

Achieve

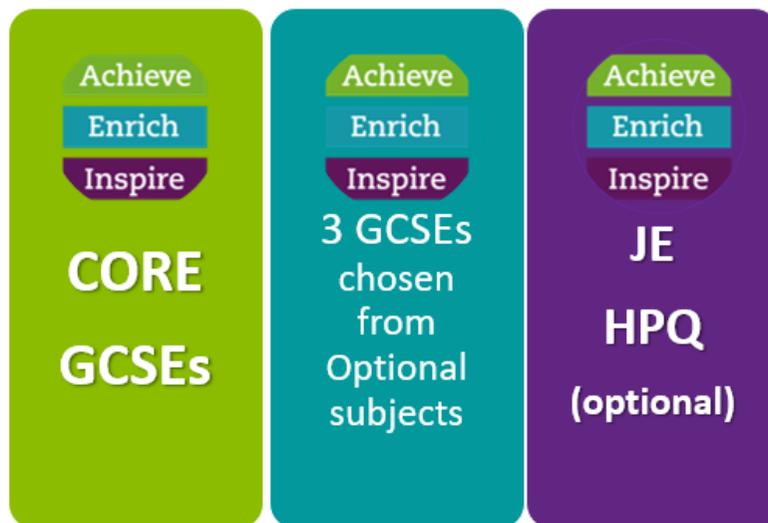
Enrich

Inspire

JCoSS Key Stage 4 Curriculum Guide

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The Key Stage 4 Curriculum



CORE SUBJECTS
<p>English Language English Literature Science (2 GCSE 'trilogy' course covering all 3 sciences) Maths Religious Studies 1 lesson per week of PE (non-examined) 1 Kvutseh</p>
HPQ
<p>Optional Higher Project Qualification in Jewish Education</p>
OPTIONAL SUBJECTS
<p>GCSEs: Art & Design, Business, Design & Technology, Dance, Drama, Film Studies, Food Preparation & Nutrition, French, Geography, History, Ivrit (Modern Hebrew), Media, Music, P.E. Separate Sciences, Sociology, Spanish</p> <p>Cambridge National: Child Development</p>

Art and Design: Fine Art

Exam Board & course code			
1FA0			
This is made up of two units: 1FA0/01 Personal Portfolio (Coursework) worth 60% and 1FA0/02 Externally Set Assignment (Exam) worth 40%			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<p>1FA0/01 Personal Portfolio (Coursework) Theme 1 (Theme varies from year to year)</p> <p>During the summer before year 10 starts students visit a specific art exhibition and make a piece of work in response.</p> <p>Term 1: Students work on a given theme and are guided through an exam project from beginning to end so students understand how to fulfil the exam criteria. They will produce sketchbook work, 2D and 3D work outside of their book and a final, resolved piece of artwork.</p>	<p>1FA0/01 Personal Portfolio (Coursework) Theme 1 (Theme varies from year to year)</p> <p>Students continue to work on the same theme but taking a more personal, individual direction. They will continue to work in sketchbooks, produce 2D/3D work outside of books and will produce a final, resolved piece of work.</p> <p>There will be a visit to a London art gallery to support their investigation into and understanding of the work of professional artists.</p>	<p>1FA0/01 Personal Portfolio (Coursework) Theme 2 (Theme varies from year to year)</p> <p>Students will be given a second theme and will develop a personal, independent approach to the theme. They will work in sketchbooks, outside of their book and will be working towards a resolved piece of work which they will make in term 1 of year 11.</p> <p>During the end of year 10 exam, students will have 5 hours in exam conditions to work on something which is part of their development work. This is usually an observational drawing or painting.</p>
Year 11	<p>1FA0/01 Personal Portfolio (Coursework) Theme 2 (Theme varies from year to year)</p> <p>Students continue to work on their theme, developing ideas towards a resolved piece of work. They will begin this final piece around the time of the 5 hour mock exam. They will use the 5 hour mock exam time to work on this and will aim to complete this final piece by the end of term.</p>	<p>1FA0/02 Externally Set Assignment (Exam) (A theme is provided by the exam board)</p> <p>All coursework completed by and handed in on first day of Spring Term.</p> <p>Students are given their exam paper for the Externally Set Exam. they are given a new sketchbook, and they work on the exam theme in a similar way to how they have worked for their coursework themes.</p>	<p>1FA0/02 Externally Set Assignment (Exam)</p> <p>The 10 hour exam takes place straight after the Pesach holidays – dates to be announced. Students spend two consecutive days (10 hours) on their final piece in exam conditions. The sketchbook and any other supporting work must be brought at the beginning of the exam. Students can refer to this in the exam but</p>

	Some students may be advised to add finishing touches to add to their coursework over the winter holidays.		cannot add to it or take it home once the exam has started.
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What parents can do to support learning	Useful links and reference materials
<p>Encourage Curiosity About the Art World</p> <ul style="list-style-type: none"> • Visit Art Exhibitions, Galleries and Museums • Follow the main galleries online to get alerts for new exhibitions • Watch contemporary and historical documentaries or series about artists. • Follow relevant artists on social media. <p>Support Core Knowledge at Home</p> <ul style="list-style-type: none"> • Encourage your child to spend two hours per week on their Art. • Talk to them about their practical work. • If possible, provide a place where they can leave work out and return to it. • Some students like to add to their personal supply of art materials. <p>We recommend https://www.cassart.co.uk/ to purchase these (online and in store)</p>	<ul style="list-style-type: none"> • Visit London museums and galleries such as: <ul style="list-style-type: none"> ○ Tate Modern ○ Tate Britain ○ Hayward Gallery ○ National Gallery and National Portrait Gallery ○ Saachi Gallery ○ The British Museum (a huge array of historical artefacts) ○ The Victoria and Alber Museum ○ Natural History Museum ○ Science Museum ○ Design Museum <p>There are many other specialist establishments that can help provide first hand experiences depending on the direction of individual student projects.</p>

Business Studies

Exam Board & course code			
Edexcel 1BS0			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	Enterprise and Entrepreneurship Spotting a Business Opportunity Putting a Business Idea into Practice	Making the Business Effective	Understanding External Influences on Business
Year 11	Growing the Business Making Marketing Decisions	Making Operational Decisions Making Financial Decisions	Making Human Resources Decisions

What parents can do to support learning	Useful links and reference materials
<p>Discuss your experiences at work, such as:</p> <ul style="list-style-type: none"> • Relationships with clients/customers • Costs and budgets • The importance of research • The impact of competition • Interactions with colleagues <p>Discuss any enterprises you have set up or put them in touch with a family member or friend who can discuss their experiences.</p> <p>Discuss the wider economy, such as:</p> <ul style="list-style-type: none"> • Interest rates • Unemployment • Tax changes • Businesses featuring in news stories. 	<p>BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/z98snbk</p> <p>Seneca Learning https://senecalearning.com/en-GB/seneca-certified-resources/business-gcse-edexcel/</p>

Encourage students to watch/read the news and also Business-related programming e.g. Dragons' Den or programmes about companies such as Hotel Chocolat, Marks and Spencer etc.	
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Child Development

Exam Board & course code			
OCR Cambridge National J809			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	Unit R058 – Creating a Safe Environment 1.1 Plan to create a safe environment in a childcare setting <ul style="list-style-type: none"> ○ Reasons why accidents happen in a childcare setting: ○ Types of childhood accidents: ○ Plan to prevent accidents in a childcare setting 2.1 Essential equipment and factors for choice <ul style="list-style-type: none"> ○ Types of Essential Equipment ○ Factors affecting suitability and choice 3.1 Current Government dietary recommendations for healthy eating for children from birth to five years <ul style="list-style-type: none"> ○ Eatwell guide ○ 5 a day ○ British Nutritional Foundation recommendations ○ Updated recommendations as published in the future 3.2 Essential nutrients and their functions for children from birth to five years <ul style="list-style-type: none"> ○ Proteins ○ Carbohydrates ○ Fats ○ Vitamins A, B, C, D, E and K 	Unit R058 Continued Unit R059: Understand the development of a child from one to five years 1.1 The expected development norms from one to five years for the following developmental areas <ul style="list-style-type: none"> ○ Physical development ○ Intellectual development ○ Social development 2.1 The stages of play <ul style="list-style-type: none"> ○ Solitary ○ Parallel ○ Associate ○ Co-operative 2.2 The types of play <ul style="list-style-type: none"> ○ Manipulative play ○ Co-operative play ○ Imaginative play ○ Physical play ○ Creative play 2.3 How play benefits development <ul style="list-style-type: none"> ○ Physical development ○ Intellectual development ○ Social skills ○ Creative skills 3.1 Observation and recording	Unit R059 Continued Improving coursework marks

	<ul style="list-style-type: none"> ○ Minerals: calcium, iron, zinc ○ Fibre ○ Water <p>Food Sources to meet nutritional needs for:</p> <ul style="list-style-type: none"> ○ Birth to 6 months ○ The three stages of weaning between 6 – 12 months ○ 1 to 5 years <p>3.3 Plan for preparing a feed/meal</p> <ul style="list-style-type: none"> ○ Equipment ○ Ingredients and quantities ○ Safety ○ Hygiene ○ Personal ○ Environment <p>3.4 How to evaluate planning and preparation of a feed/meal</p> <ul style="list-style-type: none"> ○ Strengths/weaknesses ○ Improvements/changes 	<ul style="list-style-type: none"> ○ Methods of observation ○ Methods of recording <p>4.1 Plan and evaluate play activities</p> <ul style="list-style-type: none"> ○ Plan play activities for a chosen area of development ○ How to evaluate plans for play activities 	
Year 11	<p>Unit R057: Health and well-being for child development</p> <p>1.1 Factors affecting pre-conception health for women and men</p> <ul style="list-style-type: none"> ○ Weight ○ Smoking ○ Drinking alcohol ○ Taking recreational drugs ○ Parental age <p>1.2 Other factors affecting the pre-conception health for women</p> <ul style="list-style-type: none"> ○ Folic acid ○ Up to date immunisations 	<p>2.1 The purpose and importance of antenatal clinics</p> <ul style="list-style-type: none"> ○ The meaning of the term antenatal ○ The timing of first antenatal clinic appointment ○ The roles of different health professionals ○ The reasons for routine tests/checks and what conditions they can identify <p>2.2 Screening and diagnostic tests</p> <ul style="list-style-type: none"> ○ The reasons for screening tests and what conditions they can identify 	<p>3.1 Postnatal checks</p> <ul style="list-style-type: none"> ○ The postnatal checks that are carried out on the baby immediately after birth and the reasons why ○ The checks that are carried out on the baby within one to five days of birth and the reasons why <p>3.2 Postnatal care of the mother and baby</p> <ul style="list-style-type: none"> ○ The role of the Health Visitor in supporting the new family including ○ How partner, family and friends can provide physical and emotional support

	<p>1.3 Types of contraception methods and their advantages and disadvantages</p> <ul style="list-style-type: none"> ○ Barrier methods ○ Hormonal methods ○ Natural family planning <p>1.4 The structure and function of the reproductive systems</p> <ul style="list-style-type: none"> ○ The structure and function of the female reproductive system ○ The structure and function of the male reproductive system <p>1.5 How reproduction takes place</p> <ul style="list-style-type: none"> ○ Ovulation ○ Conception/fertilisation ○ Implantation ○ Development of the embryo and foetus ○ Multiple pregnancies <p>1.6 The signs and symptoms of pregnancy</p> <ul style="list-style-type: none"> ○ Breast changes ○ Missed period ○ Nausea ○ Passing urine frequently ○ Tiredness 	<ul style="list-style-type: none"> ○ The reasons for diagnostic tests and what conditions they can identify <p>2.3 The purpose and importance of antenatal (parenting) classes</p> <ul style="list-style-type: none"> ○ Prepares both parents for labour and parenthood ○ Promotes healthy lifestyle and diet ○ Provide advice on feeding and caring for the baby <p>2.4 The choices available for delivery</p> <ul style="list-style-type: none"> ○ Hospital birth ○ Home birth <p>2.5 The role of the birth partner in supporting the mother through pregnancy and birth</p> <ul style="list-style-type: none"> ○ Physical support ○ Emotional support <p>2.6 The methods of pain relief when in labour</p> <ul style="list-style-type: none"> ○ Epidural anaesthetic ○ Gas and air (Entonox) ○ Pethidine ○ TENS <p>2.7 The signs that labour has started</p> <ul style="list-style-type: none"> ○ A show ○ Waters breaking ○ Contractions start <p>2.8 The three stages of labour and their physiological changes</p> <p>2.9 The methods of assisted birth</p> <ul style="list-style-type: none"> ○ Forceps ○ Ventouse ○ Episiotomy 	<ul style="list-style-type: none"> ○ The purpose of the mother's '6 week postnatal check' with the GP <p>3.3 The developmental needs of children from birth to five years</p> <ul style="list-style-type: none"> ○ Warmth ○ Feeding ○ Love and emotional security ○ Rest/sleep ○ Fresh air ○ Exercise ○ Cleanliness/hygiene ○ Stimulation ○ Routine ○ Shelter/home ○ Socialisation/play ○ Opportunities for listening and talking ○ Acceptable patterns of behaviour <p>4.1 Recognise general signs and symptoms of illness in children</p> <ul style="list-style-type: none"> ○ Key signs and symptoms and treatment ○ Key signs and symptoms of when to seek emergency medical help <p>4.2 How to meet the needs of an ill child</p> <ul style="list-style-type: none"> ○ Physical needs ○ Social needs ○ Emotional needs ○ Intellectual needs <p>4.3 How to ensure a child-friendly safe environment</p> <ul style="list-style-type: none"> ○ What a hazard is ○ Recognise common hazards and how these can be prevented ○ The importance of safety labelling
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		<ul style="list-style-type: none"> ○ Elective/ emergency caesarean section 	
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What parents can do to support learning	Useful links and reference materials
<ul style="list-style-type: none"> ○ Encourage regular short revision sessions rather than last-minute cramming. ○ Use flashcards, quizzes or mind maps to test key terms. ○ Watch short videos or documentaries about pregnancy, childcare, and child health (e.g. BBC Bitesize or NHS videos). ○ Discuss real-life examples e.g., family experiences, visits to health clinics or younger siblings ○ Talk through assignment requirements and help your child plan their time. ○ Encourage them to keep all notes, drafts and evidence organised. ○ Offer to be their audience — they can explain their play activity plans or nutrition choices to you (explaining helps reinforce learning). ○ Help them find resources (e.g., websites or leaflets about child safety, healthy eating or play ideas). 	<ul style="list-style-type: none"> ○ Level 1/Level 2 Cambridge National in Child Development (J809): Second Edition Textbook ○ Cambridge National in Child Development Digital Student Book (2 Years) ○ My Revision Notes: Level 1/Level 2 Cambridge National in Child Development ○ Talking Child Development podcast ○ Circle Time – The Early Years Podcast ○ Parenting Hell podcast ○ Child of Our Time TV show ○ Becoming You documentary ○ Babies: A Netflix docu-series ○ One Born Every Minute

Computer Science

Exam Board & course code			
Edexcel 1CP2			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	Binary and Data Representation Data Storage and Compression Basic coding structures	Hardware and Software Programming and data manipulation	Environmental, Ethical and Legal Issues Using Subprograms
Year 11	Networks and Cybersecurity Programming Challenges	Algorithms Truth Tables	Revision

What parents can do to support learning	Useful links and reference materials
<p>Ask your child to show you their coding and explain to you what it does.</p> <p>Give them access to a PC/Mac on which they can install a Python development environment such as Thonny.</p> <p>Encourage them to spend a certain amount of time each week working on coding challenges, especially if they are relatively new to coding or lack confidence.</p> <p>Discuss contemporary issues in the IT world such as cyber security and the use of AI.</p>	<p>Craig and Dave https://craigndave.org/pearson-edexcel-gcse-1cp2-videos/</p> <p>Time2Code https://time2code.today/</p> <p>Isaac Computer Science https://isaacomputerscience.org/</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb</p>

Dance

Exam Board & course code			
AQA GCSE Dance 8236			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10 <u>Component 1</u> <u>– Dance</u> <u>practical</u>	<u>Performance</u> <ul style="list-style-type: none"> • Warm ups • Corner work • Breath <u>Duet/trio</u> <ul style="list-style-type: none"> • Learn contemporary routine <u>Choreography</u> <ul style="list-style-type: none"> • Various stimulus • Poem • Music • Painting 	<u>Performance</u> <ul style="list-style-type: none"> • Corner work • Breath solo • Shift solo <u>Duet/trio</u> <ul style="list-style-type: none"> • Continue with contemporary routine. • Start jazz routine. 	<u>Performance</u> <ul style="list-style-type: none"> • Breathe solo • Shift solo <u>Duet/ trio</u> <ul style="list-style-type: none"> • Contemporary routine • Jazz routine <u>Choreography</u> <ul style="list-style-type: none"> • Mock booklet
Component 2 <u>– Dance</u> Appreciation	<u>Safe working practices (during performance)</u> <ul style="list-style-type: none"> • safe execution • appropriate dancewear, including: <ul style="list-style-type: none"> • footwear • hairstyle • absence of jewellery. <u>Safe working practices (process)</u> <ul style="list-style-type: none"> • warming up 	<u>Technical skills</u> <ul style="list-style-type: none"> • action content (• dynamic • spatial content • relationship • timing content • rhythmic content • movement in a stylistically accurate way. <u>Mental skills and attributes</u> <ul style="list-style-type: none"> • systematic repetition 	<u>Choreographic devices, including:</u> <ul style="list-style-type: none"> • motif and development • repetition • contrast • highlights • climax • manipulation of number • unison and canon. <u>Structuring devices and form</u> <ul style="list-style-type: none"> • binary

	<ul style="list-style-type: none"> • cooling down • nutrition • hydration. <p><u>Physical skills</u></p> <ul style="list-style-type: none"> • posture • alignment • balance • coordination • control • flexibility • mobility • strength • stamina • extension • isolation <p><u>Expressive skills</u></p> <ul style="list-style-type: none"> • projection • focus • spatial awareness • facial expression • phrasing. • For duet/trio performance only: • musicality • sensitivity to other dancers • communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). 	<ul style="list-style-type: none"> • mental rehearsal • rehearsal discipline • planning of rehearsal • response to feedback • capacity to improve. <p><u>Mental skills and attributes (during performance), including:</u></p> <ul style="list-style-type: none"> • movement memory • commitment • concentration • confidence. <p><u>ASDR</u></p> <ul style="list-style-type: none"> • action • space • dynamic • relationships <p><u>Performance environments</u></p> <ul style="list-style-type: none"> • proscenium arch • end stage • site-sensitive • in-the-round . <p><u>Choreographic process</u></p> <ul style="list-style-type: none"> • research • improvise • generating • selecting • developing 	<ul style="list-style-type: none"> • ternary • rondo • narrative • episodic • beginning/middle/end • unity • logical sequence • transitions. <p><u>Aural settings:</u></p> <ul style="list-style-type: none"> • song • instrumental • orchestral • spoken word • silence • natural sound • found sound • body percussion. <p><u>Effects on choreographic outcomes:</u></p> <ul style="list-style-type: none"> • mood and atmosphere • contrast and variety • structure • relationship to theme/idea. <p><u>Communication of choreographic intent</u></p> <ul style="list-style-type: none"> • meaning (s) • idea (s) • theme (s) • style/style fusion(s).
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		<ul style="list-style-type: none"> structuring refining and synthesising 	
<p>Year 11</p> <p><u>Component 1</u> – <u>Dance</u> <u>practical</u></p>	<p><u>Performance</u></p> <ul style="list-style-type: none"> Final moderation filming of solo's (Breath & Shift) <p><u>Duet/ trio</u></p> <ul style="list-style-type: none"> Final moderation filming duet/ trio. <p><u>Chorography</u></p> <ul style="list-style-type: none"> Booklet workshop 	<p><u>Chorography</u></p> <ul style="list-style-type: none"> Creating chorography Filming chorography 	
<p>Component 2</p> <p>– <u>Dance</u> <u>Appreciation</u></p>	<p><u>Linha Curva</u></p> <ul style="list-style-type: none"> Features of production Performance environments. Choreographic approaches Choreographic content Choreographic intent <p><u>Infa</u></p> <ul style="list-style-type: none"> Features of production Performance environments. Choreographic approaches Choreographic content Choreographic intent 	<p><u>Within Her Eyes</u></p> <ul style="list-style-type: none"> Features of production Performance environments. Choreographic approaches Choreographic content Choreographic intent <p><u>Shadows</u></p> <ul style="list-style-type: none"> Features of production Performance environments. Choreographic approaches Choreographic content Choreographic intent <p><u>Artificial Things</u></p> <ul style="list-style-type: none"> Features of production 	

	<u>Emancipation of expressionism</u> <ul style="list-style-type: none"> • Features of production • Performance environments. • Choreographic approaches • Choreographic content • Choreographic intent 	<ul style="list-style-type: none"> • Performance environments. • Choreographic approaches • Choreographic content • Choreographic intent 	
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What parents can do to support learning	Useful links and reference materials
<u>Supporting Theory Content</u> <ul style="list-style-type: none"> • Encourage short, regular revision sessions using class notes and revision guides. • Past papers, support marking with mark scheme. <u>Encouraging dance technique/ practice</u> <ul style="list-style-type: none"> • Support involvement in dance class (contemporary, jazz and ballet would be most advantageous). • Providing a space to practice routine or to choreograph. 	AQA specification - https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification Arts pool revision resources- https://arts-pool.co.uk/revision/

Design and Technology

Exam Board & course code			
AQA GCSE Design and Technology 8552			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<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. • Ergonomics & anthropometrics Handheld Product 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 model a product that focuses on the principles of good ergonomics and anthropometric data. The brief will be to design and model a developed design for a small hand held device. It must be comfortable to use by the intended user. They will research, design, and model their product independently while 	<ul style="list-style-type: none"> • Clock Project – Context is 21st century home, mini NEA project. Students will be researching, designing, modelling and making a clock for their home. They must use a range of Resistant Materials. • Theory - Core technical principles, Specialist technical principles & designing and making principles In preparation for Exams, students will learn about a range of theoretical topics needed for their exams. They will focus on their chosen specialist technical areas which are woods and plastics learning about materials, their working properties, manufacturing processes, Environmental, Social, Ethical, Moral, and Cultural issues. They will be practicing exam techniques, learning how to answer different types of exam questions. 	<p>Introduction to NEA (Non Exam Assessment) – AQA contextual challenges released on the 1st of June. Students begin Assessment Objective 1 of their NEA.</p> <p>AO1</p> <ul style="list-style-type: none"> • Identifying and investigating design possibilities • Producing a design brief and specification <p>Students will begin the research section of their NEA which counts for 50% of their final grade for DT. They will be given a set context from the AQA board which they must work to.</p> <ul style="list-style-type: none"> • They will find their own client and independently research, design, plan and make a final product to be submitted for assessment along with an E-Portfolio. <p>This will continue through to March in Yr 11.</p>

	also learning about the working properties of polystyrene foam.		
Year 11	<p>Students continue with Assessment Objective 2 of their NEA projects.</p> <p>AO1</p> <ul style="list-style-type: none"> • Identifying and Investigating Design possibilities • Producing a Design Brief and Specification <p>AO2</p> <ul style="list-style-type: none"> • Generating Design Ideas • Developing Design Ideas • Realizing Design Ideas <p>AO3</p> <ul style="list-style-type: none"> • Analysing & Evaluating <ul style="list-style-type: none"> • NEA counts for 50% of their final grade for DT. They will be given a set context from the AQA board which they must work to. They will find their own client and independently research, design, plan and make a final product to be submitted for assessment along with an E-Portfolio. <p>NEA (Non Exam Assessment) = 50% of the final grade.</p>	<ul style="list-style-type: none"> • During this term students will be continuing to work on Assessment Objective 2 and begin Assessment Objective 3 in their NEA Projects. • Students will be focusing on <p>‘AO2 – Developing design ideas and Realizing Ideas. Students will be working on their Manufacturing specifications and planning the final making. They will make their final working prototypes in this term and go on to</p> <p>AO3 - Analysing & Evaluating their finished products.</p> <ul style="list-style-type: none"> • A fully detailed and justified product/manufacturing specification will be produced • Students will produce their final outcome. This should show a high level of making, modelling, finishing skills and accuracy 	<ul style="list-style-type: none"> • During this term students will be preparing for their written examination • Revising topics covered in Year 10 <p>Completing practice questions and papers, along with looking at examination paper mark schemes.</p>

	<p>Final Exam (2 hours) = 50% of the final grade.</p> <p>NEA will continue through to early March which is the final deadline.</p> <p>There will also be a full exam paper during the mock exam period in November.</p> <ul style="list-style-type: none"> • Students will be focusing on ‘AO2 – Generating design ideas and Developing design ideas. Students will be working on the Development of their Design Proposals (including modelling)’ • Developing an understanding of how to select and use materials and manufacturing methods with full regard to their working properties. • Developing and understanding the implications of a wide range of issues including social, moral, environmental and sustainability • Carrying out detailed testing and evaluation throughout the iterative process, designing, modelling and making of their ideas. • Evaluating the design ideas against the requirements of the design criteria • Students will develop their chosen idea through experimentation with a wide variety of techniques and modelling in order to produce a final design solution 	<ul style="list-style-type: none"> • Students will test and fully evaluate their final outcome. 	
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What parents can do to support learning	Useful links and resources
<ul style="list-style-type: none">• 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>www.technologystudent.com</p> <p>www.bbc.co.uk/schools/gcsebitesize/design/</p> <p>www.designmuseum.org</p> <p>www.robives.com</p> <ul style="list-style-type: none">○ 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.○ CGP revision guide for Design and Technology (this also comes with a practice questions booklet)

Drama

Exam Board & course code			
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Drama (1DR0)			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<p>Introduction to the Course / Component 1 – Devising (NEA)</p> <ul style="list-style-type: none"> • Introduction to the requirements of the GCSE Drama course and assessment structure. • Practical workshops exploring a range of devising techniques (e.g., stimuli exploration, ensemble work, physical theatre, character creation, improvisation, and narrative structure). • Skills development in communication, collaboration, and creative decision-making. • Launch of the Component 1 devising project: responding to a chosen stimulus to create an original piece of drama. • Beginning the 2000-word portfolio, including research, initial ideas, rehearsal and analysis of creative choices 	<p>Component 2 – Performing from a Text (Practical Focus)</p> <ul style="list-style-type: none"> • Introduction to Component 2 assessment requirements: performing two key extracts from a published play. • Workshops on vocal skills (pitch, pace, tone, projection) and physical skills (movement, posture, gesture). • Script analysis: context, themes, character intentions, status, relationships, and staging choices. • Practical rehearsals of chosen duologues or group pieces. • Continued development of confidence in performing scripted drama. 	<p>Component 3 – Written Exam Preparation</p> <ul style="list-style-type: none"> • In-depth study of the set text DNA by Dennis Kelly, including: plot, character development, themes, social context, design interpretations, and how scenes might be performed or directed in an exam response. • Practical exploration of key scenes to support understanding of how performance choices translate to written analysis. • Live theatre review - how to analyse and evaluate acting, design, staging, and performance impact. • Practice exam questions for Section A (Set Text) and Section B (Live Theatre)..
Year 11	<p>Component 1 – Completion of NEA / Practical Devising Exam</p> <ul style="list-style-type: none"> • Creation and rehearsals and refinement of the devised performance for the official NEA practical exam. • Assessment of creating, developing, and performing the devised piece. • Completion and submission of the 2000 word written portfolio, including evaluation of final performance outcomes. • Teacher-assessed and externally moderated. 	<p>Component 2 – Performance from a Text(Practical Exam</p> <ul style="list-style-type: none"> • Preparation and rehearsal for the Component 2 practical examination (usually March). • Polishing performance skills, blocking, characterisation, and interpretation of the text extracts. VISITNG EXAMINER EXAM. • Revision for the written exam. 	<p>Component 3 – Written Exam Revision</p> <ul style="list-style-type: none"> • Revision for the written exam.

What parents can do to support learning	Useful links and reference materials
Encourage regular practice to help students learn lines and rehearse for assessments.	Encourage your child to use Edexcel past papers and assessment schemes.

<p>Organisation with deadlines for NEA both practical and written work. Seeing professional performances helps with understanding – watching with a parent and encouraging conversations on characterisation and staging.</p>	<p>Visit theatre both West End, National, RSC and fringe. DNA revision guides. Watch adaptations of DNA and Live theatre chosen production.</p>
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English Language and English Literature

Exam Board & course code			
AQA English Language 8700 and English Literature 8702			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	English Literature: A Christmas Carol/Jekyll and Hyde	Language Paper 1 English Literature: An Inspector Calls	Literature: An Inspector Calls Literature: Love And Relationships poems – family Post mocks: Unseen Poetry
Year 11	English Literature: Love and relationships romantic poems Language Paper 2	Language Paper 2 English Literature: Romeo and Juliet	English Literature Romeo and Juliet Revision

What parents can do to support learning	Useful links and reference materials
<p>English Language</p> <p>Reading & Comprehension</p> <ul style="list-style-type: none"> Encourage regular reading of from a wide range of genres of fiction and non-fiction, including quality press and journals. Discuss what they've read — ask about the writer's viewpoint, tone, and purpose. Help them build a habit of summarising short texts in their own words. <p>Writing Skills</p> <ul style="list-style-type: none"> Discuss ideas for writing with students and encourage them to plan their work before writing. Plans can be bullet points/mind maps for structuring their ideas. Promote regular creative writing in short, 10–15 minute 	<p>Past papers can be accessed on www.aqa.org.uk or via your child's Teams page.</p> <p>There are a range of useful revision guides that can be purchased or accessed online.</p> <p>Useful online resources:</p> <ul style="list-style-type: none"> https://www.physicsandmathstutor.com/english-revision/gcse-aqa/ www.bbcbitessize.co.uk www.sparknotes.com <p>Useful texts for purchase:</p> <ul style="list-style-type: none"> York Notes, CGP, CGP flashcards/guides for GCSE on the Literature texts your child is studying. Unseen Poetry revision guides with access to a range of poems for

bursts outside of school. A writing journal can build confidence and fluency.

- Help them build stronger vocabulary by using their vocabulary bank regularly.
- Encourage reading their own writing aloud to check clarity, accuracy, and flow.
- Support practice of timed writing tasks (45minutes for creative and persuasive writing)

English Literature

Understanding the texts

- Discuss the texts studied in class with students, considering different interpretations of them.
- Encourage re-reading or listening to audiobook versions of texts as part of revision.
- Take students to productions of An Inspector Calls, A Christmas Carol or Romeo and Juliet to support their revision.

Revision and exam technique

- Ensure students mind map ideas and quotations about characters, themes, settings, structures and plot in texts studied.
- Practise analysing a poem in 10 minutes: what it's about, mood, tone, and key techniques.
- Support practice in writing introductions to exam questions that respond directly to the wording of the question and clearly state the conceptual idea/argument they will explore in the text.

practise

- AQA English Language revision guides
- There are numerous revision resources shared with classes on their Teams page that they should be encouraged to use.
- To help students regularly practise creative writing 'The Very Short Story Starter: 101 Flash Fiction Prompts for Creative Writing' by John Gillard is a good starting point for students who struggle to generate ideas.

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| <ul style="list-style-type: none">• Complete detailed essay plans.• Complete exam questions in timed conditions (45 minutes) with their revision notes and gradually reduce use of notes. | |
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Film Studies

Exam Board & course code			
Eduqas			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<ul style="list-style-type: none"> - Film Form – Introduction - District 9 - Global Film: Narrative, Representation and Film Style: English language film. 	<ul style="list-style-type: none"> - Tsotsi - Global Film: Narrative, Representation and Film Style. Non-English film - Skyfall - Global Film: Narrative, Representation and Film Style - Contemporary UK film 	Revision NEA
Year 11	<ul style="list-style-type: none"> - ET – Key Developments in US film: Comparative study - Invasion of the Body Snatchers – Key Developments in US film: Comparative study 	<ul style="list-style-type: none"> - Whiplash: Key Developments in US film: Independently produced - NEA 	NEA Revision

What parents can do to support learning	Useful links and reference materials
<ul style="list-style-type: none"> • Support Core Knowledge at Home: <ul style="list-style-type: none"> - Encourage your child to use knowledge organisers or flashcards - Encourage your child to use their Blogger notes, which are digitally accessible. - Complete H/L. The majority of these will take 45 minutes to complete and will not be required for the next day. • Build Strong Learning Routines <ul style="list-style-type: none"> - Encourage regular revision strategies rather than last-minute cramming — 15–20 minutes a few times a week. 	<ul style="list-style-type: none"> • JCoSS Scriptwriting Video: https://www.youtube.com/watch?v=vUy3K6YxaVw • Eduqas film GCSE website: https://www.eduqas.co.uk/qualifications/film-studies/gcse/ • The BFI's <i>Sight and Sound</i> magazine • Scriptwriting software: https://www.celtx.com/index.html

- Support **retrieval practice**: cover up notes and recall key facts from memory.

- **Encourage Exam Technique**

- Encourage your child to become **familiar** with **exam language**
- Encourage your child to write exam responses **in timed conditions** to support their exam technique,

- **Support Revision and Assessment**

- Help plan a revision timetable across Year 10–11.
- Read over their practice exam responses.
- Encourage your child to work in the media suite, which is available during lunchtimes for completion of homework.

Food Preparation and Nutrition

Exam Board & course code			
AQA Food Preparation and Nutrition 8585			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<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 	<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 <p>Students will be taught investigation skills in preparation for their non-exam assessment task and complete mini tasks to prepare them for this</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, ethical and medical conditions British and international cuisines Environmental impact and sustainability of food <p>Students will apply their knowledge and understanding gained throughout the year by completing a mini non-examined assessment task.</p>
Year 11	<ul style="list-style-type: none"> During the first half of this term students will be producing the NEA Task 1, to be submitted at the beginning of November. In order to complete this NEA Task they will need to: <ul style="list-style-type: none"> Students will select one of the 3 tasks set by AQA Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation 	<ul style="list-style-type: none"> During this term students will be continuing with NEA Task 2. This will be completed and submitted by the end of March. <ul style="list-style-type: none"> Students will make 4-5 dishes to demonstrate a wide range of high level technical skills They will plan a final menu of 3 dishes, clearly explaining ingredients, processes, technical skills, nutrition, food provenance, cooking methods and portion size. Students will produce a time plan for producing the 3 final dishes. 	<ul style="list-style-type: none"> During this term students will be preparing for their written examination. Revising topics covered in Year 10 Completing practice examination questions, along with looking at examination paper mark schemes.

	<ul style="list-style-type: none"> ○ They will produce a report which will include research into how ingredients work and why. ○ The written report must include photographic evidence and be between 1500-2000 words. ● During the second half of the term, students will begin the NEA Task 2, to be submitted at the beginning of the summer term. <ul style="list-style-type: none"> ○ Students will select one of the 3 tasks set by AQA ○ Students will research the dietary group or culinary tradition related to the task ○ Students will plan and select 4-5 dishes to demonstrate a wide range of technical skills 	<ul style="list-style-type: none"> ○ They will prepare, cook and present a menu of three dishes within a single period of 3 hours. ○ Students will carry out sensory evaluation and record the results for all of their practical dishes. ○ For the final dishes, students will carry out and record nutritional analysis, costing and identify improvements to their dishes. 	
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What parents can do to support learning	Useful links and reference materials
<ul style="list-style-type: none"> ● Help students fully prepare for food practical lessons by ensuring they have a large container, apron and owl; ● Ensure 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; help them with sensory vocabulary; ● 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; ● Practice making dishes at home; ● Practice using 'Explore Food' to calculate the nutritional value of dishes ● Encourage students to watch cooking programmes i.e. MasterChef, Great British Menu, The Great British Bakeoff as they provide ideas for presentation of food; ● Encourage students to revise through topics covered during lessons to help prepare for the written exam. 	<ul style="list-style-type: none"> www.bbc.co.uk/food/recipes 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/

French

Pearsons			
1FNO / F and 1FNO/H			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<p>Unit 1: Media and Technology What do you do online?</p> <p>Unit 2: Identity and celebrations. Friendship, weekend routine and festivals.</p>	<p>Unit 3: My school life Subjects, rules, progress and the future.</p> <p>Unit 4: Staying Healthy Meals, illnesses, keeping fit.</p>	<p>Start Unit 5: Holiday plans Ideal holidays</p>
Year 11	<p>Unit 5: Holiday plans Activities, hotels, future plans with 'Si'.</p> <p>Start Unit 6: The environment Environmental problems.</p>	<p>Unit 6: The environment Passive Voice, solutions, recycling.</p> <p>Unit 7: My neighbourhood The house, town, shopping for clothes, ideal home.</p> <p>Unit 8: Studying and the future. Future plans, earning money, jobs.</p>	

What parents can do to support learning	Useful links and reference materials
<p>Test vocabulary: Use the Pearsons vocabulary guide to test from French to English and English to French. Make flashcards based on end of topic summaries in the textbook.</p> <p>Encourage past paper practice: Use a range from all skills from Pearson, AQA and WJEC. Download the mark scheme and the audio files. Mark your work and award grades, highlighting words not known in the transcripts. Listen to exemplars of oral commentaries to see the standard required in a role play, photo card, etc.</p>	<p>https://qualifications.pearson.com</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zc7xpv4</p> <p>languagesonline.org.uk/French</p>

Build strong learning routines: Make the most out of the daily class top 10's. Make up your own top 10, taking a high frequency verb such as jouer and seeing can you conjugate it across all tenses including the perfect infinitive and the present participle.

Practice writing in three time frames in 90 words: Keep it simple. Answer the four bullet points equally using a correct tense in the Past and the Future; make sure the content does not exceed 100 words and aim for clarity. Pre learn if necessary set sentences for le weekend dernier, le weekend prochain.

Practice Translation skills: use your textbook to do all the examples on offer taking notice of the hints available. Learn how to paraphrase or rephrase if necessary in order to score the marks.

Geography

Exam Board & course code			
Geography Edexcel B 1BG0			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<ul style="list-style-type: none"> • Development Dynamics • The UK's Evolving Physical Landscape: Geology 	<ul style="list-style-type: none"> • The UK's Evolving Physical Landscape: Geology • The UK's Evolving Human Landscape 	<ul style="list-style-type: none"> • The UK's Evolving Physical Landscape: Rivers • Fieldwork: Investigating Dynamic Urban Areas- King's Cross • Fieldwork: Investigating River Processes and Pressures- Epping Forest
Year 11	<ul style="list-style-type: none"> • Challenges of an Urbanising World • Hazardous Earth 	<ul style="list-style-type: none"> • People and the Biosphere • Forests under Threat • Consuming Energy Resources 	<ul style="list-style-type: none"> • Revision

What parents can do to support learning	Useful links and reference materials
<ul style="list-style-type: none"> • Talk about geography at home and link lessons to real-world events such as flooding, heatwaves, earthquakes, migration or climate change in the news • Ask your child to explain what they are learning and where it applies in the real world. • Encourage accurate use of geographical vocabulary when discussing topics. • Support regular use of knowledge organisers, glossaries and revision guides. • Check understanding of key processes (e.g. erosion, weather systems, 	<p>Core revision & exam support</p> <ul style="list-style-type: none"> • BBC Bitesize - Edexcel B GCSE Geography • Seneca Learning - Edexcel B Geography • Pearson Edexcel GCSE Geography B student resources • Edexcel GCSE Geography B past papers, mark schemes and examiner reports <p>Videos & visual learning</p> <ul style="list-style-type: none"> • BBC Earth (YouTube) - climate, rivers, coasts, ecosystems • National Geographic (YouTube & website) • David Attenborough documentaries (<i>Our Planet</i>, <i>Blue Planet</i>, <i>A Life on Our Planet</i>)

<p>development) rather than memorising facts alone.</p> <ul style="list-style-type: none"> • Encourage recall from memory rather than rereading notes. • Help establish short, frequent revision sessions (15–20 minutes). • Support a balance between physical geography (rivers, coasts, hazards) and human geography (development, urban change, resources). • Encourage structured written answers that explain <i>why</i> and so <i>what</i>. • Read over practice answers and check that: <ul style="list-style-type: none"> – the question is fully answered – named case studies are used – explanations go beyond description • Encourage wider geographical awareness through visits to local rivers, coasts, urban areas or countryside, and discussions about sustainability and future challenges. 	<p>Interactive tools & mapping</p> <ul style="list-style-type: none"> • Google Earth - explore case study locations • Google Maps - practise map skills and place knowledge • Met Office - weather, climate and extreme events <p>Topic-specific resources</p> <ul style="list-style-type: none"> • Royal Geographical Society (RGS) - articles and case studies • Geography in the News (RGS) - current, exam-relevant examples • NASA Earth Observatory - climate change and environmental processes <p>Revision & recall tools</p> <ul style="list-style-type: none"> • Quizlet - key terms and case studies • Knowledge organisers and revision guides on Teams
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History

Exam Board & course code			
AQA 8145SA			
Topics that will be taught: Britain: Health and the People, Norman England, America 1920-1973, Conflict and Tension 1945-1972 (The Cold War)			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	Britain: Health and the People	Britain: Health and the People, Conflict and Tension 1945-1972 (The Cold War)	Conflict and Tension 1945-1972 (The Cold War), America 1920-1973
Year 11	America 1920-1973	Norman England	Revision

What parents can do to support learning	Useful links and reference materials
<p>Encourage curiosity about the topics studied</p> <p>Take students to relevant museums such as:</p> <ul style="list-style-type: none"> • Hunterian Museum • Foundling Museum • The Old Operating Theatre • The Science Museum • The Imperial War museum <p>Watch documentaries relevant to the courses (see links across)</p> <p>Encourage students to read widely to improve literacy – historical fiction would benefit students greatly.</p> <p>Listen to podcasts such as:</p> <ul style="list-style-type: none"> • You're dead to me • BBC History Extra • The Rest in History • In Our Time <p>Support Revision and Assessment</p>	<p>Documentaries:</p> <ul style="list-style-type: none"> • Britain: Health and the People <ul style="list-style-type: none"> ○ https://www.bbc.co.uk/teach/class-clips-video/articles/zdcy8xs • Cold War series - https://www.youtube.com/playlist?list=PL8hNHC9nbLlzb4miGp5pZPYCk9Zw0dGke • America <ul style="list-style-type: none"> ○ https://www.youtube.com/playlist?list=PLvGgZ5v2o_N8dDogxreL2-NbnfKHgHxqY (Episodes 3-11) ○ • Normans <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=JlK8GLXdrm0 <p>Recommended reads:</p> <p>History books</p> <ul style="list-style-type: none"> • R. Schurr, <i>Fatal Purity</i> • L. Colley, <i>Britons</i> • Orwell's Essays • Funde, <i>Stasiland</i> • Beevor, <i>D-Day</i>

- Help plan a revision timetable across Year 10–11 (split by term)
- Read over their practice essays — even if you don't know the content, check:
 - Does it follow the correct structure (use the question guides given out to students)
 - Are examples precise, relevant and detailed.

Build Strong Learning Routines

- Encourage **regular review** rather than last-minute cramming — 15–20 minutes a few times a week. Or at the end of a two week cycle, summarise their learning in one page of **key information**
- Support **retrieval practice**: cover up notes and recall key facts from memory.
- Create your own knowledge tests of key information and take these tests regularly – little and often to embed ideas into long term memory
- Set small goals – 1-2 revision resources every two week cycle

- Malcolm X., *The Autobiography of Malcolm X.*
- Hedges, *War is a Force that Gives us Meaning*
- Macintyre, *SAS*
- H. Castor, *Joan of Arc*
- Dr M. Green, *London: A Travel Guide*
- Olusoga, *Black and British: A Forgotten History*

Historical Fiction

- E. Childers, *The Riddles of the Sand*
- A. Miller, *Pure*
- M. Bulgakov, *The Master and Margarita*
- H. Fallada, *Alone in Berlin*
- K Vonnegut, *Slaughterhouse-Five*
- G. Greene, *The Quiet American*
- M. Atwood, *The Handmaid's Tale*
- T. Morrison, *Beloved*
- H. Mantel, *Wolf Hall / Place of Greater Safety*
- H. Thompson, *This Thing of Darkness*
- E. Hemmingway, *For Whom the Bell Tolls / Farewell to Arms*

Maths

Exam Board & course code										
Edexcel 1MA1										
Topics that will be taught										
Year Group	Autumn Term				Spring Term			Summer Term		
Year 10	Higher	Unit 6: Graphs	Unit 7: Area and Volume		Unit 8: Transformations and constructions Unit 9: Equations and inequalities	Unit 10 Probability Unit 11: Multiplicative reasoning		Unit 12: Similarity and congruence Unit 13: More Trigonometry	Unit 14: Further statistics	
	Foundation	Unit 7: Averages and range Unit 8: Perimeter, area and volume 1		Unit 9: Graphs						
					Unit 10: Transformations Unit 11: Ratio and proportion	Unit 12: Right-angled triangles		Unit 13: Probability Unit 14: Multiplicative reasoning	Unit 15: Constructions, Loci and bearings	
Year 11	Unit 15: Equations and graphs		Unit 16: Circle Theorems		Unit 17: More Algebra	Unit 18: Vectors and geometric proof Unit 19: Proportion and graphs		Revision	Revision	
	Unit 16: Quadratic equations and graphs		Unit 17: Perimeter, area and volume 2						Revision	Revision
					Unit 18: Fractions, indices and standard form Unit 19: congruence, similarity and vectors Unit 20: more algebra	Revision				

What parents can do to support learning	Useful links and reference materials
<p>Ensure students complete all their Sparx tasks set and weekly past papers. Weekly papers are not tests, and students should be actively engaging with questions they struggle with, working with teachers and peers, using online videos to progress with subject matters, not just leaving questions blank.</p> <p>Once papers are marked, these should be entered on top the pinpoint learning website to give students targeted help on their weakest subjects. The more practice they do</p>	<p>Sparx Maths Pinpoint learning BBC bitesize Dr Frost Maths</p>

Media Studies

Exam Board & course code			
OCR J200			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<ul style="list-style-type: none"> Theoretical Framework introduction – representation, industry, audience & media language TV UNIT: Paper 1 – Section A: <i>Vigil</i> and <i>The Avengers</i> 	<ul style="list-style-type: none"> TV UNIT: Paper 1 – Section A: <i>Vigil</i> and <i>The Avengers</i> PROMOTING MEDIA UNIT: Paper 1 – Section B: The Lego Movie Film Industry & Advertising campaign 	<ul style="list-style-type: none"> PROMOTING MEDIA UNIT: Paper 1 – Section B: The Lego Movie Video Game NEA Unit: Magazines prep work NEA Unit: Writing statement of intent, begin creating front cover and double page spread
Year 11	<ul style="list-style-type: none"> NEA Unit: Complete statement of intent, front cover and double page spread MUSIC UNIT: Paper 2 – Section A: Music Video Set Texts & Radio One Live Lounge 	<ul style="list-style-type: none"> MUSIC UNIT: Paper 2 – Section A: Music magazine MOJO NEWS UNIT: Paper 2 – Section B: Historical News and Contemporary News 	<ul style="list-style-type: none"> NEWS UNIT: Paper 2 – Section B: Social Participatory News Revision for both papers

What parents can do to support learning	Useful links and reference materials
<ul style="list-style-type: none"> Encourage independent revision and consolidation: - Purchase the newly updated GCSE OCR revision guide: https://www.hoddereducation.com/media-studies/my-revision-notes-ocr-gcse-9-1-media-studies-second-edition Support Core Knowledge at Home: - Encourage your child to use knowledge organisers or flashcards 	<p>Watching the TV Set Texts: <i>Vigil</i> and <i>The Avengers</i> https://drive.google.com/drive/folders/1M_Nsiy5aMuxuEXDhxOQ4Fy4CFIFG-Sii?usp=sharing</p> <p>Paper 1: Section A: <i>Vigil</i> - Revision Media Language - https://www.youtube.com/watch?v=3VJvKMaz5_o Representation - https://www.youtube.com/watch?v=3Ota9_5pLZA Industry - https://www.youtube.com/watch?v=2zNLLjyjPXY Audience - https://www.youtube.com/watch?v=VyUHdHCoLno</p> <p><i>The Avengers</i> - Revision Media Language - https://www.youtube.com/watch?v=OT_aQ7Q8CHY</p>

- Encourage your child to use their Blogger notes, which are digitally accessible.

- **Build Strong Learning Routines**

- Encourage **regular revision strategies** rather than last-minute cramming — 15–20 minutes a few times a week.
- Support **retrieval practice**: cover up notes and recall key facts from memory.

- **Encourage Exam Technique**

- Encourage your child to become **familiar** with **exam language** such as ‘justify’, ‘analyse’ and draw conclusions’.
- Encourage your child to write exam responses **in timed conditions** to support their exam technique,

- **Support Revision and Assessment**

- Help plan a revision timetable across Year 10–11.
- Read over their practice exam responses.

Representation - <https://www.youtube.com/watch?v=qMyts0Oy2ms>

Industry - <https://www.youtube.com/watch?v=svGaGrZZ6k8>

Audience - <https://www.youtube.com/watch?v=LksAwkNjEI0>

Paper 1: Section B:

Promoting Media Revision:

https://www.youtube.com/watch?v=3N_0O3tJSwM&list=PL5owOo9Ypnbx4ZJ7eNGo2fcHT0qVnvUg0

Paper 2: Section A:

Music Video Revision (Harry Styles): <https://www.youtube.com/watch?v=TV8wVHKbb8k&list=PLm6BhMZgdGbA-c1qEogGDxMbZaEVVcR4C&index=21>

Music Video Revision (Arlo Parks): https://www.youtube.com/watch?v=sRwskG3p_1I&list=PLm6BhMZgdGbA-c1qEogGDxMbZaEVVcR4C&index=9

MOJO Quizlet: <https://quizlet.com/gb/556509366/mojo-revision-studied-edition-ocr-gcse-media-flash-cards/>

Paper 2: Section B:

News Revision Playlist -

<https://www.youtube.com/watch?v=ZOmdZRMhok>

Modern Hebrew (Ivrit)

Exam Board & course code			
AQA 8678			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<p style="text-align: center;">Theme 1</p> <ul style="list-style-type: none"> ○ Introduction to Ivrit GCSE. <p>Topic 1: Me, my family and friends</p> <ul style="list-style-type: none"> ○ Relationships with family and friends. ○ Marriage/partnership. <p>Topic 2: Technology in everyday life</p> <ul style="list-style-type: none"> ○ Social media. ○ Mobile technology. 	<p>Topic 3: Free-time activities</p> <ul style="list-style-type: none"> ○ Music. ○ Cinema and TV. ○ Food and eating out. ○ Sport. 	<p>Topic 4: Customs and festivals in Modern Hebrew-speaking country / communities</p> <ul style="list-style-type: none"> ○ Jewish festivals. ○ Bar / Bat mitzvah celebrations. ○ Birthday celebrations. <p style="text-align: center;">Theme 2</p> <p>Topic 1: Home, town, neighbourhood, and region</p> <ul style="list-style-type: none"> ○ Describing your home and neighbourhood (places, facilities). ○ Daily routines in your local area. ○ Advantages and disadvantages of living in the city / village. ○ Future changes in your neighbourhood / city.
Year 11	<p>Topic 2: Social Issues</p> <ul style="list-style-type: none"> ○ Charity and volunteering in the community. ○ Healthy and unhealthy living (food, fitness, smoking, alcohol). ○ Social problems (e.g. racism). <p>Topic 3: Global Issues</p> <ul style="list-style-type: none"> ○ The environment and environmental problems. 	<p>Topic 4: Travel and tourism</p> <ul style="list-style-type: none"> ○ Tourist destinations and holiday experiences. ○ Travel arrangements. <p style="text-align: center;">Theme 3</p> <p>Topic 1: My studies</p> <ul style="list-style-type: none"> ○ School subjects and timetable. ○ Opinions on subjects and reasons for studying them. 	<p>Topic 3: Jobs, career choices and ambitions</p> <ul style="list-style-type: none"> ○ Future plans, part time / full time jobs, work experience, CV. <p>General revision.</p>

	<ul style="list-style-type: none"> ○ Poverty and homelessness. 	<ul style="list-style-type: none"> ○ Differences between the Israeli and British education system. <p>Topic 2: Life at school / college</p> <ul style="list-style-type: none"> ○ School rules, uniform, teachers, pressure and facilities. 	
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What parents can do to support learning	Useful links and reference materials
<p>1. Build steady exposure (little and often) GCSE success comes from regular contact, not cramming.</p> <ul style="list-style-type: none"> • Encourage daily short practice (10–20 mins). • Help students set a weekly routine: vocab → listening → reading → speaking. • Keep Ivrit visible: word lists on the fridge, flashcards by the desk. <p>2. Learning vocabulary Parents can help by:</p> <ul style="list-style-type: none"> • Quizzing vocab (English → Hebrew and Hebrew → English). • Using apps like Quizlet (search GCSE Modern Hebrew sets). • Grouping words by themes (school, food, family, holidays). <p>3. Support listening skills A few examples of authentic listening sources include:</p> <ul style="list-style-type: none"> • Israeli kids’ shows or teen series (with Hebrew subtitles). • Short Hebrew YouTube clips or news for youth. • Israeli music (read lyrics together). <p>4. Speaking: Focus on confidence</p> <ul style="list-style-type: none"> • Encourage simple spoken answers, not long ones. • Practise Role-Play and General Conversation questions before speaking exams. • Praise effort, not accuracy. 	<ul style="list-style-type: none"> • AQA Modern Hebrew past papers https://www.aqa.org.uk/subjects/hebrew-modern/gcse/hebrew-modern-8678/assessment-resources

5. Exam technique

Parents can help by ensuring that students:

- Practise AQA past papers.
- Complete weekly timed answers for writing tasks.
- Memorise high-frequency phrases they can adapt.

Music

Exam Board & course code			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	Set Works - Appraising Killer Queen - Queen Music For A While - Purcell Samba Em Preludio – Esperanza Spalding Composing Free Composition Performing Solo performance – First week after half term Ensemble – Winter Concert	Set Works - Appraising Defying Gravity – Stephen Schwartz Brandenburg Concerto - Bach Star Wars – John Williams Composing Ternary Form Composition Performing Solo 2 – Choose another piece to perform Deadline – Friday 20th March	Set Works - Appraising Piano Sonata ‘Pathetique’ - Beethoven Release – Afro-Celt Sound System Composing Fusion Composition Performing Ensemble Performance – Deadline Friday 17 th July
Year 11	Composition Brief Composition – Deadline – Dec 12 th Performing GCSE Solo Recital Evening – Nov 11th	Composition Free composition Performing GCSE Ensemble Recital – 12 th February *All course work must be submitted by Friday 13 th March	Appraising Exam Revision

What parents can do to support learning	Useful links and reference materials
<p><i>Parents can support GCSE Music by listening to set works together and discussing the elements of music featured in that piece . We suggest one per car journey, for example. They need to be very familiar with all of them. Aim for one listen to one piece every day. Encourage regular listening to a wide range of music, support practice on an instrument or voice, and show an interest in students’ compositions and classwork. Helping students organise practice time and meet coursework deadlines is also valuable.</i></p>	BBC Bitesize GCSE Music Teoria (Dictation practice website) Seneca Learning (resources available to all JCoSS Students) Powerpoints on Teams Look at past papers on Teams Look at Examiner Reports on Teams which identify common mistakes made by students in exams.

GCSE PE

CORE PE			
One lesson per week for all students - unexamined			
Exam Board & course code			
Edexcel GCSE PE 1PE0			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<p>Topic- Anatomy and Physiology-</p> <p>1.1 The Skeletal System</p> <ul style="list-style-type: none"> • Functions: support, protection, movement, mineral storage, blood cell production. • Types of Bones: long (femur), short (tarsals), flat (cranium), irregular (vertebrae). • Joints: hinge (elbow/knee), ball & socket (shoulder/hip). • Movement at Joints: flexion, extension, rotation, abduction, adduction, circumduction. <p>1.2 The Muscular System</p> <ul style="list-style-type: none"> • Antagonistic pairs: e.g., biceps & triceps during flexion/extension. • Types of muscle fibres: <ul style="list-style-type: none"> ○ Type I: slow-twitch, endurance. ○ Type IIa: fast oxidative, medium intensity. ○ Type IIx: fast glycolytic, explosive. <p>1.3 Cardiovascular System</p> <ul style="list-style-type: none"> • Components: heart, blood vessels, blood. • Double circulatory system: pulmonary & systemic. 	<p>Topic 2- Movement Analysis</p> <p>2.1 Lever Systems</p> <ul style="list-style-type: none"> • First class: fulcrum in the middle (e.g., neck extension). • Second class: load in the middle (plantar flexion at ankle). • Third class: effort in the middle (most movements, e.g., bicep curl). <p>Terms to know: fulcrum, load, effort, mechanical advantage/disadvantage.</p> <p>2.2 Planes & Axes of Movement</p> <ul style="list-style-type: none"> • Sagittal plane / transverse axis → running, forward rolls. • Frontal plane / sagittal axis → jumping jacks. • Transverse plane / longitudinal axis → full twist in gymnastics <p>Topic 3- Physical Training</p> <p>3.1 Components of Fitness</p> <ul style="list-style-type: none"> • Health-related: cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition. 	<p>Topic 3- Physical Training Continued....</p> <p>3.3 Principles of Training</p> <ul style="list-style-type: none"> • SPORT: Specificity, Progressive overload, Reversibility, Overtraining, Tedium. • FITT: Frequency, Intensity, Time, Type. <p>3.4 Types of Training</p> <ul style="list-style-type: none"> • Continuous training • Interval training • Fartlek • Circuit training • Weight/resistance training • Plyometrics • HITT <p>Component 4 Introduced- Personal Exercise Programme (Coursework)</p> <p>What the PEP Includes (summary):</p> <p>1. Initial Fitness Testing</p> <ul style="list-style-type: none"> • Students carry out relevant fitness tests linked to their chosen sport.

	<ul style="list-style-type: none"> • Cardiac cycle: systole/diastole, stroke volume, heart rate, cardiac output. <p>1.4 Respiratory System</p> <ul style="list-style-type: none"> • Pathway of air: mouth → trachea → bronchi → bronchioles → alveoli. • Gas exchange: diffusion of O₂ and CO₂. • Tidal volume, vital capacity, breathing rate. <p>1.5 Effects of Exercise</p> <ul style="list-style-type: none"> • Short-term: increased heart rate, breathing rate, body temperature. • Long-term: hypertrophy, increased stroke volume, stronger diaphragm, lower resting HR 	<ul style="list-style-type: none"> • Skill-related: agility, balance, coordination, power, reaction time, speed. <p>3.2 Fitness Testing</p> <p>Examples:</p> <ul style="list-style-type: none"> • Multi-stage fitness test → cardiovascular fitness • Handgrip dynamometer → strength • 30m sprint → speed • Illinois test → agility 	<ul style="list-style-type: none"> • Baseline data identifies the fitness component they will develop. <p>2. Planning the Six-Week Programme</p> <ul style="list-style-type: none"> • Selection of an appropriate training method (e.g., interval, fartlek, circuit). • Application of FITT and SPORT principles to structure and justify the training plan. <p>3. Training Diary</p> <ul style="list-style-type: none"> • Weekly log showing session content, intensity, progression and personal reflections. <p>4. Final Fitness Testing</p> <ul style="list-style-type: none"> • Baseline tests repeated to measure improvement and gather comparison data. <p>5. 1,500-Word Coursework Essay</p> <p>The written PEP must:</p> <ul style="list-style-type: none"> • Describe and justify the training programme • Present baseline and final test data • Explain how training principles were applied • Analyse how and why performance improved • Include evaluation and suggestions for future development <p>This will support their paper 2 exam- 9 marker</p>
Year 11	<p>Topic 4- Health, Exercise, Wellbeing</p> <p>4.1 Physical, Emotional & Social Health</p> <ul style="list-style-type: none"> • Physical: efficiency, reduced illness. • Emotional: stress management, confidence. 	<p>Topic 6- Social- Cultural</p> <p>6.1 Engagement Patterns</p> <p>How participation varies by:</p>	

	<ul style="list-style-type: none"> • Social: belonging, teamwork, communication. <p>4.2 Fitness vs Health</p> <ul style="list-style-type: none"> • Fitness = physical capability. • Health = overall wellbeing. • Good fitness contributes to good health but they are not the same. <p>4.3 Lifestyle Choices</p> <ul style="list-style-type: none"> • Diet • Activity levels • Alcohol • Smoking • Sleep <p>4.4 Nutrition</p> <ul style="list-style-type: none"> • Macronutrients: carbs, fats, proteins. • Micronutrients: vitamins, minerals. • Hydration: importance for temperature control and joint lubrication. <p><i>Topic 5- Sports Psychology</i></p>	<ul style="list-style-type: none"> • Age • Gender • Ethnicity • Disability • Socio-economic group <p>6.2 Commercialisation of Sport</p> <ul style="list-style-type: none"> • Golden triangle: sport, media, sponsorship. • Positive/negative impacts on performers, officials, the sport, and spectators. <p>6.3 Ethical Issues</p> <ul style="list-style-type: none"> • Gamesmanship • Sportsmanship • Performance-enhancing drugs (PEDs) • Match fixing <p>6.4 Technology in Sport</p> <ul style="list-style-type: none"> • Hawk-Eye, VAR, goal-line tech, wearables. • Pros/cons for players, officials, spectators. 	
	<p>5.1 Skill Classification</p> <ul style="list-style-type: none"> • Basic ↔ complex • Open ↔ closed • Self-paced ↔ externally paced <p>5.2 Goal Setting (SMART)</p> <ul style="list-style-type: none"> • Specific, Measurable, Achievable, Realistic, Time-bound. 	<p>7. Use of Data</p> <ul style="list-style-type: none"> • Interpreting graphs/tables. • Calculating: <ul style="list-style-type: none"> ○ Averages ○ Percentages ○ Heart rate zones ○ Differences & trends 	

	<p>5.3 Types of Guidance</p> <ul style="list-style-type: none">• Visual• Verbal• Manual• Mechanical <p>5.4 Types of Feedback</p> <ul style="list-style-type: none">• Intrinsic/extrinsic• Knowledge of results/performance• Positive/negative <p>5.5 Arousal & Anxiety</p> <ul style="list-style-type: none">• Inverted-U theory• Somatic anxiety (physical)• Cognitive anxiety (mental)		
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What parents can do to support learning	Useful links and reference materials
<p>1. Supporting Theory Content</p> <ul style="list-style-type: none"> • Encourage short, regular revision sessions using class notes and revision guides. • Past papers, support marking with mark scheme <p>2. Encouraging Physical Activity</p> <ul style="list-style-type: none"> • Support involvement in sports clubs, training, or physical activity routines. <p>3. Practical Performance Support</p> <ul style="list-style-type: none"> • Help gather any required video evidence for practical assessment in outside sports. <p>4. Supporting the PEP (Personal Exercise Programme)</p> <ul style="list-style-type: none"> • Provide time and space for students to complete their six-week training plan. 	<p>The EverLearner — provides video lessons, mock exams, model answers and infographics for GCSE PE revision.</p> <p>Edexcel GCSE (9-1) PE Student Book 2nd Edition</p>

Religious Studies

Exam Board & course code			
AQA 8062			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<p>Judaism: Key Beliefs and Teachings</p> <p>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"> • Jewish concepts of God: • The unity of God; the Shema • God as creator and sustainer. • God as lawgiver and judge • God as redeemer and sanctifier. • The Covenant: • 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 and life after death • Key Moral principles 	<p>Judaism: Practices</p> <p>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 • Bar/bat mitzvah and bat chayil; • The synagogue • Marriage • Ceremonies associated with death and mourning. • Shabbat • Festivals Rosh Hashanah and Yom Kippur; Pesach. • Dietary laws <p>Relationships and Family</p> <ul style="list-style-type: none"> • Teachings about human sexuality • Jewish attitudes to chastity and to sex outside marriage and sex before marriage • Contraception and family planning • The purposes of Jewish marriage and attitudes to marriage. • Jewish attitudes to divorce and remarriage. • Religious teachings about the nature and purpose of family • Gender Equality 	<p>Religion, Peace and Conflict</p> <ul style="list-style-type: none"> • Violent protest and terrorism • Reasons for war • Nuclear War and Weapons of Mass Destruction • The Just War • Holy War • Pacifism and Peacemaking <ul style="list-style-type: none"> • Religious responses to victims of war <p style="text-align: center;">Revision</p>

Year 11	<p>Religion and Life</p> <ul style="list-style-type: none"> • The origins of the universe • The value of the world • The use and abuse of the environment • The use and abuse of animals • The origins of human life • Abortion • Euthanasia • Death and the afterlife <p>Religion, Crime and Punishment</p> <ul style="list-style-type: none"> • Reasons for crime • Jewish attitudes to lawbreakers and different types of crime • Three aims of punishment • Jewish attitudes to suffering and causing suffering • Jewish attitudes to the punishment of criminals • Jewish attitudes to forgiveness. • Attitudes to the death penalty (capital punishment). 	<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 • The Oneness of God (Tawhid) • The nature of God • Angels • Predestination and human freedom and its relationship to the Day of Judgement • Life after death • Prophethood • The holy books • The imamate in Shi’a Islam: its role and significance <p>Islam Practices</p> <ul style="list-style-type: none"> • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam • Shahadah • Salah • Sawm • Zakah • Hajj • Jihad • Festivals 	<h1>Revision</h1>
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What parents can do to support learning	Useful links and reference materials
<ul style="list-style-type: none"> ✓ All revision should be active if it’s going to be of any use. ✓ Some examples are: <ul style="list-style-type: none"> ❖ Mind-maps ❖ Key word flashcards ❖ Exam practice questions ❖ Quizlet - follow ‘TheJewishEd’ ❖ Seneca (students should have a login for this already) 	<ul style="list-style-type: none"> • jewishvirtuallibrary.org • jewfaq.org/index.htm • www.chabad.org/ • www.masorti.org.uk/ • www.reformjudaism.org/ • www.theus.org/

- ❖ Pink sheet questions practice.
- ❖ Ask your child to talk through what they have been learning. Talking through their knowledge often helps them confirm what they know and identify what they still need to learn.

- www.unpackededucation.com

Science

Exam Board & course code			
AQA Combined Science (8464) Biology (8461) Chemistry (8462) Physics (8463)			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	Cell Biology Organisation Atomic Structure Periodic Table Structure and Bonding Energy	Infection and Response Chemical Calculations Chemical Changes Electricity	Bioenergetics Electrolysis Particle Model Atomic Structure
Year 11	Homeostasis Energy Changes Rates of Reaction Forces	Inheritance Organic Chemistry Chemical Analysis Using Resources Waves Magnetism	

Name	Link	Details
Educake	www.educake.co.uk	Revision and study practice. Ask your teacher if you can't log in.
Seneca	www.senecalearning.com	Online revision activities
CGP Revision Guides	www.cgpbooks.co.uk/secondary-books/gcse/science	The most popular revision guides and exam practice books.
AQA	Trilogy (combined) www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464 Separate Biology: www.aqa.org.uk/subjects/science/gcse/biology-8461 Separate Chemistry: www.aqa.org.uk/subjects/science/gcse/chemistry-8462 Separate Physics: www.aqa.org.uk/subjects/science/gcse/physics-8463	AQA Exam board, includes full specifications and past papers.

Physics and Maths Tutor	www.physicsandmathstutor.com/	Past Papers and mark schemes – easier to navigate than the AQA site
BBC Bitesize	Trilogy: https://www.bbc.co.uk/bitesize/examspecs/z8r997h Biology: https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7 Chemistry: https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb Physics https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm	Comprehensive notes, with accompanying videos, quizzes and animations
Save my Exams	https://www.savemyexams.com/gcse/	Revision notes, topic questions and past papers.
Cognito	https://cognitoedu.org/ https://www.youtube.com/@Cognitoedu	Short revision videos with clear explanations, along with notes and quizzes
Malmsbury Science	https://www.youtube.com/@MalmsburyEducation	Videos with demonstrations and explanations of all the required practicals.

Sociology

Exam Board & course code			
AQA - 8192			
Topics that will be taught: Research Methods, Families, Education, Crime and Stratification			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	Research Methods <ul style="list-style-type: none"> • Primary & secondary research methods • Questionnaires, interviews, observations • Sampling methods • Quantitative vs qualitative data • Positivism & interpretivism • Ethics, reliability, validity & representativeness 	Families <ul style="list-style-type: none"> • Types of families • Conjugal roles • Domestic labour & power relationships • Changing relationships • Divorce • Sociological perspectives on the family (functionalism, feminism, Marxism) 	Education <ul style="list-style-type: none"> • Role and function of education • Achievement by social class, gender & ethnicity • Relationships and processes in schools • Educational policies 1945-present day
Year 11	Crime and Deviance <ul style="list-style-type: none"> • Definitions of crime and deviance • Social distribution of crime • Causes of crime • Prevention and punishment of crime • Victims of crime • Sociological perspectives on crime 	Stratification <ul style="list-style-type: none"> • What is stratification? • Different types of stratification • Life chances & inequality • Poverty • Power and authority • Sociological perspectives on stratification 	Revision and Final Public Exams <ul style="list-style-type: none"> • Whole course revision based on student feedback • Exam technique & practice papers • Command words – what does the question want you to do • Key terminology quizzes • Final Public Examinations

What parents can do to support learning	Useful links and reference materials
<ol style="list-style-type: none"> 1. Encourage discussion of social issues in the news (crime, education, inequality, family change) 2. Support regular revision using key term glossaries 3. Create a learning environment at home for students to do short-answer and 12-mark exam questions 	<p>AQA Sociology 8192 Specification – https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192</p> <p>Past Papers & Mark Schemes – available via the AQA website</p> <p>JCOSS Presents...Sound Sociology – GCSE content on the Spotify – series 1-6</p>

4. Help students plan revision timetables, especially at the end of Y10 and Y11
5. Encourage use of past papers and examiner reports
6. Support attendance and completion of homework and revision tasks
7. Test students on the 26 key studies GCSE Sociology students are expected to know

[Tutor2U – Sociology GCSE](#) – very helpful pre Y10 materials to support learning

[Seneca](#) – revision quizzes and games

[GCSE Sociology Textbook](#) – key text which will be used during the course

[Revision GCSE Sociology Textbook](#) – very helpful revision which break down topics into key summaries with practice questions

Spanish

Exam Board & course code			
Edexcel 1SP1			
Topics that will be taught			
Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<p>Module 1: Having fun Digital life / Sports / free time / bad day Grammar: Adjectives / Present / Near future / Preterite / Direct object pronouns</p> <p>Module 2: Viajes (Travels) Travel plans / Festivals in Spanish speaking world / Holiday plans Grammar: Comparatives / Superlatives / Opinions in past / Imperfect tense</p>	<p>Module 3: My personal world Family / Role models / Friendships / relationships / Identity / problems solutions Grammar: Possessive adjectives / Present continuous / Ser & Estar / Reflexive verbs</p> <p>Module 4: Lifestyle and wellbeing Food / routines / habits / health / wellbeing Grammar: Indefinite adjectives / Direct object pronouns / Imperfect tense / <i>Ya no + verb</i> / Reflexives / Simple future / 'if' clauses</p>	<p>COMPLETE MODULE 4</p> <p>(START) Module 5: School School life / studies / students / teachers / school trips</p> <p>Grammar: Absolute superlatives / relative pronouns / <i>lo que</i> / conditional tense/ impersonal verbs / negatives / questions / adjectives and adverbs / false friends</p>
Year 11	<p>COMPLETE MODULE 5</p> <p>Module 6: My neighbourhood Cities / directions / shopping / living preferences / local area Grammar: Demonstrative adjectives / perfect tense / prepositions / comparisons in imperfect tense / direct object pronouns / present subjunctive</p>	<p>Module 7: The environment Community / climate change / environment / solutions Grammar: pronouns / imperative / passive voice / imperfect continuous / present subjunctive</p> <p>Module 8: Future plans Future plans / careers / learning languages / world of work / Artificial intelligence Grammar: possessive pronouns / modal verbs</p>	

What parents can do to support learning	Useful links and reference materials
<p>Test vocabulary: Use the Pearsons vocabulary guide and vocabulary list at the end of each topic of the textbook to test from Spanish to English and English to Spanish.</p> <p>Encourage past paper practice: Use a range from all skills from Pearson, AQA and WJEC. Download the mark scheme and the audio files. Mark your work and award grades, highlighting words not known in the transcripts. Listen to exemplars of oral commentaries to see the standard required in a role play, photo card, etc.</p> <p>Build strong learning routines: Make the most out of the daily class top 10's. Make up your own top 10, taking a high frequency verb such as jugar and seeing can you conjugate it across all tenses including the perfect infinitive and the present participle. You can also practice this with high frequency irregular verbs.</p> <p>Practice writing in three time frames in 90 words: Keep it simple. Answer the four bullet points equally using a correct tense in the Past and the Future; make sure the content does not exceed 100 words and aim for clarity. Pre learn if necessary set sentences for le weekend dernier, le weekend prochain.</p> <p>Practice Translation skills: use your textbook to do all the examples on offer taking notice of the hints available. Learn how to paraphrase or rephrase if necessary in order to score the marks.</p>	<p>https://qualifications.pearson.com</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zwbhb7h</p> <p>languagesonline.org.uk/Spanish</p> <p>https://quizlet.com/</p>



The Ronson Jewish Community Secondary School