

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>Computer Science</p> <p>Edexcel GCSE 9-1</p>	<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 	<p>www.codecademy.com/learn/python</p> <p>https://code.org</p> <p>http://www.bbc.co.uk/education/subjects/z34k7ty</p>

<p>AQA GCSE Drama</p>	<p>Skill Building Introduction to the course</p> <p>Students participate in a variety of workshops to develop skills and understanding of the assessment criteria. The focus is in building confidence, experience and using exemplar work to demonstrate the expectations and performance standards.</p> <p>Component 1 Examination</p> <p>Knowledge and Understanding of the basic Theatre roles and keywords.</p> <p>Mock - Component 2 Devised Theatre Mock Devised Performance 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 parents and friends before the students evaluate their progress</p>	<p>Component 1 Examination Live Theatre Review Students will complete a study and analysis of a piece of theatre they have scene. They will prepare for possible examination questions.</p> <p>Component 1 Study Set Text Set text: Blood Brothers</p> <p>The students will study practically the text in preparation for their final examination.</p> <ul style="list-style-type: none"> • Characteristics of performance texts and dramatic works • Social, cultural and historical contexts • Interpretation and communication of meaning • Theatrical terminology • Roles of theatre makers in contemporary professional practice • Read-through of key extract play • Revision in preparation for possible exam questions 	<p>Component 2 Devising Theatre (40%)</p> <p>Marks are given towards final GCSE 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 parents and recorded to be sent to the Examination board for external assessment/Moderation 	<p>Theatre Trips are run through school year and we encourage the students and their families to visit the theatres in our community and Greater Manchester to experience as much Live Theatre as possible.</p> <p>Exemplar work</p> <p>Students should spend time watching GCSE work on youtube. Simply visit youtube – and search ‘GCSE Drama’ You will find a range of videos from different schools and you can find inspiration to apply to work in your lessons.</p>
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<p>English</p> <p>AQA GCSE Language and AQA GCSE Literature</p>	<p><u>A Christmas Carol</u></p> <p>Students start their GCSE studies with the novel <i>A Christmas Carol</i>, 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><u>Language Paper1: Creative Reading and Writing</u></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</p>	<p><u>Language Paper2</u></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><u>Speaking and Listening</u></p> <p>Students will complete a speaking and listening assignment in the form of a presentation to their peers.</p>	<p><u>GCSE Language Examinations</u></p> <p>Students will sit their GCSE Language examinations this term.</p> <p><u>GCSE Literature Paper 2</u></p> <p><u>Poetry</u></p> <p>Students will begin their study of the 15 GCSE poems linked by the theme of Power and Conflict.</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</p>
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	text. They will also develop their own writing skills for a choice of narrative or descriptive writing tasks on this paper.			of the books shortlisted for the <i>Booker Prize</i> each year. Enter a writing competition. Try the <i>Young Writers Website</i> , or listen out for the annual <i>BBC 500 Words</i> writing competition.
Food Preparation and Nutrition WJEC	* Macro and Micro nutrients their sources and functions in the body * Dietary fibre *Energy requirements of individuals. *Planning a balanced diet based on different life stages.	*Food Science Heat transfer Carbohydrates, protein, fats, fruits and vegetables Raising agents (chemical, physical and biological) *Food Spoilage *Developing recipes and meals	*Food provenance *Food manufacturing (visit to Cadbury world) * Factors affecting food choice *2 nd Trial Food Science assessment task	http://www.bbc.co.uk/schools/gcsebite/size/science/21c_pre_2011/food/
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/zgdqxn SHMOODLE> FRENCH> GCSE FRENCH: a comprehensive list of links to past papers and revision websites.
Geography AQA New specification (teaching 2016)	The Challenge of Natural Hazards 1. What is a natural hazard, categorise and what factors affect risk	Physical landscapes in the UK 1. Where are the major upland, river basins and lowlands areas of the UK? 2. What is the coast?	Field work/geographical skills Students will attend a field trip (one in year 10 and one in year 11) at contrasting locations/topics e.g. one	Examined by 3 exams at the end of year 11. BBC Bitesize

	<ol style="list-style-type: none"> 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 <p>Weather</p> <ol style="list-style-type: none"> 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. <p>Climate change</p> <ol style="list-style-type: none"> 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 <p>The economic world</p> <p>Urban issues and challenges</p> <ol style="list-style-type: none"> 1. Rates of urbanisation around the world. 2. Causes of urbanisation. 3. What/growth of Megacities <p>Case study of a developing country</p> <ol style="list-style-type: none"> 1. Examine the opportunities in Mumbai 2. Examine the challenges in Mumbai. 	<ol style="list-style-type: none"> 3. How do destructive and constructive waves shape the coast? 4. Coastal processes 5. Coastal landforms 6. How can the coast be protected from erosion? 7. OS map/geographical skills on coast 8. What is the river long profile? 9. Types of erosion along a river? 10. River processes 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 <p>The economic world</p> <ol style="list-style-type: none"> 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? 	<p>fieldwork will be from a physical topic and the other from a human.</p> <p>Students will conduct the fieldwork, analyse their findings and write a report.</p>	
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	<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"> 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? 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>AQA GCSE</p>	<p>Unit 1: Understanding Personal Development and Relationships.</p> <p>This is examined by a written paper which is 70 marks and assesses 40% of the course.</p> <p>Topics studied are:</p> <ol style="list-style-type: none"> 1. Physical Development 2. Intellectual Development 3. Emotional Development 4. Social Development 	<p>Unit 2: Health, Social Care and Early Years Provision.</p> <p>This is a piece of coursework which assesses 60% of the course. Topics studied are:</p> <ol style="list-style-type: none"> 1. Care Needs 2. Service Organisation 3. Barriers and Access to services 4. Service Needs, Aims and Care Actions 	<p>Unit 2: Health, Social Care and Early Years Provision.</p> <p>This is a piece of coursework which assesses 60% of the course. Topics studied are:</p> <ol style="list-style-type: none"> 1. Care Needs 2. Service Organisation 3. Barriers and Access to services 4. Service Needs, Aims and Care Actions 	<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

	<ol style="list-style-type: none"> 5. Life Events 6. Sources of Support 7. Relationships 8. Self-Concept 9. Peer Pressure 10. Physical Factors 11. Economic and Environmental Factors 12. The Effects of Factors 	<ol style="list-style-type: none"> 5. Care Worker Skills 6. Principles of Care and Codes of Conduct 	<ol style="list-style-type: none"> 5. Care Worker Skills 6. Principles of Care and Codes of Conduct 	<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.
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<p>AQA History GCSE</p>	<p>Continue Conflict and Tension 1918 – 1939</p> <p>Unit 3: Outbreak of the Second World War</p> <p>Steps to WW2 What were Hitler’s aims in foreign policy and how did other countries react to them? How did Hitler rearm Germany? How did Hitler reoccupy the Rhineland? Which countries supported Hitler? How did Hitler achieve Anschluss? How did people react to Anschluss? What was the Sudeten crisis? What was the Munich agreement? What was appeasement and was it a good idea? What was the Nazi Soviet Pact? Why did Hitler invade Poland? Who was to blame for the outbreak of the Second World War?</p> <p>Germany: Democracy to Dictatorship 1890 – 1945</p> <p>Unit 1: Germany growth and Democracy</p> <ul style="list-style-type: none"> ➤ Overview lesson ➤ What was Germany like before WW1? ➤ What was the impact of the war on Germany by 1918? ➤ What was the Weimar Republic? ➤ Why did hyperinflation occur in 1923 	<p>Unit 2: Germany and the Depression</p> <ul style="list-style-type: none"> ➤ How did the depression affect Germany? ➤ Why did support for the Nazi party increase? ➤ Who supported Hitler? ➤ How did Hitler become Chancellor? ➤ How did Hitler eliminate his opposition? ➤ What was the Night of the Long Knives? <p>Unit 3: The experiences of Germans under Nazi rule</p> <ul style="list-style-type: none"> ➤ How did the Nazis help the German economy? ➤ Did Hitler achieve economic self-sufficiency? ➤ What impact did WW2 have in Germany? ➤ How did the Nazis change the lives of young people? ➤ How did the Nazis change the lives of women? ➤ How did the Nazis control the church? ➤ How were minority groups treated in Nazi Germany? ➤ How were Jews treated in Nazi Germany? ➤ What was the Final Solution? ➤ How did Nazi’s keep control ➤ Opposition and resistance to the Nazi party 	<p>Elizabethan England 1568 – 1603</p> <p>Unit 1: Elizabeth and her government</p> <ul style="list-style-type: none"> ➤ Background to Elizabethan England / how did Elizabeth come to become Queen? ➤ How did Elizabeth run her government? ➤ Who were the key figures in Elizabeth’s government? ➤ What was the Essex Rebellion 1603? ➤ What was the problem of marriage and succession? <p>Unit 2: Troubles at home and abroad</p> <ul style="list-style-type: none"> ➤ What was the religious settlement? ➤ Who were the main threats against Elizabeth? ➤ Why were the puritans a threat to Elizabeth? ➤ Why was Mary Queen of Scots a threat to Elizabeth? ➤ What were Mary’s plots against Elizabeth? ➤ Why was there conflict with Spain? ➤ What happened at the Spanish Armada? ➤ Why was the Spanish Armada a success? 	<p>AQA approved revision guide</p> <p>BBC revision</p>
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	<ul style="list-style-type: none"> ➤ How did different groups try to overthrow the Weimar Republic? ➤ What was the Munich Putsch? ➤ How did Stresemann help the Weimar Republic recover? ➤ What was Germany's 'Golden Age'? 			
GCSE Mathematics AQA 8300	<u>Higher</u> Circles Circle theorems Constructions and loci Proportion Ratio and scales Percentage change Factors and multiples Powers and roots Surds Equation of a straight line Linear and quadratic functions Properties of quadratic functions Kinematic graphs <u>Foundation</u> Circles Constructions Loci Proportion Ratio Percentage change Factors and multiples Prime factor decomposition Powers and roots Drawing straight-line graphs Equation of a straight line Kinematic graphs	<u>Higher</u> 3D shapes Volume of a prism Volume and surface area Getting ready Averages and spread 2Box plots and cumulative frequency graphs Scatter graphs and correlation Time series Calculating with roots and indices Exact calculations Standard form <u>Foundation</u> 3D shapes Volume of a prism Volume and surface area Frequency diagrams Averages and spread 2Scatter graphs and correlation Time series Calculating with roots and indices Exact calculations Standard form	<u>Higher</u> Cubic and reciprocal functions Exponential and trigonometric functions Real-life graphs Gradients and areas under graphs Equation of a circle Pythagoras' theorem Trigonometry 1 Trigonometry 2 Pythagoras and trigonometry problems Vectors Sets Possibility spaces Tree diagrams Conditional probability <u>Foundation</u> Properties of quadratic functions Sketching functions Real-life graphs Pythagoras' theorem Trigonometry Vectors Sets Possibility spaces Tree diagrams	The following websites can be used to help your child develop further understanding in each of the topics taught throughout the academic year: www.mymaths.co.uk This website is linked to the AQA maths examination body whose examination they will sit at the end of year 11. Other useful websites include: http://www.bbc.co.uk/education/subjects/zqhs34j www.mathsbot.com http://online.justmaths.co.uk/ https://mathslinks.net/links/mr-carter-maths https://www.mrbartonmaths.com/ http://donsteward.blogspot.co.uk/ pixl maths app

<p>Music</p> <p>EDEXCEL Level1/Level2 GCSE (9-1) in Music (1 MUO)</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</p>	<p><u>Listening and Appraising:</u> 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.</p>	<p><u>Listening and Appraising:</u> 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</p>	<p>Additional listening to practice comparing key features: <u>Instrumental Music</u> (to link to Bach and Beethoven): G F Handel: Concerto Grosso op 6 no. 5, second movement</p>
<p>Set Works for year 10 (new 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>and build on this to include elements necessary to the KS4 course.</p> <p><u>Listening and Appraising:</u> 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><u>Composition:</u> Composition 1 will be based on a Rondo structure</p> <p><u>Performance:</u> 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>In Spring Term 2 they will move to 'Vocal Music' to study Purcell's 'Music for a While' and 'Killer Queen'.</p> <p><u>Composition:</u> 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><u>Performance:</u> 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>of 'Defying Gravity' and the title theme from 'Star Wars: A New Hope'.</p> <p><u>Composition:</u> Students work to refine composition 1 during the 1 hour extra-curricular lesson.</p> <p><u>Performance:</u> Following on from Spring performances, students will work to improve and re-record either their solo or ensemble piece.</p> <p>NB: It expected that students will complete several solo pieces during the course and we will select a performance which will gain the best grade.</p>	<p>✓ A Vivaldi: 'Winter' from the Four Seasons concerti</p> <p><u>Vocal Music</u> (to link to Purcell and Queen) ✓ G F Handel: 'The Trumpet Shall Sound' (bass), 'Rejoice Greatly' (soprano) and 'Every Valley' (tenor) from Messiah</p> <p><u>Music for Stage and Screen</u> (to link to Schwartz and Williams) ✓ Tim Minchin: 'Naughty' from Matilda</p>

<p>RE</p> <p>GCSE</p>	<p><u>Issues of Life and Death</u></p> <p><u>The World</u></p> <ul style="list-style-type: none"> ➤ Origins of the Universe – Christianity ➤ Origins of the Universe – Islam ➤ Religion v science (Stephen Hawking’s Big Bang) ➤ Stewardship ➤ Khalifah <p><u>Origins and value of Human Life</u></p>	<p><u>Christianity - Beliefs and teachings</u></p> <ul style="list-style-type: none"> ➤ Nature of God ➤ 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><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>Prophet hood</u></p>	
	<ul style="list-style-type: none"> ➤ Sanctity of Life – Christianity and Islam ➤ Evolution ➤ Abortion ➤ Euthanasia ➤ Dignity in Dying movement ➤ Non-religious views to the importance of animal and human life (speciesism) <p><u>Death and the afterlife</u></p> <ul style="list-style-type: none"> ➤ Christian life after death ➤ Muslim life after death 	<p><u>Christian practices</u></p> <ul style="list-style-type: none"> ➤ Types prayer, including the meaning of the Lord’s prayer ➤ Comparing types of worship: catholic, Quaker, evangelical, Society of friends ➤ 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 ➤ Who was St. Paul? ➤ Mission, evangelism and growth of the church ➤ Christian Britain – laws and festivals ➤ Christianity in Action: Tearfund. ➤ Persecution of Christians past and present ➤ Reconciliation: World Council of churches and the Ecumenical movement. 	<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 ➤ 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. 	

<p>Combined Science</p> <p>Edexcel – Exam Board</p>	<p>Physics Topic 3 – Conservation of Energy, this will include energy transfers, non -renewable and renewable resources.</p> <p>Physics Topic 4 &5 – Waves, Light and the Electromagnetic spectrum</p> <p>Physics - Review Topics 1 and 2 (Motion forces and motion)</p> <p>Biology – Review Topics 1-5 This will include: key concepts, cells, genetics, natural selection, genetic modification, health and disease.</p> <p>Biology Topic 6 – Plant Structure and their functions, this includes photosynthesis and a Core Practical Investigation.</p>	<p>Chemistry Topic 8 – Acids and Alkalis and neutralisation.</p> <p>Chemistry Topic 9– Calculations involving masses and moles.</p> <p>Chemistry -Review topics 1 – 4. This will include: States of matter, atomic structure and the periodic table.</p> <p>Physics Topic 6 – Radioactivity, this will include types of radiation, radioactive decay and half-life.</p> <p>Physics Topic 7 – Energy, forces doing work and their effect.</p>	<p>Biology Topic 7 – Animal coordination, control and homeostasis. This includes hormones, the menstrual cycle and diabetes.</p> <p>Revision 2 weeks for end of year exam.</p> <p>Chemistry Topic 10 – Electrolytic processes, obtaining and using metals.</p> <p>Chemistry - Core practical focus.</p>	<p>BBC Bitesize – Key Stage 4 Science.</p> <p>(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>Pupils should all have the Pearsons Edexcel revision guides.</p>
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			Review and Revision of the year's content.	museum and Manchester museum.
Triple Science Edexcel	<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>Chemistry -Ionic and Covalent bonding</p> <p>Core Practicals</p> <p>Chemistry - Acids and Alkalis.</p> <p>Chemistry - Review topics 1-4 (4 weeks)</p>	<p>Review Biology 1-3 including additional triple content</p> <p>Biology – Natural Selection and Genetic modification.</p> <p>Biology –Health, Disease and the development of medicines</p> <p>Physics - Astronomy</p> <p>Revision for end of Year 10 exam Physics and Biology topics.</p> <p>Chemistry –Calculations involving masses.</p> <p>Chemistry - Electrolytic Processes, obtaining and using metals, reversible reactions.</p>	<p>Biology -Plant Structures and their functions</p> <p>Biology – Animal Coordination, control and homeostasis.</p> <p>Biology - Exchange and transport in Animals</p> <p>Physics – Energy Forces doing work and forces and their effects.</p> <p>Additional Chemistry Unit – Topic 5</p> <p>Chemistry – Group in the periodic table. Rates of reaction and energy changes.</p> <p>Chemistry – Group in the periodic table. Rates of reaction and energy changes</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>PE</p> <p>AQA Paper 1: The human body and movement in physical activity and sport</p> <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>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 Basic movements, planes and axes of movements <p>Paper 2 Socio-cultural influences and well-being in physical activity and sport</p>	<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 2 Socio-cultural influences:</p> <ul style="list-style-type: none"> Engagement of different social groups. 	<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"> How data is collected – both qualitative & quantitative <p>Paper 2 Use of data:</p> <ul style="list-style-type: none"> Quantitative Qualitative Methods of 	<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
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<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"> • Skill and ability • SMART targets • Information processing model • Guidance and feedback • Inverted-U theory • Direct and indirect aggression • Motivation 	<ul style="list-style-type: none"> • Gender • Race • Religion • Culture • Age • Family • Education • Role models • Disability • Socio-economic 	<p>collecting data</p> <ul style="list-style-type: none"> • Presenting data • Analysis and evaluation of data 	
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