

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</p> <p>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, openended 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>
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	<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"> micro – up to 10 people small – between 11–49 staff medium – between 50–249 staff. <p>Characteristics of SMEs:</p> <ul style="list-style-type: none"> run by a single individual or small team of people small number of employees type of ownership – sole trader, partnership, ltd. 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"> 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. <p>Sources of secondary research.</p> <p>B3 Understanding competitors</p> <ul style="list-style-type: none"> The main features which make products competitive: price quality availability 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: understanding the market – who the competition is, what customers want keeping customers satisfied – the ability to meet customer needs better than its competitors on quality, price, features, customer service, availability, convenience effective planning and financing marketing and promoting the enterprise 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 microenterprise 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"> innovation of products/services provision of products/services in new contexts 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"> leadership, personal and communication skills required 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>
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| | <ul style="list-style-type: none">• Reasons for starting own enterprise – to be your own boss, to pursue a hobby, flexibility. | | | |
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	<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 J277 OCR 9-1 GCSE	Introduction to the course – covers two elements Unit 1: Computer Systems and Unit 2: Computational	Unit 2 Computational Thinking 2.3 Boolean Logic - students will learn logic	Unit 1 Computer Systems 1.3 Networks – covered in this unit is LAN, WAN's, topologies,	Outwood Homelearning - https://compsci.homelearning.outwood.com/?fbclid=IwAR14zcoEA2qnJkKJm8n9P5p6wo8GMWyzexQxVI7QaoyVp BBC Bitesize - https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Criag n Dave videos - https://student.craigndave.org/gcse-ocr-j277-computer-science-videos

	<p>Thinking. The course is split into different units which are studied separately.</p> <p>Unit 1 Computer Systems</p> <p>1.2 Memory and Storage - students will learn about RAM, ROM, secondary storage and data representation (includes Binary, Hexadecimal, ASCII and Unicode)</p> <p>Programming – students will carry out practical programming lessons to ensure they are equipped with the necessary skills.</p>	<p>gates, truth tables.</p> <p>2.1 Algorithms - students will learn abstraction, decomposition, pseudocode</p> <p>Unit 1 Computer Systems</p> <p>1.1 Systems Architecture – students will learn about the purpose of the CPU, the Von Neuman architecture, common CPU components and their functions and characteristics, embedded systems.</p> <p>Programming – students will continue with practical programming lessons to ensure they are equipped with the necessary skills.</p>	<p>protocols and layers.</p> <p>Unit 2 Computational Thinking</p> <p>2.2 Programming fundamentals – studied alongside the practical programming. Programming – students will continue with practical programming lessons to ensure they are equipped with the necessary skills.</p>	
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<p>Design & Technology</p> <p>Eduqas GCSE</p> <p>50% Controlled Assessment 35 Hours</p> <p>50% Written Exam</p>	<p>Design & Technology in the 21st Century Component 1</p> <p>Students will study each material area in DT. They will first study materials and manufacturing processes for timbers and boards, papers and boards and polymers.</p> <p>They will also complete a design and make project to reinforce learning and develop designing and making skills.</p>	<p>Design & Technology in the 21st Century Component 1</p> <p>Students will study materials and manufacturing processes for metals, textiles, systems and control and modern materials. They will also study mechanisms, environmental impact and CAD CAM.</p> <p>They will also complete a design and make project focusing on analysing, developing and evaluation.</p>	<p>Mini design and make project completed in preparation for the NEA</p> <p>Design and Make Component 2 NEA</p> <p>Students will analyse and research into the 3 contextual challenges released by the exam board.</p>	<p>Design & Technology: http://www.technologystudent.com/</p> <p>http://www.designtechnology.info/home.htm</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/design/</p> <p>http://www.designandtech.com/</p>
<p>Drama</p> <p>GCSE AQA Exam Board</p>	<p>Skill Building</p> <p>Introduction to the course</p> <p>Students participate in a variety of workshops to</p>	<p>Component 2</p> <p>Devising Theatre 80 marks (40%) are given towards final GCSE</p>	<p>Component 2</p> <p>Devising Theatre 80 marks (40%) are given towards final GCSE</p>	<p>The following revision guides may be useful but are not compulsory AQA GCSE Drama by Annie Fox ISBN-13 9781911208211</p>

	develop skills and understanding of theatre practitioners. Students will begin devising from a stimulus in	Practical Element – 20 marks	Written Element – 60 marks	
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	<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)
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				<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>GCSE Language Paper 1: 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>GCSE Language Paper 1: 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>GCSE Literature Paper 2: Poetry (Power and Conflict Cluster)</p> <p>Students then move on to study the Power and Conflict anthology, which will be examined in Literature Paper 2. This will focus on comparing the representation of power and/or conflict in a diverse selection of poems chosen by their exam board, AQA.</p>	<p>GCSE Literature Paper 2: Poetry (Power and Conflict Cluster)</p> <p>Students continue their study of the poetry anthology, culminating in an assessment in which they compare a named poem with a poem of their choice.</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. This will complete their study of Literature Paper 2, however this will be revised through revision sessions in Year 11.</p> <p>GCSE Language Paper 2: Non-Fiction Reading Section A</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, focusing on</p>	<p>GCSE Language Paper 2: Non-Fiction Writing Section B</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 also take place this term. This is an additional component to their overall GCSE in English and will consist of a persuasive speech given in front of an audience on an agreed topic of their choice.</p>	<p>Research the Edwardian era and J.B Priestley to fully understand the context of <i>An Inspector Calls</i>.</p> <p>Watch a live performance or TV adaptation of <i>An Inspector Calls</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>Watch <i>Newsnight</i>, <i>Room 101</i>, <i>Question Time</i> or other news programmes to study persuasive language and debating skills.</p>

		conveying their own individual viewpoint and perspective effectively.		<p>Write a persuasive letter to your local newspaper or MP about an issue you feel strongly about.</p> <p>Research the poets behind the 15 poems in the Power and Conflict section of the GCSE Anthology and try some of their other poems.</p>
<p>Food Preparation and Nutrition Eduqas WJEC</p>	<p>* Macro and Micronutrients their sources and functions in the body (including the effects of under and over nutrition of each nutrient) *Dietary fibre *Water *Energy requirements of individuals.</p>	<p>*Food Science -Heat transfer -Carbohydrates, protein, fats, fruits and vegetables -Raising agents (chemical, physical and biological)</p>	<p>* Food Commodities -milk, cheese, yoghurt -meat, fish, poultry eggs Food provenance *Food manufacturing (visit to Cadbury world) * Factors affecting food choice *2nd Trial Food Science assessment task</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/science/21c_pre_2011/food/</p> <p>Design and Technology-Food Preparation and Nutrition videos online.</p>

	<p>*Planning a balanced diet based on different life stages/lifestyle and special dietary needs.</p> <p>*Special dietary needs</p> <p>Food commodities</p> <p>-soya, tofu, beans, nuts, seeds</p> <p>-bread, cereal, flour, oats, rice potatoes, pasta</p>	<p>*Food Spoilage</p> <p>*Mini Food Science Investigations (Enzymic browning & Fats used in pastry making)</p> <p>*Developing recipes and meals</p>	<p>*Mini Food preparation task-based on Food Commodities (Fruits and Vegetables)</p> <p>Practical lessons are aimed at developing a range of technical skills based on this specification.</p>	<p>Homework and revision materials set on-SENECA learning.com</p> <p>Oak national academy website</p>
<p>French</p> <p>AQA</p> <p>8658</p>	<p>Me, my family and friends</p> <p>Relationships with family and friends</p> <p>Home, town, neighbourhood and region</p>	<p>My studies</p> <p>Social issues</p> <p>Healthy/ unhealthy living</p> <p>Life at school/ college</p>	<p>Customs and festivals in Spanishspeaking countries/ communities</p> <p>Travel and tourism</p> <p>Education post-16</p> <p>Year-end assessments</p> <p>Transition to Year 2: Me, my family and friends</p> <p>Marriage/ partnership</p>	<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/zgdqxb</p> <p>SHMOODLE> FRENCH> GCSE FRENCH: a comprehensive list of links to past papers and revision websites.</p>

<p>Geography</p> <p>AQA</p>	<p><u>Units and main case studies:</u></p> <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> <p>1. What is a natural hazard, categorise and what factors affect risk</p> <p><i>Tectonics</i></p>	<p><u>Physical landscapes in the UK</u></p> <p>Coasts</p> <ol style="list-style-type: none"> How do coastal processes impact the coast? How do waves shape the coast? what features are formed by erosion? What features are formed by deposition? How can hard and soft engineering protect the coast? Holderness and coastal engineering <p>Rivers</p> <ol style="list-style-type: none"> Where are the major upland, river basins and lowlands areas of the UK? OS map/geographical skills on coast What is the river long profile? Types of erosion along a river? River processes What are the human and physical causes of flooding? How do can hydrographs be used to represent flood risk? How can engineering be used to reduce flood risk? 	<p><u>Field work/geographical skills)</u></p> <p>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.</p> <p>Students will conduct the field work, analyse their findings and write a report.</p>	<p>Revision Book:</p> <p>My Revision Notes: AQA GCSE (9-1) Geography Blackshaw Rebecca, Ross Simon ISBN: 9781471887314 Publisher: Hodder Education</p> <p>BBC Bitesize AQA geography grades 1-9</p> <p>Cool geography (klik the GCSE tab at the top of the page)</p>
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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 do 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.

3. Explain and evaluate how Mumbai can plan to improve

Case study of a developed country – Manchester

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 has undergone regeneration.

Urban sustainability

1. How can people live sustainably?
2. Explain how urban living can be sustainable

<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
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	<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</p> <p>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</p> <p>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.nhs.uk/nhs-careers • www.nhs.uk/patient • www.nhs.uk/childcarelink • www.nhs.uk/communitycare • www.nhs.uk/socialworkcareers • www.nhs.uk/ageconcern • www.nhs.uk/helptheaged • www.nhs.uk/teachernet • 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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History AQA	Conflict and tension 1918 – 1939 <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 	Germany 1890 – 1945 Democracy and Dictatorship <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 	Germany 1890 – 1945 <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>
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<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 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 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 Volume and surface area 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>
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<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/</p> <p>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>
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<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:</p> <p>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:</p> <p>Students will focus on the comparison of 'Queen's 'Killer Queen' and Purcell's 'Music for a While with unfamiliar vocal music.</p> <p>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</p> <ul style="list-style-type: none"> • A Vivaldi: 'Winter' from the Four Seasons concerti
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<p>syllabus only): J.S Bach 'Brandenburg Concerto No 5' (Mvt 3) Beethoven 'Piano Sonata</p> <p>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 cardiorespiratory 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 Use of data 	<ul style="list-style-type: none"> • AQA GCSE 1-9 GCSE PE website • Various YouTube resources • National/world news on current sport affairs

				<ul style="list-style-type: none">• Revision booklets
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<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 wellbeing 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 	
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Religion and Ethics (RE)	<u>Issues of Life and Death (Islam and Christianity)</u>	<u>Christianity – Beliefs and Practices</u>		
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<p>Exam Board: Eduqas (RS)</p>	<ul style="list-style-type: none"> • Creation • Stewardship and dominion – why do religious believers believe we have a responsibility to care for the world? • Sanctity of life in Christianity and Islam • Abortion in Christianity and Islam – is it right and does religion support women's rights? • Euthanasia – what are religious views? • Life after death – Christianity, Islam and Humanism • Is death the end? Are heaven and hell real places? • How do funeral rites reflect a belief in the afterlife? 	<p>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, Quaker, Evangelical, Society of friends <p>CHRISTIAN PRACTICES</p> <p>Sacraments</p> <ul style="list-style-type: none"> • Baptism • Eucharist • Pilgrimage: Walsingham and Taize • Festivals – Christmas at home and in the church • Easter – at home and in the church <p>WORLDWIDE CHURCH</p> <ul style="list-style-type: none"> • Secular Britain • The Church and the local community 	<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 • Is there a point in a God? • Gender Equality 	<p>Eduqas revision materials - GCSE Religious Studies Eduqas</p> <p>School provided revision materials</p> <p>RE Quest website</p>
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- Mission, evangelism and growth of the church

<p>Combined Science GCSE (9-1)</p> <p>Exam board - Edexcel</p>	<p>Review Chemistry Topics 1-4 – States of matter, separating techniques, atomic structure, and the periodic table.</p> <p>Chemistry Topics 5, 6, 7 - Ionic and covalent bonding.</p> <p>Chemistry Topic 8 - Types of substance, acids, and alkalis.</p> <p>Biology Review Topics 1, 2, 3 Key concepts in biology, cells and control and genetics.</p> <p>Biology Topics 4 and 5 Natural selection, genetic modification, health, disease and the development of medicines.</p> <p>Biology Topic 6 – Plant Structure and their functions. (Start in Autumn term)</p>	<p>(Continued from Autumn term) Biology Topic 6 – Plant structure and their functions.</p> <p>Physics Review topics 1, 2 & 3 – Motion, forces and motion and conservation of energy.</p> <p>Physics Topic 4 and 5 – Waves, light and the electromagnetic spectrum.</p> <p>Physics Topic 6, 7 and 8 – Radioactivity, energy, forces and their effect.</p> <p>Chemistry Topics 9 and 10 – Calculations, electrolytic processes, obtaining metals, reversible reactions and equilibria.</p>	<p>Biology Topics 7 –Animal coordination, control and homeostasis</p> <p>Revision for end of Year exam – Revision lessons in Biology, Chemistry and Physics), walking talking exams papers, key facts and exam skills.</p> <p>Physics Topic 9 – Electricity and circuits</p> <p>Review Biology Topics 4-6 Review Chemistry Topics 1-8 Review Physics 4-5</p> <p>Review Core practicals and skills – Core practical ppts</p>	<p>BBC Bitesize – Key Stage 4 Science. (Edexcel exam board) https://www.bbc.co.uk/bitesize/examspecs/zqkww6f</p> <p>Combined Science Revision guide and workbook available to purchase from school library via parent pay.</p> <p>Visit – Manchester Science and Industry Museum and Manchester museum.</p> <p>Seneca – please see your science teacher for class codes.</p>
<p>Triple Science (9-1)</p> <p>Exam Board - Edexcel</p> <p>GCSE Biology GCSE Chemistry GCSE Physics</p>	<p>Review Biology – Topics 1-4 including additional triple content.</p> <p>Review Physics Topics 1 to 3 – including the additional Triple content focus on topic 3.</p>	<p>Biology Topic 5 – Health disease and the development of medicines.</p> <p>Biology Topic 6 – Plant structures and their functions</p>	<p>(Continued from spring term) Physics Topics 8, 9, 10 and 11 - Energy, forces and their effects and Electricity and circuits and static electricity – Complete from spring term.</p>	<p>BBC Bitesize – Key Stage 4 Science. (Edexcel exam board) GCSE Biology https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f</p> <p>GCSE Chemistry https://www.bbc.co.uk/bitesize/examspecs/zy984j6</p> <p>GCSE Physics https://www.bbc.co.uk/bitesize/examspecs/zqpshv4</p>

	<p>Physics Topic 4 and 5 – Waves, light and the electromagnetic spectrum</p> <p>Physics Topic 6 and 7 – Radioactivity</p> <p>Physics Topic 7 – Astronomy</p> <p>Chemistry - Review topics 1–4 The atom and periodic table</p> <p>Chemistry – Topics 5, 6 and 7. Ionic and covalent bonding and types of substances.</p> <p>Chemistry - Topic 8 Acids and Alkalis</p> <p>Chemistry – Topic 9 Calculations involving masses.</p>	<p>Biology Topic 7 - Animal co-ordination, control and homeostasis</p> <p>Physics Topics 8, 9, 10 and 11 - Energy, forces and their effects and Electricity and circuits and static electricity – start (complete in summer term)</p> <p>Chemistry Topics 10 – 13 Electrolytic processes, obtaining metals.</p> <p>Chemistry – Topics 14 – 16 Quantitative analysis, dynamic equilibrium and fuel cells.</p>	<p>Chemistry Topics 17 – 19 Groups of the periodic tables and rates of reaction.</p> <p>Revision and exam skills for summer exams. (Biology, Chemistry and Physics)</p> <p>Review Physics topics – 6-11</p> <p>Review Biology topics 1-6</p> <p>Review all core practicals</p> <p>Review chemistry topics 5-8</p>	<p>GCSE Biology, Chemistry and Physics revision guides and workbooks are available to purchase from school library via parent pay.</p> <p>Visit – Manchester Science and Industry Museum and Manchester museum.</p>
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<p>Spanish</p> <p>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/zgdqxb</p>

Sport Studies OCR Cambridge National	Contemporary issues in sport <ul style="list-style-type: none"> • Understand the issues which affect participation in sport Developing sport skills <ul style="list-style-type: none"> • Developing your sport skills in an individual performance • Developing your skills in a team performance Sport and the Media	Contemporary issues in sport <ul style="list-style-type: none"> • Know about the role of sport in promoting values Developing Sport skills <ul style="list-style-type: none"> • Officiating / umpiring skills in an Individual performance • Officiating / umpiring skills in an team performance 	Developing Sport skills <ul style="list-style-type: none"> ☐ Provide a sport specific plan of how to improve your performance in an individual performance and team performance 	
	<ul style="list-style-type: none"> ☐ Exploring how sport is reported in the media 	Sport and the Media Exploring the relationship between the media and sport		