

What your child will study in Year 10

| Course title/Exam board and specification | Autumn Term | Spring Term | Summer Term | Extended Curriculum (recommended additional reading/websites/visits for use at home) |
|--|--|--|---|--|
| <p>Art</p> <p>AQA GCSE Craft and Design Course Structure Portfolio of work year 1 & 2 Controlled assessment 60% of the total marks Marked out of 80</p> | <p>Skills development phase- Theme Natural Form. Students will be taught how to record in a variety of ways including: continuous line, analytical drawing, printing, collage. They will use pencil, graphite, chalk and charcoal, pen, oil pastel, soft pastel, in , watercolour. Each skill will be anchored by using the theme of natural form. They will use real life objects and photography to record natural form. Each skill will also be part of a study of artists like Liz Brady, Claire Harrison, Angie Lewin. Written work will be used to annotate what they have observed and artists studies.</p> | <p>A final Natural Form piece will be developed using the images from term 1 in the style of Liz Brady. Students will then take the Natural Form heading and write their own proposal for an extended project covering all 4 Assessment objectives. These could include the human form or issues related to humans. Students will be more independent in their research and development using their skills from last term. Sketchbooks will be used to record the stages of this project and relevant artists must be researched.</p> | <p>Students begin a project on the theme of culture, this can be any culture of their choice. They must cover all 4 assessment objectives, researching, recording and developing ideas creating a final piece that reflects their journey in to what they have learnt and should include the study of artefacts, religion, buildings, textiles and the timeline through history. Students by now have had experience of a wide range of materials but will also have workshops in silk painting, modrock modelling and printing.</p> | <p>www.studentartguide.com/ is an excellent student resource. www.tate.org.uk/ Manchester Museum and the Lowry will enhance student's experience of art. Visits to Manchester Museum and Liverpool world museum would help to collect images for the Culture project.</p> |
| <p>BTEC Technical award in Enterprise</p> | <p>Component 1: Investigating Enterprise A1 What is an enterprise?</p> <ul style="list-style-type: none"> • Enterprises carry out one or more activities, such as being involved with goods, services or both. • Most enterprises face some kind of competition. • Enterprises need to attract and keep customers happy and often face difficulties in capturing and retaining customers. • The role of customer service in attracting new customers, securing | <p>B1 Customer needs</p> <ul style="list-style-type: none"> • The importance of anticipating and identifying customer needs. • Identifying customer expectations: • After-sales service. • The ways in which different products can be linked to different kinds of customers according to age, gender, income, lifestyle and location. <p>B2 Using market research to understand customers</p> <ul style="list-style-type: none"> • Qualitative research – based on individual customer responses, open-ended questions. | <p>C3 Situational analysis</p> <ul style="list-style-type: none"> • Using situational analysis to identify how internal and external factors might affect an enterprise, to include: <ul style="list-style-type: none"> o SWOT o PEST <p>C4 Measuring the success of an SME</p> <ul style="list-style-type: none"> • Measures of success of SMEs – how far they meet business aims – surviving, breaking even, making a profit, meeting customer needs. • Reasons for the success of SMEs: • Methods of measuring success, | <p>Students need to keep up-to-date with the business world. This can be done through various media including TV, print and the internet. The best source for UK business is the BBC website. https://www.bbc.co.uk/news/business The best print is the Times or Guardian newspapers. www.thetimes.co.uk/ https://www.theguardian.com/uk/business</p> |

| | | | |
|--|---|---|--|
| <p>repeat purchase, customer loyalty and an improved reputation.</p> <ul style="list-style-type: none"> • Enterprises use creativity and innovation to meet customers' needs by identifying gaps in the market for goods or services, or by identifying a market for new goods or services. • Reasons why some enterprises fail. <p>A2 Types and characteristics of small and medium enterprises (SMEs)</p> <p>Definition of SMEs:</p> <ul style="list-style-type: none"> o micro – up to 10 people o small – between 11–49 staff o medium – between 50–249 staff. <p>• Characteristics of SMEs:</p> <ul style="list-style-type: none"> o run by a single individual or small team of people o small number of employees o type of ownership – sole trader, partnership, ltd. o physical location and/or operate online. <p>A3 The purpose of enterprises</p> <ul style="list-style-type: none"> • Aims such as making a profit, surviving, expanding, maximising sales, providing a voluntary or charitable service, being environmentally friendly, being ethical. • Objectives that can provide challenges and targets over a defined period of time. • How social and political pressures can influence enterprises to consider wider ethical responsibilities. • Range of the types of products and services provided by enterprises. <p>A4 Entrepreneurs</p> <ul style="list-style-type: none"> • Reasons for starting own enterprise – to be your own boss, to pursue a hobby, flexibility. | <ul style="list-style-type: none"> • Quantitative research – based on numerical and statistical data. • Primary research – research carried out directly with potential customers. • Types of primary research. • Secondary research – using existing research from third parties. • Sources of secondary research. <p>B3 Understanding competitors</p> <ul style="list-style-type: none"> • The main features which make products competitive: <ul style="list-style-type: none"> o price o quality o availability o unique features and selling points (USP). • Identifying competitors. • How products stand out from similar products in the market. <p>C1 Internal factors</p> <ul style="list-style-type: none"> • Factors within the control of the enterprise that can impact positively or negatively on costs, to include: <ul style="list-style-type: none"> o understanding the market – who the competition is, what customers want o keeping customers satisfied – the ability to meet customer needs better than its competitors on quality, price, features, customer service, availability, convenience o effective planning and financing o marketing and promoting the enterprise o unforeseen human resources costs, e.g. staff illness. <p>C2 External factors</p> <ul style="list-style-type: none"> • Factors outside the control of the enterprise that can impact positively or negatively on costs. | <p>Component 2: Planning for and Running an Enterprise</p> <p>A1 Generating ideas for a micro-enterprise activity</p> <p>Learners will use their experience from exploring enterprises to generate and then decide on an idea for a realistic micro-enterprise. This may involve some research to help make some decisions, for example for customer profile and price, but the key focus is on the development of the plan.</p> <ul style="list-style-type: none"> • Ideas could involve: <ul style="list-style-type: none"> o innovation of products/services o provision of products/services in new contexts o provision of products/services to new markets. • Selection of final idea should consider factors such as resources available, financial forecasts, costing and pricing, methods of communication and promotion, potential customers, skills of people in group. • Skills audit by learner to consider: <ul style="list-style-type: none"> o leadership, personal and communication skills required o technical and practical skills required. <p>A2 Planning for a micro-enterprise activity</p> <p>Learners will draw on their exploration of enterprises to draw up an implementation plan for their chosen idea to include:</p> <ul style="list-style-type: none"> • Aims of the micro-enterprise: • Product or service to be sold, including: <ul style="list-style-type: none"> • Identify the target market: • Methods of communication with the customer: | <p>The BBC also runs the two programmes The Apprentice and Dragons Den which are useful to watch entrepreneurs in action.</p> <p>Students can also access the following websites for revision notes.</p> <p>https://www.bbc.com/bitesize/subjects/zpsvr82</p> <p>https://revisionworld.com/gcse-revision/business-studies</p> |
|--|---|---|--|

| | | | | |
|--|--|---|---|---|
| | <ul style="list-style-type: none"> • Mind set: focus, passion, motivated and dedicated, inventive or innovative, proactive, confident, flexible and adaptable, resilient, having vision and the capacity to inspire. • Skills for success: knowledge of industry/sector, technical skills, interpersonal communication skills, planning, time management, negotiation, prioritising tasks, problem solving, managing risk. | <ul style="list-style-type: none"> • Factors outside the control of the enterprise that can impact positively or negatively on revenues. | <ul style="list-style-type: none"> • Resources required: • Risk assessment, for example risks could include: | |
| Computer Science Edexcel GCSE 9-1 | <ul style="list-style-type: none"> • Computational thinking, algorithms and Problem Solving | <ul style="list-style-type: none"> • Programming • Data e.g. binary, data types and file compression | <ul style="list-style-type: none"> • Hardware and Software • Assembly Language • Fetch-decode-execute cycle | www.codecademy.com/learn/python https://code.org http://www.bbc.co.uk/education/subjects/z34k7ty |
| Design & Technology Eduqas GCSE 50% Controlled Assessment 35 Hours 50% Written Exam | <p>Students will study each material area in DT. They will first study materials and manufacturing processes in Resistant Materials and Graphic Products.</p> <p>They will also complete a design and make project to reinforce learning and develop designing and making skills.</p> | <p>Students will study each material area in DT They will study materials and manufacturing processes in Textiles and Systems and Control.</p> <p>They will also complete a design and make project focusing on analysing, developing and evaluation.</p> | <p>Students will complete several research tasks into materials and components.</p> <p>Final design and make task before the release of the Controlled Assessment in year 11.</p> <p>This project must cover all assessment objectives taught throughout year 10.</p> | <p>Design & Technology: http://www.technologystudent.com/</p> <p>http://www.design-technology.info/home.htm</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/design/</p> <p>http://www.designandtech.com/</p> |
| Drama GCSE AQA Exam Board | <p>Skill Building</p> <p>Introduction to the course Students participate in a variety of workshops to develop skills and understanding of theatre practitioners. Students will begin devising from a stimulus in</p> | <p>Component 2</p> <p>Devising Theatre 80 marks (40%) are given towards final GCSE</p> <p>Practical Element – 20 marks</p> | <p>Component 2</p> <p>Devising Theatre 80 marks (40%) are given towards final GCSE</p> <p>Written Element – 60 marks</p> | <p>The following revision guides may be useful but are not compulsory AQA GCSE Drama by Annie Fox ISBN-13 9781911208211</p> |

| | | | | |
|--|---|---|--|---|
| | <p>preparation for the Component 2 devising unit. The focus is in gaining confidence, team building and using exemplar work to demonstrate the expectations and performance standards.</p> <p>Mock Exam- Component 2 Devised Theatre Artaud’s Theatre of Cruelty Students will complete a study and research of a theme as their stimulus. Students will create and rehearse a performance linking to the stimulus which must have artistic intentions (an aim which the performance wishes to achieve) This is performed to selected friends from their year before the students evaluate their progress.</p> | <p>The students will be placed under controlled assessment/supervised time. All lessons are marked towards their final GCSE grade. They will:</p> <ul style="list-style-type: none"> • Research set theme • Develop ideas • Collaborate with group • Rehearsal, refine and develop work in progress • Analyse and evaluate individual process of creating devised drama • Create a devising logbook (50% of marks for written work) <p>Students are assessed on:</p> <ul style="list-style-type: none"> • Creation of meaning • Communication of meaning • Realisation of artistic intentions • Demonstration of performance skills • Demonstration of a high level and wide range of theatrical skills • Inventive performance ideas • All work is performed to a small audience (adhering to year group bubbles) and recorded to be sent to the Examination board for external assessment/Moderation | <p>Students will create a devising logbook (maximum 2500 words)</p> <p>Log 1 – Response to a Stimulus</p> <p>In this section students are expected to explain their initial ideas, research and intentions for the devised piece.</p> <p>Log 2 - Development and collaboration In this section students are expected to explain the process they undertook to refine their initial ideas and intentions into a final devised piece.</p> <p>Log 3 - Analysis and evaluation This section offers students the opportunity to demonstrate their analytical and evaluative skills with respect to their own devised work. Students are expected to analyse and evaluate the ways in which they individually contributed to the devising process as a whole and to the final devised piece, exploring their strengths and weaknesses.</p> | <p>GCSE Drama 9-1 Revision Guide published by CGP Books ISBN: 9781782949626. Also available from the CGP website are guide books for the set play Blood Brothers ISBN: 9781782949664</p> <p>This year, opportunities to watch digital performances will run and we encourage the students and their families to watch digital performances together that teachers suggest as and when they are available. Once theatres re-open, we encourage students to visit the theatres in our community and Greater Manchester to experience as much Live Theatre as possible.</p> <ul style="list-style-type: none"> • Royal Exchange, Manchester (They hold regularly Family Days which are free) • Waterside Arts Centre, Sale • Garrick Theatre, Altrincham • Lowry Theatre, Salford • National TV & Radio Museum, Bradford (Free) <p>Students should spend time watching GCSE work on Youtube. Simply visit Youtube – and search</p> |
|--|---|---|--|---|

| | | | | |
|--|---|---|---|---|
| | | | | <p>'GCSE Drama'</p> <p>You will find a range of videos from different schools and you can find inspiration to apply to work in your lessons.</p> |
| <p>English</p> <p>AQA GCSE Language and AQA GCSE Literature</p> | <p>Language Paper1: Creative Reading Section A</p> <p>Students will study a range of 20th and 21st Century fictional texts by different writers. They will be prepared how to answer 4 questions on previously unseen texts. Questions focus on information retrieval, use of language, use of structure, and evaluation of a text. They will also develop their own writing skills for a choice of narrative or descriptive writing tasks on this paper.</p> <p>Language Paper1: Creative Writing Section B</p> <p>Students will begin this half term with Section B of Paper 1, focusing on their own creative writing skills.</p> <p>A Christmas Carol</p> <p>Students then move to the novel 'A Christmas Carol', which is one of their examination texts for Literature. There is a focus on themes, writer's ideas, language and structure. Assessment is through a GCSE style essay question.</p> | <p>A Christmas Carol</p> <p>Students will continue with their study of this C20th text into the start of the Spring Term. They will study the text at great length, annotating their copies and responding to various practice questions to develop their skills of analysis.</p> <p>Language Paper2</p> <p>Students will study a range of fiction and non-fiction texts from the 19th, 20th and 21st centuries. They will be prepared how to answer questions on previously unseen texts. Questions focus on understanding, summary and explanation, use of language, and comparison. They will also develop their own writing skills from a particular perspective.</p> | <p>Language Paper 2 – Continued</p> <p>Students will complete their study of Language Paper 2 this term, using the skills developed in their study of Section B of the paper to support their Speaking & Listening assessment, which will take place this term. This is an additional component to their overall GCSE in English and will consist of a persuasive speech on an agreed topic.</p> <p>GCSE Literature Paper 2 An Inspector Calls</p> <p>Students will study JB Priestley's Socialist play, focusing on the writer's messages and ideas and how he uses language, structure and dramatic devices for effect.</p> | <p>Research the Victorian and Edwardian era, and Charles Dickens to fully understand the context of <i>A Christmas Carol</i>.</p> <p>Read other novels by Dickens, including <i>Oliver</i> and <i>Great Expectations</i>.</p> <p>Read a range of stories and/or novels from across the 19th, 20th and 21st century, or even just the opening chapters to get used to different writing styles.</p> <p>Select a title from the <i>Books to Read Before You Die</i> list or one of the books shortlisted for the <i>Booker Prize</i> each year.</p> <p>Enter a writing competition. Try the <i>Young Writers Website</i>, or listen out for the annual <i>BBC 500 Words</i> writing competition.</p> |
| <p>Food Preparation and Nutrition</p> <p>WJEC</p> | <p>* Macro and Micro nutrients their sources and functions in the body</p> <p>* Dietary fibre</p> <p>*Energy requirements of individuals.</p> | <p>*Food Science</p> <p>Heat transfer</p> <p>Carbohydrates, protein, fats, fruits and vegetables</p> <p>Raising agents (chemical, physical and biological)</p> | <p>*Food provenance</p> <p>*Food manufacturing (visit to Cadbury world)</p> <p>* Factors affecting food choice</p> <p>*2nd Trial Food Science assessment task</p> | <p>http://www.bbc.co.uk/schools/gcsebitesize/science/21c_pre_2011/food/</p> |

| | | | | |
|----------------------------------|--|--|--|--|
| | *Planning a balanced diet based on different life stages. | *Food Spoilage *Developing recipes and meals | | |
| French AQA 8658 | Me, my family and friends Relationships with family and friends Home, town, neighbourhood and region | My studies Social issues Healthy/ unhealthy living Life at school/ college | Customs and festivals in Spanish-speaking countries/ communities Travel and tourism Education post-16 Year-end assessments Transition to Year 2: Me, my family and friends Marriage/ partnership | www.linguascope.com (intermediate) (see staff for password) www.funwithlanguages.vacau.com www.digitaldialects.com www.bbc.co.uk/education/subjects/zgdqxb SHMOODLE> FRENCH> GCSE FRENCH: a comprehensive list of links to past papers and revision websites. |
| Geography AQA | <u>Units and main case studies:</u> <ul style="list-style-type: none"> Natural Hazards Living world (Amazon and Thar desert) UK's landscapes (Rivers and coasts, Holderness, River Tees) The changing economic world and the UK, Nigeria Resources overview and water Urban issues and challenges Mumbai and Manchester <p><u>The Challenge of Natural Hazards</u></p> <ol style="list-style-type: none"> What is a natural hazard, categorise and what factors affect risk <p><i>Tectonics</i></p> | <u>Physical landscapes in the UK</u> <ol style="list-style-type: none"> Where are the major upland, river basins and lowlands areas of the UK? What is the coast? How do destructive and constructive waves shape the coast? Coastal processes Coastal landforms How can the coast be protected from erosion? OS map/geographical skills on coast What is the river long profile? Types of erosion along a river? River processes | <u>Field work/geographical skills</u> Students will attend a field trip (one in year 10 and one in year 11) at contrasting locations/topics e.g. one fieldwork will be from a physical topic and the other from a human. Students will conduct the field work, analyse their findings and write a report. | <u>Revision Book:</u> My Revision Notes: AQA GCSE (9-1) Geography Blackshaw Rebecca, Ross Simon ISBN: 9781471887314 Publisher: Hodder Education BBC Bitesize AQA geography grades 1-9 Cool geography (click the GCSE tab at the top of the page) |

2. Describe E/V distribution, describe plate boundary types.
3. Poor and rich world case studies of two contrasting earthquakes – causes, effects and response.
4. Why people continue to live in tectonically hazardous zones & how to PPP

Weather

1. Describe the global atmospheric circulation model and how it affects weather.
2. Where to tropical revolving storms happen?
3. Impacts and responses to tropical revolving storms.

Climate change

1. Evidence for and against CC
2. Natural and human causes of CC
3. Impacts of CC UK and globally
4. Mitigation strategies to reduce impacts. Evaluate adaptation strategies to reduce impacts

The economic world

Urban issues and challenges

1. Rates of urbanisation around the world.
2. Causes of urbanisation.
3. What/growth of Megacities

Case study of a developing country

1. Examine the **opportunities** in Mumbai
2. Examine the **challenges** in Mumbai.

11. River landforms of the upper, middle and lower course.
12. How different physical characteristics help shape the land?
13. What are hydrographs and how to interpret them?
14. What affects the flow of a river?
15. How can rivers/the areas around them be protected?
16. How to reduce flooding?
17. OS map/geographical skills on rivers

The economic world

1. Methods of classifying countries and what are developmental indicators?
2. Demographic Transition Model
3. Causes of uneven development
4. How can the development gap be reduced?
5. How can tourism in a developing country be used to reduce the development gap?
6. Explain why a developing country is important within Asia and internationally?
7. Describe the changing industrial structure within this country
8. How has this country developed economically?
9. What companies operate here and why?
10. How has aid helped develop this country?
11. How has deindustrialisation happened in the UK?

| | | | | |
|---|---|--|---|--|
| | <p>3. Explain and evaluate how Mumbai can plan to improve</p> <p>Case study of a developed country – Manchester</p> <ol style="list-style-type: none"> 1. Explain why Manchester is important nationally/ internationally. Explain why Manchester has grown. 2. Explain the impact of national and international migration on the growth/ character of Manchester 3. Explain, analyse and evaluate the opportunities in Manchester 4. Explain, analyse and evaluate the challenges in Manchester 5. Explain, analyse, evaluate how Manchester as undergone regeneration. <p>Urban sustainability</p> <ol style="list-style-type: none"> 1. How can people live sustainably? 2. Explain how urban living can be sustainable | <ol style="list-style-type: none"> 12. How has the economy of the UK changed? 13. What is the north-south divide? 14. What are the regional differences within the UK? 15. Analyse the globalisation and interdependence of the UK with the rest of the world. | | |
| <p>Health and Social Care</p> <p>BTEC Tech Award</p> | <p>Unit 1: Understand human growth and development across life stages and the factors that affect it (Internal Assessment)</p> <p>Learning aim A: Understand human growth and development across life stages and the factors that affect it</p> | <p>Unit 2: Health and Social Care Services and Values (Internal Assessment)</p> <p>Learning aim A: Understand the different types of health and social care services and barriers to accessing them</p> <p>A1 Health and social care services</p> | <p>Unit 3: Health And Wellbeing</p> <p>AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing</p> <p>AO2 Interpret health indicators</p> | <ul style="list-style-type: none"> • www.educationforum.co.uk • http://excellence.qia.gov.uk • http://getrevising.co.uk • www.bbc.co.uk/health • www.bbc.co.uk/health/health_over_50 • www.bbc.co.uk/parenting • www.bbc.co.uk/health/health_y_living/your_weight |

| | | | | |
|---------------------------|---|---|---|---|
| | <p>A1 Human growth and development across life stages A2 Factors affecting growth and development</p> <p>Learning aim B: Investigate how individuals deal with life events</p> <p>B1 Different types of life event B2 Coping with change caused by life events</p> | <p>A2 Barriers to accessing services</p> <p>Learning aim B: Demonstrate care values and review own practice</p> <p>B1 Care values B2 Reviewing own application of care values</p> | <p>AO3 Design a person-centred health and wellbeing improvement plan</p> <p>AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p> | <ul style="list-style-type: none"> • www.nhs.uk • www.nhs.direct.nhs.uk • www.nhscareers.nhs.uk • www.patient.co.uk • www.childcarelink.gov.uk • www.communitycare.co.uk • www.socialworkcareers.co.uk • www.ageconcern.org.uk • www.helptheaged.org.uk • www.teachernet.gov.uk • www.had-online.org.uk/yphnews • www.teachers-direct.co.uk/resources/quiz-busters • www.foodforum.org.uk This is for the “Nutrients” V2 dietary analysis software. A free download demo is currently available. |
| <p>History AQA</p> | <p>Conflict and tension 1918 – 1939</p> <ul style="list-style-type: none"> • Peacekeeping • The Armistice • The Treaty of Versailles • The League of Nations • Diplomacy outside the League of Nations • The collapse of the League of Nations • The Origins of the Second World War • The development of tension • The escalation of tension The outbreak of war • Revision of the whole unit 1918 – 1939 | <p>Germany 1890 – 1945 Democracy and Dictatorship</p> <ul style="list-style-type: none"> • Kaiser Wilhelm and the difficulties of ruling Germany • Impact of the First World War • The Stresemann Era • The Depression and rise of the Nazis • The failure of Democracy • The establishment of Hitler’s dictatorship | <p>Germany 1890 – 1945</p> <ul style="list-style-type: none"> • Economic changes under the Nazis • Social policies and practice • Control and resistance | <p>MAIN Revision Book: CGP GCSE AQA History</p> <p>Relevant textbooks: Conflict and Tension 1918-1939, Ellen Longley, Oxford University Press</p> <p>Germany 1890-1945 Democracy and Dictatorship, Aaron Wilkes, Oxford University Press</p> <p>http://www.historyonthenet.com/ww2/causes.htm</p> <p>http://www.johndclare.net/RoadtoWWII7a.htm</p> |

| | | | | |
|--|---|---|--|--|
| | | | | <p>http://www.history.co.uk/study-topics/history-of-ww2/nazi-germany</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany</p> <p>http://www.historylearningsite.co.uk/nazi-germany/</p> <p>A visit to the Imperial War Museum North would be beneficial.</p> <p>Traveller in the Third Reich</p> <p>Fatherland by Robert Harris (fiction)</p> <p>Alone in Berlin by Hans Fallada</p> <p>A Short History of Germany by James Hawes</p> |
| <p>GCSE Mathematics</p> <p>AQA 8300</p> | <p>Higher</p> <p>GCSE(H) Topic 7: Measuring lengths and angles</p> <p>Area of a 2D shape</p> <p>Transformations1</p> <p>Transformations2</p> <p>GCSE(H) Topic 8: Probability experiments</p> <p>Theoretical probability</p> <p>Mutually exclusive events</p> <p>GCSE(H) Topic 9: Estimation and approximation</p> <p>Calculator methods</p> <p>Measures and accuracy</p> | <p>Higher</p> <p>GCSE(H) Topic 11: Circle area, circumference, sector and arc length</p> <p>Circle theorems</p> <p>Constructions</p> <p>Loci</p> <p>GCSE(H) Topic 12: Proportion</p> <p>Ratio and scales</p> <p>Percentage change</p> <p>GCSE(H) Topic 13: Factors and multiples</p> <p>Powers and roots</p> <p>Surds</p> <p>Foundation</p> | <p>Higher</p> <p>GCSE(H) Topic 14: Equation of a straight line</p> <p>Linear and quadratic functions</p> <p>Properties of quadratic functions</p> <p>Kinematic graphs</p> <p>GCSE(H) Topic 15: 3D shapes</p> <p>Volume of a prism</p> <p>Volume and surface area</p> <p>Getting ready</p> <p>GCSE(H) Topic 16: Averages and spread</p> <p>2Box plots and cumulative frequency graphs</p> <p>Scatter graphs and correlation</p> <p>Time series</p> <p>GCSE(H) Topic 17: Calculating with roots and indices</p> | <p>The following websites can be used to help your child develop further understanding in each of the topics taught throughout the academic year:</p> <p>www.mymaths.co.uk</p> <p>This website is linked to the AQA maths examination body whose examination they will sit at the end of year 11.</p> <p>Other useful websites include:</p> <p>http://www.bbc.co.uk/education/subjects/zqhs34j</p> <p>www.mathsbot.com</p> |

| | | | | |
|--|---|---|---|---|
| | <p>GCSE(H) Topic 10: Solving linear equations Quadratic equations Simultaneous equations Approximate solutions Inequalities</p> <p>Foundation GCSE(F) Topic 7: Measuring lengths and angles Area of a 2D shape Transformations1 Transformations2 GCSE(F) Topic 8: Probability experiments Expected outcomes Theoretical probability Mutually exclusive events GCSE(F) Topic 9: Estimation and approximation Calculator methods Measures and accuracy GCSE(F) Topic 10: Solving linear equations 1 Solving linear equations 2 Quadratic equations Simultaneous equations Inequalities</p> | <p>GCSE(F) Topic 11: Circle area and circumference Circle sector and arc length Constructions Loci GCSE(F) Topic 12: Proportion Ratio Percentage change Proportion Ratio Percentage change GCSE(F) Topic 13: Factors and multiples Prime factor decomposition Powers and roots Surds</p> | <p>Exact calculations Standard form</p> <p>Foundation GCSE(F) Topic 14: Drawing straight line graphs Equation of a straight line Distance-time graphs GCSE(F) Topic 15: 3D shapes Volume of a prism Volume and surface area Getting ready GCSE(F) Topic 16: Frequency diagrams Averages and spread 2 Scatter graphs and correlation Time series GCSE(F) Topic 17: Calculating with roots and indices Exact calculations Standard form</p> | <p>http://online.justmaths.co.uk/ https://mathslinks.net/links/mr-carter-maths https://www.mrbartonmaths.com/ http://donsteward.blogspot.co.uk/ http://www.onmaths.com</p> <p>GCSE Maths AQA Revision Guide: Higher - for the Grade 9-1 Course isbn:978 1 78294 395 2</p> <p>GCSE Maths AQA Revision Guide: Foundation - for the Grade 9-1 Course ISBN: 978 1 78294 391 4</p> <p>GCSE Maths AQA Workbook: Higher - for the Grade 9-1 Course ISBN: 978 1 78294 397 6</p> <p>GCSE Maths AQA Workbook: Foundation - for the Grade 9-1 Course ISBN: 978 1 78294 392 1</p> |
| <p>Music</p> <p>EDEXCEL Level1/Level2 GCSE (9-1) in Music (1 MUO)</p> <p>Set Works for year 10 (new</p> | <p>During the first few weeks students will gain an in-depth knowledge of what is required from the three key elements of the course (Listening and Appraising, Performance and Composition), they will also review music theory from KS3 and build on this to include elements necessary to the KS4 course.</p> <p>Listening and Appraising:</p> | <p>Listening and Appraising: Students will review the key points of Bach, Beethoven and Instrumental Music 1700-1820 and will then begin to relate this information to unfamiliar pieces which is a key part of the new syllabus. In Spring Term 2 they will move to 'Vocal Music' to study Purcell's 'Music for a While' and 'Killer Queen'.</p> | <p>Listening and Appraising: Students will focus on the comparison of 'Queen's 'Killer Queen' and Purcell's 'Music for a While with unfamiliar vocal music. Summer Term 2 will lead on to Music for Stage and Screen with the analysis of 'Defying Gravity' and the title theme from 'Star Wars: A New Hope'.</p> | <p>Additional listening to practice comparing key features: Instrumental Music (to link to Bach and Beethoven): G F Handel: Concerto Grosso op 6 no. 5, second movement • A Vivaldi: 'Winter' from the Four Seasons concerti</p> |

| | | | | |
|---|--|---|---|---|
| <p>syllabus only): J.S Bach 'Brandenburg Concerto No 5' (Mvt 3) Beethoven 'Piano Sonata Op13 No8 in C minor' (‘Pathetique’) Purcell ‘Music for a While Queen ‘Killer Queen’ (from the album ‘Sheer Heart Attack’) Schwartz 'Defying Gravity' from the musical ‘Wicked’ J Williams Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</p> | <p>The study of ‘Instrumental Music 1700-1820’ and analysis of the first two set works (Bach and Beethoven). End of unit tests will be completed in the style of formal exam questions.</p> <p>Composition: Composition 1 is a ‘free’ composition but students will be able to work on a Theme and Variation piece if they are less musically experienced.</p> <p>Performance: Students will be expected to attend a weekly peripatetic music lesson to support them in their performances. During this term they will be building on skills and choosing a suitable solo – possibly for performance in the Christmas Carol Concert.</p> | <p>Composition: Students will continue to work to complete composition 1 and will supplement their time in the classroom with a 1 hour session every other week as an extra-curricular session.</p> <p>Performance: Students will be expected to perform either a solo or an ensemble piece to their GCSE class. This will be recorded and graded as per the exam. Specific feedback will be given to assist improvement.</p> | <p>Composition: Students work to refine composition 1 during the 1 hour extra-curricular lesson.</p> <p>Performance: Following on from Spring performances, students will work to improve and re-record either their solo or ensemble piece.</p> <p>NB: It is expected that students will complete several solo pieces during the course and we will then select the performance which will gain the highest marks.</p> | <p>Vocal Music (to link to Purcell and Queen)</p> <ul style="list-style-type: none"> • G F Handel: ‘The Trumpet Shall Sound’ (bass), ‘Rejoice Greatly’ (soprano) and ‘Every Valley’ (tenor) from Messiah |
| <p>AQA Paper 1: The human body and movement in physical activity and sport</p> | <p>Paper 1 Applied anatomy & physiology</p> <ul style="list-style-type: none"> • Bones and the skeleton • Muscles of the body <p>Movement analysis</p> <ul style="list-style-type: none"> • Lever systems and mechanical advantage | <p>Paper 1 The structure and function of the cardio-respiratory system</p> <ul style="list-style-type: none"> • The cardio-respiratory system <p>Anaerobic and aerobic exercise</p> <ul style="list-style-type: none"> • Anaerobic and aerobic exercise • The effects of exercise | <p>Paper 1 Physical training</p> <ul style="list-style-type: none"> • Health and fitness • Measuring components of fitness • The principles of training <p>Use of data</p> | <ul style="list-style-type: none"> • AQA GCSE 1-9 GCSE PE website • Various YouTube resources • National/world news on current sport affairs • Revision booklets |

| | | | | |
|--|---|--|---|--|
| <p>AQA Paper 2: Cultural influences and well-being in physical activity and sport</p> <p>Both equally weighted as below:</p> <p>Written exam 1hr 15mins 78 marks 60% of GCSE</p> <p>Practical performance</p> <p>Three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</p> | <ul style="list-style-type: none"> • Basic movements, planes and axes of movements <p>Paper 2 Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • Skill and ability • SMART targets • Information processing model • Guidance and feedback • Inverted-U theory • Direct and indirect aggression • Motivation | <p>Paper 2 Socio-cultural influences:</p> <ul style="list-style-type: none"> • Engagement of different social groups. • Gender • Race • Religion • Culture • Age • Family • Education • Role models • Disability • Socio-economic | <ul style="list-style-type: none"> • How data is collected – both qualitative & quantitative <p>Paper 2 Use of data:</p> <ul style="list-style-type: none"> • Quantitative • Qualitative • Methods of collecting data • Presenting data • Analysis and evaluation of data | |
| <p>Religion and Ethics (RE)</p> | <p><u>Issues of Good and Evil (Islam and Christianity)</u></p> | <p><u>Islam – Beliefs and teachings</u></p> <p><u>Angels</u></p> | <p><u>Islam – Practices</u></p> <p><u>The five pillars of Sunni Islam</u></p> | |

| | | | | |
|-------------------------------|---|---|--|--|
| <p>Exam Board: Eduqas</p> | <p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> • What makes an act ‘wrong’? • Beliefs and attitudes about the causes of crime and the aims of punishment. • The treatment of criminals and the work of prison reformers / chaplains. • Death penalty and varied responses to <p><u>Forgiveness, Good, Evil and Suffering</u></p> <ul style="list-style-type: none"> • Original Sin and ‘Soul making.’ • Philosophical challenges posed by belief in God. • Belief in Predestination (Islam) <p style="text-align: center;">CHRISTIANITY</p> <ul style="list-style-type: none"> • Nature of God x2 • Creation – genesis and the purpose of humans • Jesus Christ incarnate • The meaning of the crucifixion and the atonement • The meaning of the resurrection and ascension • Salvation • Afterlife and Judgement <p>Judgement CHRISTIAN CHURCH</p> <ul style="list-style-type: none"> • Types prayer, including the meaning of the Lord’s prayer • Comparing types of worship: catholic, | <ul style="list-style-type: none"> • Diversity in belief between Shi’a and Sunni Muslims regarding Angels and Freewill. • The significance of Jibril’s revelation of the Qur’an to Muhammad. • The significance of Mika’il placed in charge of plants and rain. • The significance of Israfil to announce the Day of Resurrection. <p><u>Akhirah / Afterlife</u></p> <ul style="list-style-type: none"> • Al – Qadr (predestination): Implications for human freedom. • Akhirah and the day of judgement. • Heaven and Hell – Muslim beliefs. • Revision <p><u>Islam – Beliefs and teachings</u></p> <p><u>The Nature of Allah</u></p> <ul style="list-style-type: none"> • Teachings about the nature of Allah – Oneness / Tawhid • Nature of Allah – Immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice. • Adalat in Shi’a Islam <p><u>Prophethood</u></p> <ul style="list-style-type: none"> • Importance of Adam as the first prophet. • Ibrahim as the father of Issac and his significance for the Muslim religion. • Isa as a prophet for Muslims | <ul style="list-style-type: none"> • Shahadah • Zakah • Sawm • Hajj • Salah <p><u>Ten Obligatory Acts of Shi’a Islam</u></p> <ul style="list-style-type: none"> • Salat, Khums, Hajj • Amr-bil-Marooif, Nahil Anril Munkar, Tawalia, Tabarra. <p><u>Jihad</u></p> <ul style="list-style-type: none"> • Greater Jihad • Lesser Jihad – origins, influence and conditions for lesser Jihad. <p><u>Festivals and commemorations (comparative within Britain and elsewhere)</u></p> <ul style="list-style-type: none"> • Id ul Adha • Id ul Fitr • Ashura • The Night of Power <p><u>Revision – GCSE Exams</u></p> <p>Non Examined RE and Philosophy once exams are over:</p> <p><u>Philosophy for Children:</u></p> <ul style="list-style-type: none"> • Climate Change • Sanctity OF Life and Medical Advancements • Evolution and Creation • Gender Equality | |
|-------------------------------|---|---|--|--|

| | | | | |
|---|---|--|--|---|
| | <p>Quaker, evangelical, Society of friends</p> <ul style="list-style-type: none"> • Sacraments • Baptism • Eucharist • Pilgrimage: Walsingham and Taize • Festivals – Christmas at home and in the church • Easter – at home and in the church • Secular Britain • The Church and the local community • Mission, evangelism and growth of the church | <ul style="list-style-type: none"> • Muhammad as the seal of the Prophets. <p><u>Foundations of Faith</u></p> <ul style="list-style-type: none"> • The six articles of faith in Sunni Islam. • The five roots in Usul as-Din in Shi'a Islam. • Islamic attitudes towards Kutub, Sahifah, Injil, Tawrat, Zabur. • Revision | <ul style="list-style-type: none"> • Is there a point in a God? | |
| <p>Combined Science GCSE (9-1)</p> <p>Edexcel</p> | <p>Physics – Motion</p> <p>Physics – Forces and Motion</p> <p>Physics -Conservation of Energy</p> <p>Physics - Core practical's</p> <p>Physics – Waves</p> <p>Physics – Light and the Electromagnetic spectrum.</p> <p>Physics –Radioactivity</p> <p>Review Biology – Topics 1- 3</p> | <p>Biology - Natural selection and genetic modification.</p> <p>Biology - Health Disease and the development of</p> <p>Chemistry -Topics 1- 4 review.</p> <p>Chemistry -Ionic and covalent bonding and types of substances.</p> <p>Chemistry – Acids and Alkalis.</p> <p>Chemistry – Calculations involving masses.</p> | <p>Review and revise for external end of Year 10 test.</p> <p>Chemistry – Electrolytic processes, obtaining and using metals, reversible reactions and equilibrium.</p> <p>Biology – Plant structures and functions</p> <p>Biology - Animal Coordination control and homeostasis.</p> <p>Review and Revision of the year's content.</p> | <p>BBC Bitesize – Key Stage 4 Science. (Edexcel exam board)</p> <p>http://www.bbc.co.uk/education/subjects/zrkw2hv</p> <p>Visit – Manchester Science and Industry museum and Manchester museum.</p> |
| <p>Triple Science (9-1)</p> <p>Edexcel</p> <p>GCSE Biology</p> | <p>Physics – Motion</p> <p>Physics – Forces and Motion</p> <p>Physics -Conservation of Energy</p> <p>Physics - Core practical's</p> <p>Physics – Waves</p> | <p>Review Biology 1-3 including additional triple content</p> <p>Biology – Natural Selection and Genetic modification.</p> | <p>Biology -Plant Structures and their functions</p> <p>Biology – Animal Coordination, control and homeostasis.</p> | <p>BBC Bitesize – Key Stage 4 Science. (Edexcel exam board)</p> <p>http://www.bbc.co.uk/education/subjects/zrkw2hv</p> |

| | | | | |
|---|--|--|--|--|
| <p>GCSE Chemistry GCSE Physics</p> | <p>Physics – Light and the Electromagnetic spectrum. Physics –Radioactivity Chemistry -Ionic and Covalent bonding Core Practicals Chemistry - Acids and Alkalis. Chemistry - Review topics 1-4 (4 weeks)</p> | <p>Biology –Health, Disease and the development of medicines Physics - Astronomy</p> <p>Revision for end of Year 10 exam Physics and Biology topics.</p> <p>Chemistry –Calculations involving masses. Chemistry - Electrolytic Processes, obtaining and using metals, reversible reactions.</p> | <p>Biology - Exchange and transport in Animals Physics – Energy Forces doing work and forces and their effects. Additional Chemistry Unit – Topic 5 Chemistry – Group in the periodic table. Rates of reaction and energy changes. Chemistry – Group in the periodic table. Rates of reaction and energy changes.</p> | <p>Visit – Manchester Science and Industry museum and Manchester museum.</p> |
| <p>Spanish AQA GCSE 8698</p> | <ul style="list-style-type: none"> • Me, my family and friends • Relationships with family and friends • Home, town, neighbourhood and region | <ul style="list-style-type: none"> • My studies • Social issues • Healthy/ unhealthy living • Life at school/ college | <ul style="list-style-type: none"> • Customs and festivals in Spanish-speaking countries/ communities • Travel and tourism • Education post-16 • Year-end assessments • Transition to Year 2: • Me, my family and friends • Marriage/ partnership | <p>www.linguascope.com (intermediate) (see staff for password)</p> <p>www.funwithlanguages.vacau.com</p> <p>www.digitaldialects.com</p> <p>www.bbc.co.uk/education/subjects/zgdqxn</p> |
| <p>Sport Studies OCR Cambridge National</p> | <p>Contemporary issues in sport</p> <ul style="list-style-type: none"> • Understand the issues which affect participation in sport <p>Developing sport skills</p> <ul style="list-style-type: none"> • Developing your sport skills in an individual performance • Developing your skills in a team performance <p>Sport and the Media</p> | <p>Contemporary issues in sport</p> <ul style="list-style-type: none"> • Know about the role of sport in promoting values <p>Developing Sport skills</p> <ul style="list-style-type: none"> • Officiating / umpiring skills in an Individual performance • Officiating / umpiring skills in an team performance | <p>Developing Sport skills</p> <ul style="list-style-type: none"> • Provide a sport specific plan of how to improve your performance in an individual performance and team performance | |

- Exploring how sport is reported in the media

Sport and the Media

Exploring the relationship between the media and sport