

JCoSS Year 10 Curriculum Booklet 2016-17

This Curriculum Booklet outlines the content for each of the subjects that students study at JCoSS. It includes information about subject content, assessments that take place, an outline of the Home Learning that is normally set and the time required to complete it, useful website links to support learning and some tips for parents on supporting learning.

Key Dates for Year 10:

30th November	Y10 Parents' Evening (Subject conversation with teachers)
By end of November	Y10 First report sent home
By end of March	Y10 Second report sent home
26th June to 4 th July	Y10 End of year exams
By end of July	Y10 Third report sent home

I have a question / issue I would like to discuss with someone at JCoSS. Whom do I contact?

No.	Question	Yes	No
1	Is the question to do with learning in a subject?	Go to Q2	Go to Q8
2	Is this the first time you have had to contact the school about this issue?	Go to Q3	Go to Q4
3	Write a note to the subject teacher in your child's link book and ask them to show it to the teacher in the next lesson.	If resolved Go to Q15	Not resolved Go to Q4
4	Is this a follow up question about a previous issue that you are happy to contact the subject teacher about?	Go to Q3	Go to Q5
5	Contact the Head of Faculty / Department for the subject.	If resolved Go to Q15	Not resolved Go to Q6
6	Are you happy to contact the Head of Faculty / Department again?	Go to Q5	Go to Q7
7	You need to contact a member of the Senior Leadership Team. Write a letter or email. Address it to 'The Senior member of staff who line manages...(subject)'		
8	Write a note to your child's form tutor in the Link Book or send in a note.	Go to Q9	
9	Did this answer your question or solve the problem?	Go to Q15	Go to Q10
10	Do you feel happy talking to the form tutor again?	Go to Q8	Go to Q11
11	Contact the Year Learning Coordinator (YLC) for your child.	Go to Q12	
12	Did this answer your question or solve the problem?	Go to Q15	Go to Q13
13	Do you feel happy talking to the YLC again?	Go to Q11	Go to Q14
14	You need to contact a member of the Senior Leadership Team. Write a letter or email. Address it to 'The Senior member of staff who line manages...(Year 10X)'		
15	You do not have to do anything else, but you may wish to keep any correspondence for future reference.		

Curriculum organisation for Y10 students:

Kvutzah: Students are in their tutor groups.

Mathematics, English, Science, JE and Modern Foreign Languages: Students are placed in sets across the year group.

Option subjects and P.E.: Students are in mixed ability groups.

Controlled Assessments

As part of their GCSEs over the next two years, Year 10 students will be completing a number of Controlled Assessments. These are pieces of coursework which must be completed in school, in controlled, exam-like conditions. Once the Controlled Assessment has started, the work produced in the session must be collected in by the teacher and cannot be taken home by the students. There are two issues surrounding Controlled Assessments that we would appreciate your support with.

1. Attendance and Catch-up Sessions

It is absolutely vital that students attend lessons in the learning and planning stages in the lead up to Controlled Assessments so that they are fully equipped to produce their best possible work. They will be told by their teacher in which lessons the Controlled Assessment will be completed. Students must make every possible effort to attend these lessons. In the event that students do miss a Controlled Assessment session due to illness or other extenuating circumstances, they will be required to catch-up the time they have missed in after school catch-up sessions from 4-5 p.m. We understand that this may cause some inconvenience, however it is necessary to ensure that their work is kept up-to-date and that the learning they have done for the Controlled Assessment is still fresh in their minds. If your child does need to attend a catch-up session, we will let you know in writing and would ask that you complete the accompanying permission slip. In the event that part or all of a session is missed due to bus lateness, the students will be allowed to catch up on the time they have missed in lessons and won't have to attend after school catch-up sessions.

2. Plagiarism

Plagiarism is defined by the Joint Council for Qualifications (JCQ), which represents the seven largest providers of qualifications in the UK (including the GCSE and A level awarding organisations), as: "Unacknowledged copying from published sources (including the Internet) or incomplete referencing" (JCQ, 2008, p28). Plagiarism includes, not just copying from the internet or text books without acknowledging sources, but also copying sections of work from friends. Students are required to submit signed declarations that the work they produce when writing Controlled Assessments is their own. To uphold the integrity of their awards, exam boards take a range of measures to ensure that students' work is original. The consequences can be severe in cases of coursework malpractice, ranging from loss of marks for the section to being banned from taking any further exams for a number of years. To protect our students from this, and to deter them from being tempted to plagiarise, it is JCoSS Policy that any piece of Controlled Assessment found by the teacher to be plagiarised will be not be submitted to be taken into consideration for the final GCSE grade: the student will receive 0 marks in that section of the examination. The students will shortly be issued with contracts to sign, indicating that they understand what is meant by plagiarism and what the consequences will be if they plagiarise in their Controlled Assessments.

We appreciate your support in these important matters and our efforts to ensure that our students continue to make excellent and sustained progress in KS4.

Subject	GCSE Art	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<p>This unit will include:</p> <ul style="list-style-type: none"> • Starting the first Coursework Unit for the Personal Portfolio (5FA01) which is 60% of the total GCSE. • The topic of study will be ‘Based In Nature’. • Learning to actively engage with Art and Design in order to develop as an effective and independent student. • Developing creative skills through a range of media and processes, through learning to use imagination when exploring and creating images. • Experimenting with a broad range of media, materials and techniques, including traditional and new media. • Developing cultural knowledge, understanding and application of art, craft and design in historical and contemporary contexts, societies and cultures. • The focus will be on observational drawing and contextual research. • Students will be required to keep a sketchbook throughout the duration.
	<p>Spring</p>	<p>This unit will include:</p> <ul style="list-style-type: none"> • The continuation of the first Coursework Unit ‘Based In Nature’. • The focus will be on developing ideas and following a personal line of enquiry within the theme. • Producing a final outcome for the first Coursework Unit that is a culmination of work produced in this unit. • Learning in depth about the Assessment Objectives in which moderation of work will take place. • Students will be required to continue their sketchbook throughout the duration. • Completed paintings/sculptures/prints with supporting studies to show the development of ideas leading to the final outcome.
	<p>Summer</p>	<p>This unit will include:</p> <ul style="list-style-type: none"> • Introduction to the second Coursework Unit within Unit 1 of the GCSE course. • Students will be given their second Coursework Unit and will continue their exploration of media to complete a sketchbook and portfolio work based on this unit. • Sheets of drawings/studies in a variety of media. • Sketchbooks/workbooks on a theme/subject showing detailed studies/ideas for future developments including in-depth critical study of the work of Artists and Designers. • Summer work will be given as a continuation to the second Coursework Unit.

<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • All assessment of coursework produced will be marked according to the exam board assessment objectives. • Students work will be tracked in the back of sketchbooks with targets given on how to achieve target grades and improve upon existing grade.
<p>Useful websites or resources</p>	<p>http://www.noisefestival.com – Graduate students work http://www.wga.hu/frames-e.html/welcome.html - Online Gallery search for an artist. http://www.artlex.com – Art Dictionary http://www.artmovements.co.uk/home.htm - Art Movements http://www.nationalgallery.org.uk – National Galleries http://www.tate.org.uk – Tate Galleries http://www.designmuseum.org – Design Museum http://www.axisartists.org.uk – Database of contemporary artists in the UK http://www.bfi.org.uk – The British Film Institute http://www.craftscouncil.org.uk – The Crafts Council http://www.design-council.org.uk – The Design Council http://www.iniva.org – The Institute of International Visual Arts http://www.nmpft.org.uk – The National Museum of Photography, Film and Television. http://www.vam.ac.uk – Victoria and Albert Museum http://www.thebritishmuseum.ac.uk – The British Museum http://www.saatchi-gallery.co.uk</p>
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage the students to read up on the artists that will be looked at within each project, developing thoughts and opinions about the styles and work of each artist. • Discussion about techniques, materials and processes and consolidating learning in class by stressing the importance of completing home learning. • Encouraging students to visit galleries, exhibitions and museums to put art into context. • Encourage students to take pictures and collect images of things that inspire them.
<p>Number of lessons per fortnight in this subject</p>	<p>5 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally one piece each week, taking 60 minutes on average. Some pieces may run over more than one Home Learning slot.</p>

Subject	GCSE Business Studies (Edexcel - 2BS01)	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Customer needs & demand • Market mapping • Franchises • Adding value • Starting a business
	Spring	<ul style="list-style-type: none"> • Marketing • Customer service • Motivation • Training • Recruitment
	Summer	<ul style="list-style-type: none"> • Ethics • Interest rates • Exchange rates • Stakeholders
Assessment Headlines	<p>Unit 1: 45 minute exam worth 25% of the final grade Unit 2: Controlled assessment investigation worth 25% of the final grade Unit 3: 1½ hour exam worth 50% of the final grade</p> <p>All formal exam assessment will take place in Year 11</p>	
Useful websites or resources	<ul style="list-style-type: none"> • http://www.tutor2u.net/revision_notes_business_gcse.htm • http://www.businessstudiesonline.co.uk/live/ • http://www.bbc.co.uk/schools/gcsebitesize/business/ • http://www.bbc.co.uk/news/ 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage your child to take an interest in the wider world by watching the BBC news every day or by reading a good newspaper. • Help test key terms (definitions) • When students are undertaking their Controlled Assessment (end of year 10 in to Year 11)they will need to base it on a small business so any family contacts would really help with the primary research. 	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Home Learning will be set each lesson, where appropriate. Students can expect up to 1 hour per week.	

Subject	OCR GCSE in Computing (J276)	
Main topics/areas studied this year	Autumn	Unit 2: Computational Thinking, Algorithms and Programming Algorithms Programming Techniques Producing Robust Programs Computational Logic
	Spring	Unit 1: Computer Systems Systems Architecture Memory Storage Ethical, Legal, Cultural and Environmental Concerns
	Summer	Unit 3: Programming Project Programming Techniques Analysis Design Development Testing Evaluation and Conclusions
Assessment Headlines	Examination Week: 1 x 1 hour written paper Summer Term: Controlled assessment - An investigative task Approx 20 hours - 45 marks - 20% of the qualification	
Useful websites or resources	Computing GCSE Page on JCoSS Moodle Website http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/ http://my.dynamic-learning.co.uk/Default.aspx?cid=DL19494 http://cscircles.cemc.uwaterloo.ca/ http://www.codecademy.com/learn http://www.bbc.co.uk/bitesize/intermediate2/computing/ http://www.teach-ict.com/gcse_computing/ocr/GCSE_A451_topics.html http://www.bbc.co.uk/news/technology/ http://www.codeavengers.com/	
What parents can do to support learning	Encourage students to read around the subject and not just the course websites or textbook notes. This should include computing magazines, news articles and computing books. In addition, students will need to independently work on developing their coding skills for the programming elements of the course. Developing coding skills in languages such as Python and Javascript through tutorial sites such as Codecademy and Codeavengers is highly recommended.	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Home Learning will be set at least once per week and will vary between subject reading, online test activities and preparation for in-class topic tests. In addition, students will be expected to spend at least one hour per week outside of lessons on developing their computer programming/coding skills.	

Subject	GCSE Dance	
<p style="text-align: center;">Main topics/areas studied this year</p>	<p>Autumn</p>	<p><u>Craft of Choreography</u> In the first half term, students will be working from a visual stimulus, students will create solo motifs which will then be developed to create a group dance. By the end of the unit, students will have a secure knowledge of the following:-</p> <ul style="list-style-type: none"> ✓ Actions, space, dynamics ✓ Working from visual stimuli ✓ Relationship content: accumulation, counterpoint, formations, complement and contrast ✓ Choreographic devices: motif and development, repetition, contrast, climax, manipulation of number, unison and canon. <p>In the second half term, students will have a series of one-off lessons working from different starting points answering questions through choreography. Through practical workshops, students will develop knowledge of:-</p> <ul style="list-style-type: none"> ✓ Choreographic processes: researching, improvising, generating, selecting, developing, structuring, refining and synthesising ✓ Appropriate aural settings and how they affect choreographic outcomes. <p><u>The Perfect Performance</u> Teacher led workshops which focus on the principle technique of Contemporary Dance. Students will improve their technical skill through:-</p> <ul style="list-style-type: none"> ✓ Experience a variety of other dance styles including Jazz, Capoeira and African identifying the stylistic differences between them ✓ Viewed a variety of professional works (not the anthology) and identified expressive skills ✓ Understand some of the ways to improve performance through rehearsal: systematic repetition, responding to feedback and mental rehearsal ✓ Understand the definitions and meanings of each of the physical skills <p><u>Anthology: A Linha Curva</u> Students will develop a critical appreciation of the set works through both practical and theoretical exploration:-</p> <ul style="list-style-type: none"> ✓ Choreographic concept ✓ Stimuli ✓ Features of production: costume, staging/set, lighting, accompaniment ✓ Dance styles ✓ Choreographic structure ✓ Key motifs ✓ Structure
	<p>Spring</p>	<p><u>Anthology: Artificial Things</u> Students will develop a critical appreciation of the set works through both practical and theoretical exploration:-</p> <ul style="list-style-type: none"> ✓ Choreographic concept ✓ Stimuli ✓ Features of production: costume, staging/set, lighting, accompaniment ✓ Dance styles ✓ Choreographic structure ✓ Key motifs ✓ Structure <p><u>Performance in a group</u> Students will learn snippets of set phrases and develop performing skills whilst</p>

	<p>creating a piece for The Barnet Dance Festival.</p>
<p>Summer</p>	<p><u>Anthology: Shadows, Infra & Emancipation of Expressionism</u> Students will develop a critical appreciation of the set works through both practical and theoretical exploration:-</p> <ul style="list-style-type: none"> ✓ Choreographic concept ✓ Stimuli ✓ Features of production: costume, staging/set, lighting, accompaniment ✓ Dance styles ✓ Choreographic structure ✓ Key motifs ✓ Structure <p><u>Set Phrases</u> Students will learn the set phrases in their entirety so that a decision can be made on which 2 will be filmed and recorded.</p>
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Informal assessments and mock assessments will take place throughout the year. Often these will be recorded for teacher assessment as well as self and peer-assessment. • Students have a monitoring sheet in their folders which acts as a dialogue between teacher and student for areas of improvement. • Students will also be tracked on a sheet accessible in their folders.
<p>Useful websites or resources</p>	<p>http://www.aqa.org.uk/subjects/dance/gcse/dance-8236 Students have access to a Dance Gmail account where all lessons will be uploaded. Additional links are in the student specification booklet.</p>
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage extra-curricular activity in dance both at JCoSS and outside of school. • Refer to GCSE student spec booklet. • Ask students about which anthology works they are studying and what they like about them. • Record performances and look for areas of improvement. • Watch live dance and evaluate subject content.
<p>Number of lessons per fortnight in this subject</p>	<p>5 lessons per fortnight.</p>
<p>How much Home Learning is expected per week?</p>	<ul style="list-style-type: none"> • Participation in Technique class on Wednesday after school counts towards Home Learning. • Students are encouraged to work on their corrections which can range from 10 minutes every night. • Additional tasks such as analysing a section of a dance can take up to an hour but will not be set every week. Some pieces may span more than one Home Learning slot and some may be longer, depending on assessments. • Students will also take part in open evenings, dance events inside and outside of school and Y11 choreographies.

Subject	GCSE Design and Technology – Product Design	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Introduction to Creativity and Design - Students will undertake a variety of mini tasks to investigate design and its wider implications. They will begin to understand how to design for the needs of a client and draw on influences from iconic designers and movements. They will learn different methods of designing and will develop technical drawing skills that they can take further into future projects. • Laser Project – Following on from their introduction to design and creativity, students will have the opportunity to work to a set brief in order to design and make a product and it’s packaging using CAD/CAM. They will research, design, plan and make their product independently while also learning about plastics, packaging and branding.
	Spring	<ul style="list-style-type: none"> • Mechanisms Project – Students will draw upon their existing knowledge to research, design, plan and make a mechanical product independently. They will learn about the different mechanisms and how they can use them to create a desired motion. They will also learn about the industrial side of manufacture, focusing more on planning and quality control. They will begin to understand the characteristics and properties of wood based materials by using cutting and wasting techniques. • Packaging Project – Students will draw upon their graphics skills to design and make packaging for a product. Using CAD/CAM to create and realise final designs. They will learn about branding and corporate identity, print finishes for card and paper and modern and smart materials.
	Summer	<ul style="list-style-type: none"> • Introduction to Controlled Assessment – Students will begin the research section of their controlled assessment which counts for 60% of their final grade for Product Design. They will be given a set task from the AQA board which they must work to. They will independently research, design, plan and make a final product to be submitted for assessment along with an E-Portfolio. • This will continue through to March in Year 11.
Assessment Headlines	<p>Formal assessments will take place at the end of each unit. There will also be a full exam paper during the mock exam period.</p> <p>Controlled assessment = 60% of the final grade. Final Exam (2 hours) = 40% of the final grade.</p>	
Useful websites or resources	<p>www.technologystudent.com www.bbc.co.uk/schools/gcsebitesize/design/ www.designmuseum.org www.robives.com</p> <p>The AQA Product Design textbook covers all knowledge needed for the exam and gives examples of how to set out and complete the controlled assessment.</p>	
What parents can do to support learning	<p>Encourage students to visit exhibitions and museums. Encourage wider reading around the subject. Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind. Encourage students to be independent learners. Monitor that deadlines are being met.</p>	
Number of lessons per fortnight in this subject	5 hours	

How much home learning is expected per week?

1 hour minimum although this is approximate and some students may enjoy spending longer practising their skills. Booster sessions are available in school to enable students to access resources.

Subject	GCSE Drama AQA	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Performing Shakespeare: Macbeth • Devising Epic Theatre
	Spring	<ul style="list-style-type: none"> • JCoSS Fringe Festival Showcase
	Summer	<ul style="list-style-type: none"> • Staging 'The Crucible' by Arthur Miller • Theatre Review
Assessment Headlines	<ul style="list-style-type: none"> • Analysed the set text: The Crucible by Arthur Miller • Devised a piece of performance work in a specific style • Performed a scripted piece of published work. • Created a portfolio of evidence to support the performance work. • Created monologues, duologues and groups scene based on a range of stimuli. • Applied the techniques of Brecht, Berkoff, Artaud and Stanislavski. • Annotated scripts as a performer, designer and a director. • Written a response to a theatre production under timed conditions. 	
Useful websites or resources	<p> http://www.digitaltheatre.com/ http://www.digitaltheatre.com/education https://www.unicorntheatre.com/ https://www.chickenshed.org.uk/ http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUUq0wodizoIEg </p>	
What parents can do to support learning	<p>Encourage students to watch Digital Theatre or Live theatre. Students should gain an understanding of <i>theatrical aesthetics</i> as a result of exploring a variety of plays and practitioners throughout theatre history. Ensure students have 'booked' rehearsal time in the theatre space when preparing their work for assessment.</p>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	<p>An extract of text to learn a fortnight, taking 30 minutes on average.</p> <p>Able and Ambitious: design and/or learn plays ready for rehearsal as part of the JCoSS Theatre Company for the Shakespeare Schools Festival.</p>	

Subject	GCSE English	
Main topics/areas studied this year	Autumn	<i>An Inspector Calls</i> Language Paper 1
	Spring	Poetry anthology Language Paper 1
	Summer	Creative writing – drafting and editing Paper 2 Reading
Assessment Headlines	Students will do a mock English Language Paper 1 and a mock English Literature Paper 2 during year 10 exam week	
Useful websites or resources	www.bcbitesize.co.uk www.sparknotes.com www.aqa.org.uk	
What parents can do to support learning	<p>Ensure that students read regularly from a wide range of genres of fiction and non-fiction, including quality press and journals.</p> <p>Discuss the texts studied with students, considering different possible interpretations of them.</p> <p>Discuss ideas for writing with students and encourage them to plan their work before writing.</p> <p>Ensure that students proof read their work.</p>	
Number of lessons per fortnight in this subject	9 lessons per fortnight	
How much Home Learning is expected per week?	<p>4 pieces per fortnight</p> <p>Work will include preparatory reading and annotating; written pieces; planning and preparing for assessments; making notes on a reading task and research. Each task should take approximately 40-45 minutes.</p>	

Subject	GCSE Food Preparation and Nutrition	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<ul style="list-style-type: none"> • During this term students will be building upon their prior learning and will enhance their knowledge and understanding of what constitutes a healthy, balanced diet. • Students will be taught how and when to use different food preparation skills to achieve a range of different outcomes. • Students will gain knowledge and understanding of food nutrition and health. Areas covered are: <ul style="list-style-type: none"> ○ Macronutrients ○ Micronutrients ○ Making informed choices for a varied and balanced diet ○ Energy needs ○ Carrying out nutritional analysis ○ Technological developments associated with better health
	<p>Spring</p>	<ul style="list-style-type: none"> • During this term students will be developing their knowledge and understanding of food science and food safety. Content will include: <ul style="list-style-type: none"> ○ Cooking of food and heat transfer ○ Functional and chemical properties of food ○ Food spoilage and contamination ○ Principles of food safety • Students will be taught investigation skills in preparation for their non-exam assessment task and complete mini tasks to prepare them for this
	<p>Summer</p>	<ul style="list-style-type: none"> • During this term students will be developing their knowledge and understanding food choice and food provenance. Content will include: <ul style="list-style-type: none"> ○ Factors which may influence food choice ○ Food choice related to religion, culture, ethics and medical conditions ○ British and international cuisines ○ Environmental impact and sustainability of food • Students will apply their knowledge and understanding gained throughout the year by completing a mini non-examined assessment task.
<p>Assessment Headlines</p>	<p>Paper 1 – Food Preparation and Nutrition – 50%</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of nutrition, food, cooking and preparation • Apply knowledge and understanding of nutrition, food, cooking and preparation • Analyse and evaluate different aspects of nutrition food, cooking and preparation <p>Non-exam assessment – 50%</p> <ul style="list-style-type: none"> • Task 1 – 15%: Food Investigation. Students are assessed on their understanding of the working characteristics, functional and chemical properties of ingredients. Students will produce a written report (1500-2000) words including photographic evidence. 	

	<ul style="list-style-type: none"> • Task 2 – 35%: Food Preparation Assessment. Students are assessed on their knowledge, skills and understanding in relation to planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will produce a portfolio including photographic evidence and plan, prepare, cook and present a final menu of three dishes.
<p>Useful websites or resources</p>	<p> www.bbc.co.uk/food/recipes www.bbc.co.uk/iplayer/ www.bbc.co.uk/schools/gcsebitesize/design/foodtech www.dianasdesserts.com/ www.nutrition.org.uk/healthyliving/basics/what-are-nutrients www.nutrition.org.uk/healthyliving/healthyeating www.nutrition.org.uk/healthyliving/seasons/why-eat-seasonally www.nutrition.org.uk/nutritionscience/allergy www.foodafactoflife.org.uk/ www.bbc.co.uk/schools/gcsebitesize/design/foodtech/systemspracticesrev6.shtml www.s-cool.co.uk/gcse/food-technology www.videojug.com/film/how-to-make-fresh-pasta http://explorefood.foodafactoflife.org.uk/ </p> <ul style="list-style-type: none"> • The Food Technology Room has a range of recipe books that you can use to source recipes • Nutrients (a program on the school network) is excellent for calculating and analysing the nutritional composition of food products that you design and make – Modelling • TV programmes such as Master Chef and The Great British Bake Off are excellent sources for inspiring and creating original ideas.
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Help students fully prepare for food practical lessons by ensuring a container and T Towel are supplied. • Ensure all the only ingredients brought into school are fresh fruit and vegetables and kosher fish. • Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind; • Encourage students to be independent learners; • Encourage students to research and investigate food made by a wide range of chefs to use as inspiration when they are designing their own food products; • Ensure all Home Learning and Coursework deadlines are met. • Encourage students to revise through topics covered during lessons to help prepare for the written exam.
<p>Number of lessons per fortnight in this subject</p>	<p>5 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Two pieces of home learning per week each lasting 30 minutes. Preparation for practical lessons is also expected.</p>

Subject	GCSE French	
Main topics/areas studied this year	Autumn	<p>House, Home and Routine</p> <ul style="list-style-type: none"> • Questions Forms including Inversion • Describing Personality • Revision of Present Tense including Irregular Verbs. • Reflexive Verbs • House & Home • Key items of Furniture • Adjectives and Agreements. • Using Emphatic pronouns • Helping around the House • Future Tense <p>Celebrations and Special Occasions.</p> <ul style="list-style-type: none"> • Important dates in the French calendar. • <i>Using Possessive pronouns</i> • Food and Drink items. • Perfect Tense Revision. • Direct object pronouns. • Use of 'Il y a' and the Perfect Tense. • The Perfect Infinitive • Talking about festivals and special occasions
	Spring	<p>My Local Area</p> <ul style="list-style-type: none"> • Describing the local area. • Discussing the difference between city and rural living. • Services and places in a town • Shopping and Money • Indirect Object Pronouns • Negatives • <i>The pronoun Y</i> <p>Hobbies and Interests</p> <ul style="list-style-type: none"> • Talking about Hobbies, Interests, Sport and Exercise. • Media and Technology • Cinema, Books and Music • Using Time Markers and Indicators of Frequency. • The Present Participle. • The Imperfect Tense. • <i>Using the Perfect and Imperfect together.</i>
	Summer	<p>Going on Holiday</p> <ul style="list-style-type: none"> • Weather and Climate (present, past and Future) • Travel and Transport • Holiday plans • Tourist Information Office • Using the Future Tense • Using the Conditional • The Superlative

	<p>Health</p> <ul style="list-style-type: none"> • Illness, Remedy & Prevention • Reflexive verbs in the perfective tense • Si clauses – combining the imperfect & conditional tense
Assessment Headlines	<ul style="list-style-type: none"> • Four assessments over the year testing three skills from Reading, Writing, Listening, Speaking and Translation • Students' overall predicted end of year levels are a mixture of the level in the assessment and ongoing teacher assessment throughout the term. Four assessments over the year • All students will be following the AQA French syllabus for first examination in 2018.
Useful websites or resources	<ul style="list-style-type: none"> • www.linguascope.com (your child will have a username and password) • www.wordreference.com (a good online dictionary) • www.languagesonline.org.uk • www.kerboodle.co.uk
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary for spelling tests. • Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home. • Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works and can severely limit their progress.
Number of lessons per fortnight in this subject	5 lessons per fortnight
How much Home Learning is expected per week?	Normally one piece each week, taking 40-60 minutes on average. Students will be given spellings to learn on a regular basis and not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day. Worksheets and grammar exercises may be required to be completed over night.

Subject	GCSE Geography EDEXCEL B	
<p>Main topics/areas studied over the two years</p>	Autumn	<p><u>Paper 1: Global Geographical Issues</u> Hazardous Earth</p> <ul style="list-style-type: none"> • Climate change and the impact of human activity • Natural hazards and the impact on humans <p>Development dynamics</p> <ul style="list-style-type: none"> • Measuring development and the development gap • Bottom up and top down development strategies • Case study of developed country • Global trends and patterns of urbanisation • Case study of a megacity <p><u>Paper 2: UK Geographical Issues</u></p> <ul style="list-style-type: none"> • Geology and landscape of UK • Coastal landscapes and processes • Impact of human activity on coasts • Challenges of managing coastal landscapes • River landscapes and processes • Challenges of managing river landscapes • Study of UK demographic • Case study of changing city in UK <p><u>Paper 3: People and Environment Issues</u></p> <ul style="list-style-type: none"> • Global distribution of biomes • The Biosphere and its importance to humans • Threats to forest biomes • Sustainable management of rainforest • Growing importance of energy and sustainable management
	Spring	
	Summer	
<p>Assessment Headlines</p>	<p>All to be taken in Summer 2018</p> <ul style="list-style-type: none"> • Paper 1: Global Geographical Issues 37.5% (1 hour 30 minutes) • Paper 2: UK Geographical Issues 37.5% (1 hour 30 minutes) • Paper 3: People and Environment Issues 25% 	
<p>Useful websites or resources</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/geography/ http://www.geography.learnontheinternet.co.uk/gcse/revision_step1.html#aqab http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</p>	
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Buy an atlas for use at home as well as a textbook to cover the course • Download and use the maths support guide for Geography (See link below) • Buy Edexcel textbook GCSE (9-1) Geography specification B: Investigating Geographical Issues ISBN 9781446927762 • Encourage students to use the Edexcel website to make use of exam papers, mark schemes and examiner’s reports to consolidate their exam technique. • Encourage students to make notes and flash cards after each unit using specification and textbook to guide note taking. Specification can be found here: 	

	<ul style="list-style-type: none"> • http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments
<p>Number of lessons per fortnight in this subject</p>	<p>5 lessons per fortnight.</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally 3 pieces each fortnight, taking 30 minutes on average. Some pieces may span more than 1 Home learning slot and some may be shorter or longer, depending on the nature of the lessons.</p>

Subject	GCSE History	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> America 1920-1973 (Paper 1)
	Spring	<ul style="list-style-type: none"> America 1920-1973 (Paper 1) Conflict between East and West 1945-1972 (Paper 1)
	Summer	<ul style="list-style-type: none"> Conflict between East and West 1945-1972 (Paper 1)
Assessment Headlines	At the end of every section – mock exam questions Mock examination in the summer term Students will be assessed using examination mark schemes	
Useful websites or resources	www.schoolhistory.co.uk www.Johndclare.net www.bcbitesize.co.uk/history www.bbc.co.uk/history	
What parents can do to support learning	<ul style="list-style-type: none"> Use the recommended revision books to help their children to create little revision aids after every section. Test their children before an assessment and help them gauge the depth of their knowledge. Help their child join a library so they can request books to read around the subject. Look at the resources and extend section of the Year 10 History page of Moodle with their children. 	
Number of lessons per fortnight in this subject	5 lessons per fortnight.	
How much Home Learning is expected per week?	Approximately 1 ½ hours per week – this may vary depending on revision	

Subject	GCSE Jewish Education	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<p>Judaism: Key Beliefs and Teachings Within this topic, candidates should show understanding of the key beliefs and sources of authority that underpin the Jewish way of life and influence their behaviour and attitudes.</p> <ul style="list-style-type: none"> • Tenakh: Torah, Nevi'im, Ketuvim; • Talmud: Mishnah and Gemara; • Halakah: on-going interpretation and application to changing situations (Responsa, Bet Din, Yeshivah). • Jewish concepts of God: <ul style="list-style-type: none"> * the unity of God; the Shema * God as creator and sustainer; * God as law-giver and judge * God as redeemer and sanctifier. • The Covenant: <ul style="list-style-type: none"> * Israel as God's chosen people; * the Covenant and the land – Covenant with Abraham; * the centrality of the Torah (written and oral) to the Covenant; * the Messianic Age <p>Judaism: Practices: Synagogue and Worship Within this topic, candidates should show understanding of how the places of worship reflect and affect the style of worship that takes place within them.</p> <ul style="list-style-type: none"> • The leaders of the community with special reference to the rabbi and chazzan (cantor); • Design and function; features and symbols – bimah (reading platform), Aron hakodesh (ark), ner tamid (ever-burning light), menorah, Star of David; • Daily prayer; • Tallit and Tefillin; • Minyan
	<p>Spring</p>	<p>Judaism: Family Life and Festivals In this topic, candidates should show understanding of Jewish views on relationships and family life.</p> <ul style="list-style-type: none"> • Ceremonies associated with birth and brit milah; • Bar/bat mitzvah and bat chayil; • The importance of the family; • Contribution of the synagogue to family life; • Marriage ceremony and its significance; • Ceremonies associated with heath and mourning. • Shabbat; • Rosh Hashanah and Yom Kippur; • Pesach; • Dietary laws – kosher and trefah, separation of milk and meat; <p>Islam: Key Beliefs and teachings</p> <ul style="list-style-type: none"> • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key • similarities and differences • The Oneness of God (Tawhid), Qur'an Surah 112

		<ul style="list-style-type: none"> • The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi’a Islam), • including different ideas about God’s relationship with the world: immanence and transcendence. • Angels, their nature and role, including Jibril and Mika’il • Predestination and human freedom and its relationship to the Day of Judgement • Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and hell • Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad • The holy books (Qur’an, The Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority) • Revelation and authority • The imamate in Shi’a Islam: its role and significance •
	<p>Summer</p>	<p>Islam : Worship</p> <ul style="list-style-type: none"> • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam (students should study the Five Pillars and jihad in both Sunni and Shi’a Islam and the additional duties of Shi’a Islam) • Shahadah: declaration of faith and its place in Muslim practice • Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer (Jummah) • Key differences in the practice of salah in Sunni and Shi’a Islam, and different Muslim views about the importance of prayer <p>Islam: Duties and festivals</p> <ul style="list-style-type: none"> • Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur’an 96:1–5. • Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt • Khums in Shi’a Islam • Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, and the actions pilgrims perform at sites including the Ka’aba at Makkah, Mina, Arafat, Muzdalifah and their significance • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad • Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura

<p>Assessment Headlines</p>	<p>Two exams at the end of Year 11, made up of short medium and long answers. Each exam is worth 50% of the total GCSE.</p>
<p>Useful websites or resources</p>	<ul style="list-style-type: none"> • jewishvirtuallibrary.org • jewfaq.org/index.htm • maven.co.il • g-dcast.com • tali-virtualmidrash.org.il • www.chabad.org/ • www.masorti.org.uk/ • www.reformjudaism.org/ • www.theus.org/
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage the students to read up on the topics covered; • Encourage discussion about topics of Jewish interest; • Encouraging students to visit Jewish museum s and events on the topics covered.
<p>Number of lessons per fortnight in this subject</p>	<p>5 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally 2 pieces each week, each taking 1 hour on average</p>

Subject	Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<ul style="list-style-type: none"> • Financial Education • Budgeting and Saving • Bank Accounts and Credit Cards • Debt and Tax • Careers • CV Writing • Drugs and the Law • Media Influence • Media Influence • Mental Health and Wellbeing • Depression • Eating Disorders • Body Image
	<p>Spring</p>	<ul style="list-style-type: none"> • Propaganda • Community, Culture and Identity • Discrimination • Human Rights • Racism and Discrimination – Anti-Semitism and Homophobia • Sexual Orientation • Underage Sex • Making Informed Choices – Peer Pressure • Contraception • STIs, AIDS and HIV • Pregnancy and Abortion • Revision Techniques and Stress Management
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Students are not formally assessed in Kvutzah – PSHCE. It is a non-statutory subject which complements the statutory curriculum. • Kvutzah – PSHCE is delivered by Form Tutors and they will be tracking student progress over the course of the curriculum by means of evaluating the impact of learning over time. 	
<p>Useful websites or resources</p>	<ul style="list-style-type: none"> • http://www.pshe-association.org.uk/ • http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe • http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance • http://www.sexeducationforum.org.uk/ • http://news.sky.com/ • http://www.bbc.co.uk/newsround/ • http://www.youngminds.org.uk/ • https://www.stonewall.org.uk/ 	
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage students to discuss the issues that they have been learning about in Kvutzah – PSHCE. • There may be questions or issues that students may only feel comfortable asking parents about or that they may wish to discuss in greater detail. • Encourage students to engage with current affairs – watch Newsround or access Sky News. 	

Number of lessons per fortnight in this subject	2 lessons per fortnight
How much Home Learning is expected per week?	Not applicable

Subject	GCSE Latin	
<p style="text-align: center;">Main topics/are as studied this year</p>	Autumn	<p>Cambridge Latin Course end of Book II and beginning of Book III: Stage 19-23</p> <p>Main language features:</p> <ul style="list-style-type: none"> • hic and ille • Imperative; noli, nolite • Vocative • Present participle • is and ea in accusative, genitive and dative • Perfect passive participle • Perfect active participle • Genitive: partitive and descriptive • Summary of participles • Neuter nouns, nominative and accusative plural <p>Cultural background:</p> <ul style="list-style-type: none"> • The worship of the goddess Isis • Alexandria: medicine, mathematics, astronomy, inventions • Aquae Sulis (a.k.a. Bath) and its baths • Magic and curses • Roman religion and romanisation
	Spring	<p>Cambridge Latin Course Book III: Stage 24-27</p> <p>Main language features:</p> <ul style="list-style-type: none"> • cum (when) + pluperfect and imperfect subjunctive • Indirect questions • Conjugation of imperfect and pluperfect subjunctive • Purpose clauses • Gerundives of obligation • Indirect commands • Result clauses <p>Cultural background:</p> <ul style="list-style-type: none"> • Travel and communication • The legionary soldier • Senior army officers and the career of Agricola • The legionary fortress
	Summer	<p>Cambridge Latin Course Book III: Stage 28 Latin Literature and Sources: 'A Day at the Races'</p> <p>Main language features:</p> <ul style="list-style-type: none"> • Ablative case • Expressions of time

	<ul style="list-style-type: none"> • Prepositions <p>Cultural background:</p> <ul style="list-style-type: none"> • The evidence for our knowledge of Roman Britain <p>Literature:</p> <ul style="list-style-type: none"> • Ovid <i>Amores</i> 3.2 'A Good Day at the Circus'
Assessment Headlines	<ul style="list-style-type: none"> • Four assessments over the year testing three skills from Translation (Latin-English), Comprehension, Literary Analysis, Understanding of Grammar • Students' overall predicted end of year levels are a mixture of the level in the assessment and ongoing teacher assessment throughout the term. • All students will be following the WJEC Eduqas Latin syllabus for first examination in 2018.
Useful websites or resources	<ul style="list-style-type: none"> • http://www.cambridgescp.com (see esp the online vocab tester) • http://latinipadapps.com/ • http://www.britishmuseum.org/explore/cultures/europe/ancient_rome.aspx • http://www.theclassicslibrary.com • http://www.perseus.tufts.edu/hopper/ • https://quizlet.com/ <p>Apps</p> <ul style="list-style-type: none"> • Lexidum • Quizlet (see MrsTrup < Year 9 Latin) • memrise
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary and word tables. 'Little but often' should be the mantra! Offer to test them on these. Make sure they spend their time on the words that they do not yet know (rather than going over ones which they are confident with). Flashcards are enable them to do this very efficiently. • Work with students on using the dictionary at the back of their text books and their grammar notes, rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. This inhibits their progress as it is precisely the process of translation – i.e. the steps involved in figuring out what the Latin means - that they need to learn.
Number of lessons per fortnight in this subject	5 lessons per fortnight
How much Home Learning is expected per week?	Normally one piece each week, taking 40-60 minutes on average. Students will be given regular vocabulary and grammar tests - not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day. Worksheets, grammar exercises or short passages for translation may be set for completion over night.

Subject	GCSE Maths	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Number properties • Geometry and measures • Number properties 2 • Algebra 1 • Fractions, decimals and percentages • Approximations • Algebra 2
	Spring	<ul style="list-style-type: none"> • Collecting and interpreting data • Sequences and graphs • proportion • Ratio and scales • Shape properties • Algebra 3 • Transformations • Probability
	Summer	<ul style="list-style-type: none"> • Triangles and construction • Interpreting Data • Circles • Proportion 2 • Solving equations and inequalities • Plotting and sketching graphs
Assessment Headlines	<ul style="list-style-type: none"> • Assessments are set throughout the year on each topic. • Students will sit an end of term examination in December, and an end of year exam combining all topics in June. Both the December exam and the June exam will be in three parts with one non-calculator paper and two calculator papers. 	
Useful websites or resources	<ul style="list-style-type: none"> • http://wwwmymaths.co.uk • http://wwwmathswatchvle.com • http://www.bbc.co.uk/schools/gcsebitesize/maths/ • http://nrich.maths.org/secondary-lower • http://www.ukmt-resources.org.uk/index-tr.html 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to complete Home learning on the day it is set, to use notes provided, Moodle or the websites above to support learning. • Encourage students to log onto MyMaths(even when it is not set for Home Learning) to discover new areas of maths and practise Key Skills. • When it comes to revision in the summer, print off past papers and work through at home under timed conditions. 	
Number of lessons per fortnight in this subject	9 lessons per fortnight	
How much Home Learning is expected per week?	Home Learning is set twice a week	

Subject	GCSE Media Studies	
Main topics/areas studied this year	Autumn	Magazines
	Spring	Charity advertising (billboard posters and radio adverts) Film promotion (trailers)
	Summer	Film Trailers Externally set brief (cross media)
Assessment Headlines	<p>Students are assessed continuously throughout the year with a number of controlled assessments. These assessments focus on the four key concepts of Media Studies:</p> <ol style="list-style-type: none"> 1. Audience 2. Institution 3. Representation 4. Genre 	
Useful websites or resources	<p>Books: AQA GCSE Media Studies: Mandy Esseen, Martin Philips AQA GCSE Media Studies: Richard Morris, David Varley</p> <p>Websites: www.mediaknowall.com Media edu (see Mrs Eyres for login) MediaMagazine (see Mrs Eyres for login)</p>	
What parents can do to support learning	Encourage students to consume all types of media, rather than just those they are interested in. Eg. Magazines, newspapers, radio	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	2-3 Home Learnings are set a fortnight. The majority of these will take 45 minutes to complete and will not be required for the next day. The media suite is available during lunchtimes for completion of homework.	

Subject	GCSE Modern Hebrew	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Lifestyle and Health • Healthy and unhealthy lifestyles and their Consequences • Relationships and Choices
	Spring	<ul style="list-style-type: none"> • Relationships with family and friends • Future plans regarding: marriage/partnership • Social issues and equality • Free Time and the Media
	Summer	<ul style="list-style-type: none"> • Free time activities • Shopping, money, fashion and trends • Advantages and disadvantages of new technology
Assessment Headlines	<p>Students are assessed continuously throughout the course of Key Stage Four through:</p> <ul style="list-style-type: none"> • Monitoring and feedback from Classwork , Home Learning, Practice GCSE questions • End of unit tests (GCSE questions) –Reading, Speaking, Listening & Writing • Tests on new vocabulary and Grammatical patterns. • Mock examinations – 1 a year 	
Useful websites or resources	<p>AQA- GCSE Specification-Modern Hebrew http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4675-w-sp-14.PDF</p>	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary for spelling tests. • -Show students how to proof read their work, with a particular emphasis on checking verb ending, adjectival agreements and spelling. Students will always have their Grammar notes needed to complete work accurately in their books but they will have to look back at it when working at home. • Working with students on using a good online or paper dictionary rather than Google translate. Translating word by word rarely works but many students at this stage do rely on it when completing tasks at home This can then severely limit their levels. • Encouraging students to revise well for their Speaking assessments putting an emphasis on pace, accuracy and content. 	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	<p>One Home Learning tasks are set each week taking about 40-60 minutes each. In addition students may also be given vocabulary to learn on a regular basis.</p>	

Subject	Music	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Performance skills – students will work together as a group to create a performance for the end of term concert. They will also work on their solo performances • Composition skills – students will create a group composition that explores the key elements of music • Analysis – students will look at two pieces from the Areas of study (Star Wars/Defying Gravity)
	Spring	<ul style="list-style-type: none"> • Performance skills – students will work together as a group to create a performance for the end of term concert. They will also work on their solo performances. • Composition skills – students will create a composition based around one of the areas of study • Analysis – students will look at two pieces from the Areas of study (Killer Queen/Music for a While)
	Summer	<ul style="list-style-type: none"> • Performance skills – students will work together as a group to create a performance for the end of term concert. They will also work on their solo performances. • Composition skills – students will create a composition based around one of the areas of study • Analysis – students will look at two pieces from the Areas of study (Brandenbug Concerto No.5/Sonata Pathetique)
Assessment Headlines	Two performances, one solo and one group, lasting for a minimum of 4 minutes (combined) Two compositions lasting for a minimum of 4 minutes (combined)	
Useful websites or resources		
What parents can do to support learning	<ul style="list-style-type: none"> • Ensure students practise their performance pieces regularly • Encourage students to attend extra curricular activities 	
Number of lessons per fortnight in this subject	5	
How much home learning is expected per week?	Students are expected to spend most of their home learning time practising for their performances (solo and ensemble). This should be 15 minutes each day wherever possible	

Subject	Physical Education - Core	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> Pupils are able to select and follow a pathway that suits them. A) Performer – strategic and tactical B) Performer - Creative
	Spring	<ul style="list-style-type: none"> A) Performer and Leader - strategic and tactical B) Performer and Leader - Creative
	Summer	<ul style="list-style-type: none"> A) Leader – Health and Fitness B) Leader and Official
Assessment Headlines	<p>Pupils participate in a range demanding physical activities. Pupils should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]; develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance] take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. 	
Useful websites or resources	<ul style="list-style-type: none"> BBC Sports Academy - http://news.bbc.co.uk/sport1/hi/academy/default.stm Youth Sport Trust – http://www.youthsporttrust.org/ JCoSS football results – www.football.mitoo.co.uk Maccabi GB – www.maccabigb.org Yahoo! Sport/ Eurosport http://uk.eurosport.yahoo.com/ 	

<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Aid participation in clubs outside of school • Watching sporting events/ competitions on the television and at stadium events
<p>Number of lessons per fortnight in this subject</p>	<p>2 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Not applicable</p>

Subject	GCSE Physical Education – New Spec	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Applied anatomy and physiology • Movement Analysis • Physical Training • Use of Data
	Spring	<ul style="list-style-type: none"> • Health Fitness and well being • Sport Psychology
	Summer	<ul style="list-style-type: none"> • Socio-Cultural Influences • Using Data
Assessment Headlines	<ul style="list-style-type: none"> • Written Examination 1 – 90 marks – 1 hour 45 mins = 36% of qualification • Written Examination 2 – 70 marks – 1 hour 15 mins = 24% of qualification • Practical Assessment (3 sports)– 105 marks = 30% of qualification • Exercise programme – 20 marks = 10% of qualification 	
Useful websites or resources	<ul style="list-style-type: none"> • www.bbc.co.uk/schools/gcsebitesize/pe • www.teachpe.com/gcse.php • www.educationforum.co.uk/PE/GCSEPEHome • www.s-cool.co.uk/gcse/pe • www.bbc.co.uk/academy 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to discuss the work completed in class • Ensure students complete the evaluation of class work and any home learning • Accompany students on sports events and competitions. • Encouraging students to read sports books and magazines • Encourage students to discuss their experience of participating in, leading and officiating sports 	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	1 hour per week.	



Subject	GCSE Science																			
<p>Exam Board and GCSE Courses Studied</p>	<p>Exam Board: AQA</p> <p>Triple Science:</p> <ul style="list-style-type: none"> • GCSE Biology (8461) • GCSE Chemistry (8462) • GCSE Physics (8463) <p>Double Science:</p> <p>GCSE Combined Science: Trilogy (8464)</p>																			
<p>Further detail on content of GCSE Courses</p>	<table border="1"> <thead> <tr> <th data-bbox="491 636 662 674">Subject</th> <th data-bbox="662 636 970 674">Content</th> <th data-bbox="970 636 1198 674">Triple Exams</th> <th data-bbox="1198 636 1445 674">Double Exams</th> </tr> </thead> <tbody> <tr> <td data-bbox="491 674 662 1155">Biology</td> <td data-bbox="662 674 970 1155"> <ol style="list-style-type: none"> 1. Cell Biology 2. Organisation 3. Infection and Response 4. Bioenergetics 5. Homeostasis and Response 6. Inheritance, variation and evolution 7. Ecology </td> <td data-bbox="970 674 1198 1155"> <p>Paper 1:</p> <ul style="list-style-type: none"> • Topics 1-4 • Written exam (1 Hour 45 mins) • Foundation or Higher Tier • 100 marks • 50% of GCSE <p>Paper 2:</p> <ul style="list-style-type: none"> • Topics 5 – 7 • Written exam (1 Hour 45 mins) • Foundation or Higher Tier • 100 marks • 50% of GCSE </td> <td data-bbox="1198 674 1445 1155"> <p>Paper 1:</p> <ul style="list-style-type: none"> • Topics 1-4 • Written exam (1 Hour 15 mins) • Foundation or Higher Tier • 70 marks • 16.7% of GCSE <p>Paper 2:</p> <ul style="list-style-type: none"> • Topics 5 – 7 • Written exam (1 Hour 15 mins) • Foundation or Higher Tier • 70 marks • 16.7% of GCSE </td> </tr> <tr> <td data-bbox="491 1155 662 1637">Chemistry</td> <td data-bbox="662 1155 970 1637"> <ol style="list-style-type: none"> 1. Atomic Structure and the periodic table 2. Bonding, Structure, and the Properties of Matter 3. Quantitative Chemistry 4. Chemical Changes 5. Energy Changes 6. 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	<p>Both Double Award Science and Triple Award science cover the same topics in their learning. However, there is more content in each section for the Triple course. This extra content will equate to an extra GCSE's worth of learning.</p> <p>Therefore, the topics still maintain the same the names etc.</p> <p>Students are taught these units by specialist biology, chemistry and physics teachers. All three teachers will work together to prepare students for the ISAs/controlled assessments.</p>		
<p>Main topics/areas studied this year</p>	<p>In Year 10, Units 1 – 4 in each of Biology, Chemistry and Physics will be taught.</p>		
<p>Assessment Headlines</p>	<p>Students are assessed continuously throughout the course of KS4 by:</p> <ol style="list-style-type: none"> 1. Monitoring and feedback from Classwork / Home Learning / Practice GCSE questions 2. End of unit tests (GCSE questions) 4. Mock examinations 		
<p>Assessment Key Dates</p>	<p>There is no coursework in the Science GCSE courses.</p> <p>Internal assessments will be run throughout the year, when it is appropriate based on the timeline of each individual class.</p> <p>There will be mock examinations during the school exam periods in the Summer Term and during Year 11 in preparation for the final GCSE exams.</p> <p>All external exams will take place in the summer of Year 11</p>		
<p>Useful websites or resources</p>	<p>Kerboodle: Students can access electronic textbooks and other resources. They have been issued usernames and passwords. http://www.kerboodle.com</p> <p>SAM Learning: Teachers will set home learning through this website, and there are other activities to engage our students in science that they can complete in their own time. They have been issued usernames and passwords. https://www.samlearning.com/</p> <p>Other useful websites:</p> <ul style="list-style-type: none"> http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/ http://www.freezeray.com/ http://www.echalk.co.uk/ http://www.planet-science.com/ http://www.schoolscience.co.uk/ http://www.arkive.org/ http://royalsociety.org/ http://scienceteachinglibrary.wordpress.com/ 		

<p>What parents can do to support learning</p>	<p>Encourage students to write using the PEE strategy: P – Point – Make a point E – Evidence – What evidence do you have to support your point? E – Explanation – Explain your point and evidence using your scientific knowledge and understanding, expand your answer to include scientific detail, keywords and diagrams.</p>
<p>Number of lessons per fortnight in this subject</p>	<p>9 lessons (double science, 3 lessons of each of biology, chemistry and physics) 14 lessons (triple science, 5 of two subjects and 4 of the other, this will be rotated amongst the subjects throughout the course)</p>
<p>How much home learning is expected per week?</p>	<p>Two to three home learning tasks are set each week taking about 40 - 60 minutes each.</p>

Subject	GCSE Sociology	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> Studying Society: <i>What is Sociology? Key issues in Sociology</i> <i>How do sociologists study society? Research methodology.</i>
	Spring	<ul style="list-style-type: none"> Families
	Summer	<ul style="list-style-type: none"> Education <i>Mass Media (continued into Y11)</i>
Assessment Headlines	<ul style="list-style-type: none"> One mock mini exam at the end of each unit – real past paper questions. Regular short and longer answer essays/exam questions throughout the course. Key words tests and quizzes after each subtopic. Studying Society research project: Students acquire the skills of sociological research through their own enquiry into a social issue of their choice. 	
Useful websites or resources	<p>Get Revising: http://getrevising.co.uk/ Useful for ready-made revision guides, flashcards and PowerPoint presentations.</p> <p>Tutor2U: http://www.tutor2u.net/sociology/gcse-sociology.html Great for revision notes.</p> <p>Soc Images: https://twitter.com/SocImages Twitter page featuring topical sociological images and discussion.</p> <p>BBC News: http://www.bbc.co.uk/news/ Use the search bar and tabs at the top to search for Sociology related issues/pages and articles.</p>	
What parents can do to support learning	<ul style="list-style-type: none"> Encourage students to watch the news . Bookmark relevant online news articles/stories . Stress the importance of using evidence and examples to link their learning and real world events. <p>Invest in an affordable and useful revision guide: <u>Collins GCSE Revision - GCSE Sociology for AQA: Revision Guide and Exam Practice Workbook by Pauline Wilson (ISBN-10: 0007350597)</u> £6.41 at Amazon.co.uk.</p> <ul style="list-style-type: none"> Make use of the <u>AQA website</u> to make use of free exam papers, mark schemes and examiner’s reports. 	
Number of lessons per fortnight in this subject	5 lessons per fortnight.	
How much Home Learning is expected per week?	Normally 2 pieces each fortnight, taking 30-45 minutes on average. During their own investigation, students will self-manage their Home Learning, using a checklist to ensure all aspects of their research has been covered.	

Subject	GCSE Spanish	
<p style="text-align: center;">Main topics/areas studied this year</p>	<p>Autumn</p>	<p><u>Me, My Family & Friends</u></p> <ul style="list-style-type: none"> • Talking about relationships with family & friends • Talking about future relationship plans – marriage & partnership • Talking about helping around the house • <i>Possessive Adjectives (Mi, tu, su, nuestro/a, vuestro/a, sus)</i> • <i>Revision of the present tense, including irregulars</i> • <i>Use of adjectives and correct adjectival agreements including irregular adjectives</i> • <i>Use of negatives</i> • <i>Use of radical changing verbs</i> • <i>Use of reflexive verbs</i> <p><u>Free time activities & Technology in Everyday life</u></p> <ul style="list-style-type: none"> • <i>Free time activities Food, drink and eating out</i> • <i>Music, Cinema & TV</i> • <i>Customs & Festivals in Target Language Communities</i> • <i>Using time markers and indicators of frequency</i> • <i>Introduction of the preterit tense</i> • <i>Use of direct object pronouns</i> • <i>Using the imperfect tense & preterit tenses together</i>
	<p>Spring</p>	<p><u>Town, Neighbourhood & Region & Global Issues – The environment & Poverty</u></p> <ul style="list-style-type: none"> • Describing the local area – how things are and how they used to be • Discussing the difference between city and rural living • Services and places in a town • Local environment, pollution, transport, recycling • <i>Using direct & indirect object pronouns</i> • <i>Using relative pronouns</i> • <i>Using the imperfect tense</i> • <i>Using negatives</i> • <i>Hay que / tener que / deber</i> • <i>Revision of regular & irregular present tense & imperfect tense.</i> <p><u>Travel & Tourism</u></p> <ul style="list-style-type: none"> • Revision of the preterit tense • Weather and climate (past, present and future) • Travel and transport • Holiday plans • Tourist information • Using the immediate future • Imperfect tense • Extended sentences with sequences
	<p>Summer</p>	<p><u>Social Issues : Healthy & unhealthy living (i)</u></p> <ul style="list-style-type: none"> • Shopping, fashion and money matters (Pocket Money) • Health and well-being, including stress and mental health • Social Media & Mobile Technology • <i>Revision of the perfect tense (me he roto el dedo...)</i> • Revision & Exam Practice <p><u>Social Issues : Healthy & unhealthy living (ii)</u></p> <ul style="list-style-type: none"> • Body parts • Accident, injuries, common ailments and health issues • Alcohol, drugs and smoking • At the pharmacy • <i>Using reflexive verbs with body parts</i> • <i>Imperatives</i> • <i>Revision & Exam Practice</i>

<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • One assessment per half-term unit. All four skill areas will be assessed each half-term • Students’ overall report card levels are a mixture of the level in the assessment and their work throughout the term.
<p>Useful websites or resources</p>	<ul style="list-style-type: none"> • www.linguascope.com (your child will have a username and password) • www.wordreference.com (a good online dictionary) • www.languagesonline.org
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary for spelling tests. • Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home. • Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. This can then severely limit their levels.
<p>Number of lessons per fortnight in this subject</p>	<p>5 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally 1 piece each week, taking 20-30 minutes on average. Students will be given spellings to learn on a regular basis and not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day. Worksheets and grammar exercises may be required to be completed over night.</p>