p>	<p><u>Homework</u></p> <p>Learn the key terms from lessons.</p> <p><u>APP</u></p> <p>A GCSE exam question.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class.</p>
November to December	<p><u>Crime and punishment part 1</u></p> <p>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.</p>	<p><u>Homework</u></p> <p>Learn the key terms from lessons.</p> <p><u>APP</u></p> <p>A GCSE exam question.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class.</p>
Spring Term			
January to February	<p><u>Crime and Punishment part 2</u></p> <p>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.</p>	<p><u>Homework</u></p> <p>Learn the key terms from lessons.</p> <p><u>APP</u></p> <p>A GCSE exam question.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class.</p>
March to April	<p><u>Christianity – Beliefs part 1</u></p> <p>In this topic we explore the theology of Christianity focusing on what Christians believe about God, the trinity and the incarnation of Jesus.</p>	<p><u>Homework</u></p> <p>Learn the key terms from lessons.</p> <p><u>APP</u></p> <p>A GCSE exam question.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class.</p>
Summer Term			
April to May	<p><u>Christianity – Beliefs part 2</u></p> <p>In the second half of the topic we study what Christians believe about life after death and the role of Jesus in salvation.</p>	<p><u>Homework</u></p> <p>Learn the key terms from lessons.</p> <p><u>APP</u></p>	<p>Assist the students when they are learning the key words.</p>

		A GCSE exam question.	Ensure work is revised outside of class.
June to July	<p><u>Religion and Life Part 1</u></p> <p>The religion and life topic explore the great questions that are presented during human life. In the first section of a topic that will be completed in year 11 we consider how life was created, how we should treat the environment and whether or not we should test of animals.</p>	<p><u>Homework</u></p> <p>Learn the key terms from lessons.</p> <p><u>APP</u></p> <p>Pre Public Exam.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class.</p>

Spanish (Year 10) Curriculum Overview 2017-18

Periods per fortnight: 5

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>THEME: LOCAL AREA, HOLIDAY AND TRAVEL</p> <p>Module 1: Desconéctate</p> <p>Punto de partida:</p> <ul style="list-style-type: none"> - The weather - Revision of the present and preterite tenses. <p>Unit 1: ¿Qué haces en verano?</p> <ul style="list-style-type: none"> - Saying what you do in summer. - Present tense. <p>Unit 2: ¿Cómo prefieres pasar las vacaciones?</p> <ul style="list-style-type: none"> - Talking about holiday preferences - Verbs of opinión to refer to different people (me/te/le/se/nos/os/les gusta...) - Percentages: numbers revision. <p>Unit 3: ¡Destino Barcelona!</p> <ul style="list-style-type: none"> - Saying what you did on holiday. - Preterite (past) tense. - New structures to give opinions (Me mola, me chifla, detesto, me encata(n), me apasiona...) <p>Unit 4: ¿Cómo era?</p> <ul style="list-style-type: none"> - Describing where you stayed (era..., tenía..., había...) - Imperfect tense - Working out the meaning of new words (cognates) <p>Unit 5: Quisiera reservar...</p> <ul style="list-style-type: none"> - Booking accommodation and dealing with problems in a hotel. - Using verbs with <i>usted</i> 	<p>Doddle H/W on present, imperfect and preterite tenses formation (endings revision and practice.)</p> <p>Vocabulary revision on the topic of holidays for vocabulary tests.</p> <p>Creation of a mat and/or mind map and/or flash cards that can be used as a revision material for this module as preparation for GCSE exams.</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>Vocabulary relevant to the topic: PowerPoints and vocabulary help in VLE; and Spanish dictionary</p> <p>Use of other websites to learn and revise contents: Linguascope.com BBC Languages Spanish – Lavida loca GCSE Bitesize Doddle SAM Learning</p>

	<ul style="list-style-type: none"> - Using questions to form answers. <p>Unit 6: Mis vacaciones desastrosas.</p> <ul style="list-style-type: none"> - Giving an account of a holiday in the past - Using three tenses together (preterite, imperfect and present) - Identifying positive and negative opinions. <p>Grammar overview:</p> <ul style="list-style-type: none"> • Regular present tense (AR/ER/IR) • Ser/To be • Opinion verbs with all 6 pronouns • Regular preterite tense (AR/ER/IR) • Ser/Ir preterite (irregular verbs) • Using imperfect estar/tener & era/había • Negatives (no, ni...ni, tampoco) • Using usted • When to use each tense correctly (Present, preterite and imperfect). 		
November to December	<p>THEME: SCHOOL</p> <p>Module 2: Mi vida en el insti</p> <p>Punto de partida:</p> <ul style="list-style-type: none"> - School subjects. - School facilities. - Describing school uniform and school day using adjectives. <p>Unit 1: ¿Qué tal los estudios?</p> <ul style="list-style-type: none"> - Describing and comparing subjects and teachers using comparatives and superlatives. - Justifying an opinion using a wide range of language. <p>Unit 2: Mi Nuevo insti</p> <ul style="list-style-type: none"> - Describing your school. - Using negatives. - Comparing then and now. <p>Unit 3: ¡Está prohibido!</p> <ul style="list-style-type: none"> - Talking about school rules and problems using phrases followed by an infinitive. <p>Unit 4: ¡Destino Zaragoza!</p>	<p>Write an email telling about the subjects you study, your timetable and school routine to a Spanish friend (min. 60-100 words)</p> <p>Doddle H/W to practise Translation skills and Near future tense.</p> <p>Vocabulary revision on the topic of school for vocabulary tests (subjects, adjectives to describe teachers, uniform items, facilities...)</p> <p>Creation of a mat and/or mind map and/or flash cards that can be used as a revision material for this module as</p>	<p>Vocabulary relevant to the topic: PowerPoints and vocabulary help in VLE; and Spanish dictionary</p> <p>Use of other websites to learn and revise contents: Linguascope.com BBC Languages Spanish – Lavida loca GCSE Bitesize Doddle SAM Learning</p>

	<ul style="list-style-type: none"> - Talking about plans for a school Exchange using the near future tense. <p>Unit 5: Mis clubs y mis éxitos.</p> <ul style="list-style-type: none"> - Talking about after school activities and how long you have been doing something (<i>desde hace</i> + present tense). <p>Grammar overview:</p> <ul style="list-style-type: none"> • Adjectival agreement • Comparatives and Superlatives • Negatives (nada, nadie, ningún, nunca, ni..ni, tampoco) • Revision of imperfect and present tenses for now and then descriptions • Phrases +infinitive (tener que / hay que / se debe / está prohibido/ no se permite) • Near future tense • Desde hace + present • Direct object pronouns 	preparation for GCSE exams.	
Spring term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
January to February	<p>THEME: IDENTITY, CULTURE</p> <p>Module 3: Mi gente</p> <p>Punto de partida:</p> <ul style="list-style-type: none"> - Talking about socialising and family using the present tense. - Describing appearance and character. <p>Unit 1: Mis aplicaciones favoritas</p> <ul style="list-style-type: none"> - Saying what you use social networks for (para+infinitive) <p>Unit 2: ¿Qué estás haciendo?</p> <ul style="list-style-type: none"> - Making arrangements using the present continuous tense. <p>Unit 3: Leer es un placer.</p> <ul style="list-style-type: none"> - Talking about Reading preferences using a good range of connectives. <p>Unit 4: Retratos.</p> <ul style="list-style-type: none"> - Describing people using ser and estar <p>Unit 5: Relaciones.</p> <ul style="list-style-type: none"> - Talking about Friends and family referring to present and past. <p>Grammar overview:</p>	<p>Write a blog about your family and Friends and how they use new technologies. (min. 90-120 words)</p> <p>Write a Tweet describing your family or your best friend. Explain why he/she is a good friend.(80-90 words)</p> <p>Doddle H/W to practise Translation skills and Present continuous tense.</p> <p>Vocabulary revision on this topic for vocabulary tests (family members, use of apps, adjectives to describe appearance and character....)</p> <p>Creation of a mat and/or mind map and/or flash cards</p>	<p>Vocabulary relevant to the topic: PowerPoints and vocabulary help in VLE; and Spanish dictionary</p> <p>Use of other websites to learn and revise contents: Linguascope.com BBC Languages Spanish – Lávada loca GCSE Bitesize Doddle SAM Learning</p>

	<ul style="list-style-type: none"> • Possessive adjectives • Stem changing present tense verbs • Adjectival agreement revision • Para + infinitive • Present continuous • Connectives • Ser and Estar 	that can be used as a revision material for this module as preparation for GCSE exams.	
March to April	<p>THEME: IDENTITY, CULTURE</p> <p>Module 4: Intereses e influencias</p> <p>Punto de partida:</p> <ul style="list-style-type: none"> - Free time activities - Stem-changing verbs - Types of TV programmes and films - Nationalities revision. <p>Unit 1: ¿Qué sueles hacer?</p> <ul style="list-style-type: none"> - Free time activities that you usually do (soler+infinitive). <p>Unit 2: ¡Fanático del deporte!</p> <ul style="list-style-type: none"> - Talking about sports and what activities you used to do using the imperfect tense. <p>Unit 3: #Temas del momento</p> <ul style="list-style-type: none"> - Using the perfect tense to talk about what is trendy <p>Unit 4: En directo.</p> <ul style="list-style-type: none"> - Talking about different types of live shows using quantifiers (ciertos, algunos, muchos, demasiados...) <p>Unit 5: Modelos a seguir.</p> <ul style="list-style-type: none"> - Talking about who inspires you because of what they did in the past. - Revision of dates <p>Grammar Overview:</p> <ul style="list-style-type: none"> • Stem changing verbs • Definite and indefinite articles • Adjectives of nationality • Soler+infinitive • Direct object pronouns • Ya and todavía with imperfect and perfect tenses • Acabar de +infinitive • Using algunos, ciertos, otros, muchos, demasiados, todos • Using a range of past tenses (imperfect, perfect and preterite) 	<p>Write an article for a magazine about a sports person that you consider a good role model and what did this person do to inspire you. (min. 60-120 words)</p> <p>Write a Tweet about a film or TV programme that you watched recently (50-80 words)</p> <p>Doddle H/W to practise Translation skills and Perfect tense.</p> <p>Vocabulary revision on this topic for vocabulary tests.</p> <p>Creation of a mat and/or mind map and/or flash cards that can be used as a revision material for this module as preparation for GCSE exams.</p>	<p>Vocabulary relevant to the topic: PowerPoints and vocabulary help in VLE; and Spanish dictionary</p> <p>Use of other websites to learn and revise contents: Linguascope.com BBC Languages Spanish – Lavidaloca GCSE Bitesize Doddle SAM Learning</p>
Summer term	Topics Studied	Home works / APP assessments /	How parents could support students

	Please add approximate start / end dates	Controlled assessments, trips etc	
April to May	<p>THEME: LOCAL AREA, HOLIDAY AND TRAVEL + IDENTITY, CULTURE</p> <p>Module 5: Ciudades</p> <p>Punto de partida:</p> <ul style="list-style-type: none"> - Places in town - Giving directions - Shops and souvenirs <p>Unit 1: ¿Cómo es tu zona?</p> <ul style="list-style-type: none"> - Describing a región and what things can be done. <p>Unit 2: ¿Qué haremos mañana?</p> <ul style="list-style-type: none"> - Planning what to do in different Spanish regions <p>Unit 3: De compras</p> <ul style="list-style-type: none"> - Talking about shopping presents and clothes. <p>Unit 4: Los pros y los contras de la ciudad.</p> <ul style="list-style-type: none"> - Talking about problems in a town and comparing towns. <p>Unit 5: Destino Arequipa</p> <ul style="list-style-type: none"> - Describing a city that you visited in the past - Recognising and using idioms. <p>Grammar:</p> <ul style="list-style-type: none"> • Negatives • Usted • Se puede + se pueden • Future tense (si +present+future) • Demonstrative adjectives • Tan and tanto • Conditional tense • Using different tenses together 	<p>To prepare 3 Role Play scenarios to complete a practice exam on one of them.</p> <p>Translation Workbook H/W</p> <p>Doddle H/W to practise Translation skills and Conditional tense.</p> <p>Vocabulary revision on this topic for vocabulary tests.</p> <p>Creation of a mat and/or mind map and/or flash cards that can be used as a revision material for this module as preparation for GCSE exams.</p>	<p>Vocabulary relevant to the topic: PowerPoints and vocabulary help in VLE; and Spanish dictionary</p> <p>Use of other websites to learn and revise contents: Linguascope.com BBC Languages Spanish – Lavida 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>Vocabulary relevant to all topic studied before: PowerPoints and vocabulary help in VLE; and Spanish dictionary</p> <p>Use of other websites to learn and revise contents: Linguascope.com BBC Languages Spanish – Lavida loca GCSE Bitesize Doddle SAM Learning</p>