



YEAR 10

CURRICULUM GUIDE 18/19

CRAMLINGTON
LEARNING VILLAGE



WHERE THE ART OF TEACHING MEETS THE SCIENCE OF LEARNING

WELCOME TO YEAR 10

This booklet aims to provide you with a concise guide to the work your child will undertake in each subject area this year. Subjects areas have provided a summary of the topics covered term by term and also indicated ways in which you can help and support your child at home.

We hope that you will find the information useful and if you have any further questions feel free to contact the relevant Head of Department.

ART & DESIGN

WINTER TERM

In line with the new 1-9 specification, Students will begin their GCSE coursework with a series of skills based workshops based loosely on the theme of 'Tools'. They will investigate a range of dry and wet media, improve on their observational drawing skills and research artists who are inspired by Tools. They will explore and refine their skills in a wide range of techniques such as drawing, painting, photography. After half term the students will complete an in-depth painting enquiry and look at colour theory, this will greatly benefit their process and application skills with paint.

Throughout their initial skills based projects, they will become familiar with the assessment objectives for GCSE art, and will need to explore the work of other artists, experiment with different techniques and record their ideas effectively as the project develops.

SPRING TERM

Students will start this term by completing a skills based printmaking module, they will explore Mono print, Drypoint printing, Collagraph and Lino. This will offer them the wide repertoire of skills, techniques and processes using specialist equipment that will allow them to respond appropriately to the work of artists and sources and work to their individual strengths within the arts. They will all work on independent outcomes inspired by the processes and present their work creatively on display sheets.

At half term, students will choose their extended project theme using a past exam paper and will be given a choice of seven themes. This project needs to meet all four assessment objectives and will form the main part of their 60% coursework.

SUMMER TERM

Students will continue to work on their personal investigation project, increasingly using their own unique ideas as they develop their own personal response to the brief.

HOW YOU CAN SUPPORT YOUR CHILD:

- Ensure that students come properly equipped to lessons. Equipment that would be helpful are drawing pencils, coloured pencils, erasers, pencil sharpeners and pens.
- We also find if students are exposed to different types of art forms they are much more open-minded. Visits to galleries in the area and engagement with public sculpture would be a great help when it comes to breaking down student's preconceptions to art.
- Home learning is an essential part of the entire year ten course and students will receive practical activities that expand on the skills that they have learnt in school. Each of these activities has a specific point and execution to a high standard is essential.

WINTER TERM

Students begin work on the second Biology GCSE module (the first being studied in Year 10) called 'Organisation' which focuses on animal and plant tissues, organs and systems. In particular, we look in more depth at the digestive system, its structure and function and then unpack the workings of enzymes in the body. The module also covers other key mammalian organs such as the lungs and heart and considers what happens when these fail to function correctly by looking at certain diseases. We finish by studying plant organ systems and how substances are transported round plants.

SPRING TERM

Students will begin work on the third module, 'Infection and response'. The unit covers communicable diseases caused by viruses, bacteria, fungi and protists. It also covers human defence systems, vaccination, and the discovery and development of drugs such as antibiotics and painkillers.

SUMMER TERM

In the Summer term, students complete the 'Bioenergetics' module. This covers photosynthesis, the chemical reaction that occurs in the chloroplasts of plants, its rate of reaction and the uses of the glucose that it produces. The second part of the module focuses on aerobic and anaerobic respiration. We will look at how our body responds to exercise and metabolism.

HOW YOU CAN SUPPORT YOUR CHILD:

- Ensure students use their Biology revision guide & workbook to review the work covered in lessons.
- Allow students internet access to relevant science related websites.
- Encourage students to access the media's coverage of topical Biology.

BUSINESS STUDIES

WINTER TERM

Students start by looking at what makes a successful entrepreneur and the different forms of enterprise. They also learn how businesses are formed, how they grow and what their objectives are. There are lots of articles in the press at present looking at businesses merging and growing, these could also be pointed out and kept for students to bring into school. In the second half term they learn about People in business. They take part in the recruitment process and learn about pay, trade unions and how to motivate workers. You could help by sharing your experiences of the recruitment process, explain what motivates you and any experiences you may have had in a business. What would be particularly useful is sharing your knowledge of interview questions, methods of pay and trade unions.

SPRING TERM

Students will learn about the production process. They will learn about quality, stock control and how technology has affected production. Along with this they will also look at how sales and customer service are important within the operations of the business. Again talking about your experiences or talking about how products are made would be useful.

SUMMER TERM

In this term students study the marketing unit. This will look at topics such as market research and market segmentation. The marketing mix forms the bulk of this unit and considers who a business uses its brand image, pricing strategies, promotional methods and location to attract their target market. You can help by discussing your favourite brands and what attracts you to some retailers over others.

HOW YOU CAN SUPPORT YOUR CHILD:

- Sharing your experiences of business, as an employee, a customer or as an employer would help students to develop a better understanding of the business world.
- Pointing out business articles in the news and getting students to bring them into school.

WINTER TERM

Students will cover AQA C3 (Bonding, structure and the properties of matter). **C3:** Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures. Scientists use this knowledge of structure and bonding to engineer new materials with desirable properties. The properties of these materials may offer new applications in a range of different technologies.

SPRING TERM

Students will cover AQA C4 (Quantitative chemistry) and C5 (Chemical changes). **C4:** Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. Given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions. Chemical reactions can be classified in various ways. Identifying different types of chemical reaction allows chemists to make sense of how different chemicals react together, to establish patterns and to make predictions about the behaviour of other chemicals. Chemical equations provide a means of representing chemical reactions and are a key way for chemists to communicate chemical ideas.

C5: Understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organizing their results logically. Knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes. It also helped biochemists to understand the complex reactions that take place in living organisms. The extraction of important resources from the earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'.

SUMMER TERM

Students will cover AQA C6 and C7 (Energy Changes). **C6 and 7:** Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications. Some interactions between ions in an electrolyte result in the production of electricity. Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way.

COMBINED SCIENCE

WINTER TERM

Students will be assigned two/three science teachers and will complete the Biology module on Organisation, the Chemistry module on Chemical Calculations and the Physics module on Electricity.

SPRING TERM

During this term students will complete the Biology module on Infection and Response, the Chemistry module on Chemical Changes and the Physics module on the Particle Model of Matter.

SUMMER TERM

This term students will complete the Biology module on Bioenergetics, the Chemistry modules on Energy Changes and the Physics module on Forces.

HOW YOU CAN SUPPORT YOUR CHILD:

- Ensure that students adequately prepare for their exams.
- Encouraging student attendance to revision sessions in the run up to exams.
- Using the BBC Bitesize website to help with revision and talk to your child about science news in the media.
- Making sure that students meet their controlled assessment deadlines.

COMPUTER SCIENCE

WINTER TERM

This term is all about beginning to learn the theory required to be successful in the `Computer Systems` exam and developing computer programming skills using Python. The focus will be on computer hardware and how computers work. Students will start learning about secondary storage and how that works. We will start looking at how the primary memory inside a computer works called RAM and ROM. We will then move onto look at how the CPU the “Brain” of the computer works and controls the computer before looking at Binary conversion.

SPRING TERM

Students will learn about Data Representation including how numbers, images and sound, are interpreted and represented by computers. They will also learn about networking and various challenges posed by external factors. Students will learn various networking topologies as well as many different network protocols. We will start to learn about what hardware is needed to build a network and what each device does. We will have a focus on developing skills in preparation for the twenty hour programming project.

SUMMER TERM

Students will continue developing their technical knowledge of security issues in the computing world, particularly focussing on aspects such as networking attacks and identifying types of threats. Students will learn about encryption and firewalls as well as `brute force` attacks and DOS attacks.

HOW YOU CAN SUPPORT YOUR CHILD:

- You can provide a great deal of support at home. Providing access at home to a PC with an internet connection would be extremely useful to students. In terms of software, students will mainly use Google docs and Python (free to download) as well as software from the Office suite.
- Students are required to complete a free online Python programming course supplied by <https://www.codecademy.com>. We don't of course insist that students have these products at home, however, they would be useful to them.
- Students will be given home learning throughout the year. Support with this and with preparation for their exam would be extremely valuable.

CONSTRUCTION

WINTER TERM

Students begin the course with an introduction to Construction and GCSE Resistant Materials. Students will be challenged to complete projects in a variety of different areas. These will include, students having the opportunity to design and manufacture a concept design, storage, lighting and furniture. There is a heavy focus upon using a variety of different materials, to produce work that represents professional quality. There will also be units of work that will investigate how a house is built, and the methods of construction.

SPRING TERM

This term is a very important and busy time, as students will complete Unit 1 of the Resistant Materials course, worth 60% of the final grade. There will be an opportunity to select and develop a previous project or attempt a new challenge. In addition to this work students will study for a construction examination, and complete an investigation into the role of an architect.

SUMMER TERM

Once Unit 1 is complete, students will move immediately on Unit 2 of the Resistant Materials course. This is preparation for a written examination, worth 40% of the total mark. Students will gain most of their technical knowledge through projects and practical experiences.

HOW YOU CAN SUPPORT YOUR CHILD:

- You can help students by allowing them to help you with any DIY projects in the house, and supporting them with their coursework. This can be as simple as asking them about what progress they have made, and checking they have completed their homework.

WINTER TERM

Students will begin with an Introduction to GCSE - how to succeed in English Language and Literature. They will then begin English Language Component 1: 20th Century Prose and Narrative Writing. In this unit, students will analyse a modern prose extract and write a short story from a choice of four titles. They will then study a 19th Century Prose text, either Jekyll and Hyde or A Christmas Carol depending on the teaching group they are in. They will study characters, themes, historical contexts and look closely at language. This will prepare them for Section B of their Component 2 exam for English Literature where they will have around 50 minutes to complete an essay question worth 20% of the final grade.

SPRING TERM

In Term 2, students will begin English Language Component 2: 19th/21st Century Non Fiction Reading. On this part of the exam, students will analyse and compare extracts from two non fiction texts. Following this, students will begin Non Fiction Writing, where they will produce transactional texts such as speeches, reports, letters, articles and reviews. Students will also begin the Spoken Language qualification, in which they will prepare and deliver a topical presentation.

SUMMER TERM

In the Summer term, students will begin studying English Literature Components 1 and 2. Students will study an anthology of poetry from 1789- present day. They will explore theme, language, structure and poetic devices. As part of this, students will look at Unseen Poetry, in which they will write a short analysis of an unfamiliar poem. Finally, students will revise topic covered throughout the year and continue with preparation for the Spoken Language presentation.

HOW YOU CAN SUPPORT YOUR CHILD:

- It would be most beneficial if parents could ensure deadlines are met, check planners for homework assignments and generally stress the importance of English as a fundamental requirement for future opportunities.

FOOD PREPARATION & NUTRITION

WINTER TERM

In this term students begin to understand key concepts in GCSE Food Preparation and Nutrition such as the Eatwell guide, food safety, cooking and food preparation, the relationship between diet and health, dietary needs of people with special diets and energy balance. This work is mainly written with some concepts and skills taught through practical tasks. Students will find themselves working individually to develop high level food preparation skills and also reflecting on their success via sensory analysis.

SPRING TERM

Students will develop a deep understanding of a range of macro and micro nutrients. They will learn about the functions and sources of each nutrient, considering the effects on the body of excess and deficiency. This section is vital to prepare them for a coursework report in Year 11 (where they are expected to apply this knowledge) and also for the examination at the end of the course. Practical sessions will take place where appropriate.

SUMMER TERM

This term we will investigate food provenance and where food originates from. We will also look into the different ways food is processed and how food supplies can be protected so that everyone can have a supply of affordable, healthy and nutritious food. Practical activities will take place where appropriate.

HOW YOU CAN SUPPORT YOUR CHILD:

- Support your child in being ready for practical sessions, either by providing ingredients or contacting school to discuss any issues that may affect progress.
- Encourage your child to attend after school sessions to maximise their success.
- Ensure students revise using the supplied material for the exam.

WINTER TERM

In this term we begin the GCSE course with the topic of Me and My Family, which focuses on the use of present tense and re-capping the basic tenses from previous year of study. The following topic is 'New Technology', which aims to allow students to use their French skills so far within a modern context. There will be weekly Home Learning tasks set (either vocabulary learning or skills practice), and students are also encouraged to study independently using online resources and apps such as Duolingo.

Each topic will be assessed by exam style reading, writing, listening or speaking assessments, which will prepare them for their GCSE exam where each skill is worth 25% of their final grade.

SPRING TERM

This term examines the topics of 'Free time', which includes aspects such as sport, music, cinema and eating out, and the topic of 'Home and Region'. By this stage, students will be able to use writing and speaking skills to produce extended pieces of work, along with having improved listening skills through lessons and independent study.

SUMMER TERM

The final term sees Year 10s tackle the topics of 'Global and Social Issues', which include sub topics such as helping the environment, charity work and staying healthy. At this stage, students should feel competent in all 4 skills along with translation skills in at least 3 tenses.

HOW YOU CAN SUPPORT YOUR CHILD:

- There is a lot of vocabulary and grammar to be learned this year and the most effective way to learn vocabulary is little and often.
- Ask your child to show you what they have been studying in class and they practise this with you, this will lead to excellent consolidation and should ensure sustainable progress in language and skills.
- Regular practice of vocabulary and encouraging access to language learning websites, French magazines, websites or TV is also invaluable. Revision guides will be available to order from the department soon.

GEOGRAPHY

WINTER TERM

In the first term, students begin their geography course with an introduction to the UK's landscapes and the processes that have led to the formation of the country in which we live. We will look at an overview of our landscapes before focusing on two key areas: river landscapes and coastal environments. Students will consider how the physical processes have led to the UK looking at it does, and how we, as humans have influenced the land. There will be a mock exam on these two topics.

SPRING TERM

In the spring term, students will embark on the topic 'Weather hazards and climate change'. We will start by looking at an overview of the global circulation and how this leads to different weather conditions across the world before focusing on two different case studies of tropical cyclones and two opposing case studies of drought. We will look at how these hazards are caused, the impact they have on people and the environment and how we can manage and reduce the negative impacts of these hazards.

SUMMER TERM

In the summer term we will study the final section of paper one, which is looking at 'Ecosystems, Biodiversity and Management'. In this topic, we look at an overview of the distribution of the world's main ecosystems and the characteristics of these areas. We will focus on two detailed case studies of opposing ecosystems, namely the UK's deciduous woodlands and how this compares with the tropical rainforests of the world.

Within this term we will also conduct our first piece of fieldwork, of which we need to do two days over the course of the year. We will visit a coastal area in the North East to put into practice our fieldwork skills and to see the coastal processes, that we studied earlier in the year, in action.

HOW YOU CAN SUPPORT YOUR CHILD:

- Encouraging to read the newspaper to keep up-to-date with current geographical issues.
- Watch Geographical documentaries on the topics studied.
- Ensure that all home learning and coursework is completed on time.

HEALTH & SOCIAL CARE

WINTER TERM

In this term the students will begin their study of Component 1 'Human Lifespan development'. This is an internal assessment and is 30% of the total course. During this component, students will:

- Explore how individuals develop physically, emotionally, socially and intellectually over time
- Investigate how various factors, event and choices impact individuals' growth and development
- Discover how people adapt to life events and cope with making changes.

SPRING TERM

In this term the students will begin their study of Component 2 'Health and Social Care Services and Values'. This is an internal assessment and is 30% of the total course. During this component, students will:

- Learn which health and social care services are available
- Identify why people might need to use these services
- Discover who's involved in providing these services
- Explore what might stop people from accessing the services they need
- Look at the care values the sector has to make sure people get the care and protection they need.

SUMMER TERM

This term is based on the students completing their Component 1 and 2 assessments.

HOW YOU CAN SUPPORT YOUR CHILD:

- Checking that homework has been completed.
- Allow your child to use the internet for research.
- Encourage and support excellent attendance.

HISTORY

WINTER TERM

Students are studying Conflict and Tension 1894-1918 with a focus on the First World War. The course is divided into:

1. The causes of the First World War
2. Events of the First World War
3. The ending of the First World War

SPRING TERM

Students are investigating Germany: 1890-1945, Democracy and dictatorship (Period study)

Part one: Germany and the growth of democracy

Part two: Germany and the Depression

Part three: The experiences of Germans under the Nazis Wider world depth study

SUMMER TERM

Students will be completing work on the Germany depth study and completing a mock exam on World War One and Germany. Students will also begin examining the Elizabethan depth study 1568-1603. This will include an investigate into an Elizabethan house.

HOW YOU CAN SUPPORT YOUR CHILD:

- By discussing historical topic areas that the students have studied.
- Purchasing the course Revision guide. (We have them available in school).
- Watching historical documentaries on our chosen periods of study.
- Ensure that all home learning and coursework is completed on time.
- Help you child to fully prepare for the exams by revising material in depth.
- Ask students to demonstrate their historical knowledge at home.

WINTER TERM

BTEC Level 1/Level 2 Tech Award in Creative Media Production

Component 1 - Exploring media products - Weighting: 30%

Aim: learn about the sector and investigate media products across the following sub-sectors:

- audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts)
- publishing (newspapers, magazines, books, e-magazines, comics)
- interactive (websites, mobile applications, mobile games, video games, online games).

Assessment: internally assessed.

SPRING TERM

Component 2 - Developing digital media production skills - Weighting: 30%

Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.

During Component 2, students will:

- experiment with a variety of media production skills and techniques
- apply the technical skills that they learn
- reflect on their progress and use of skills, as well as how they could improve.

Assessment: internally assessed.

SUMMER TERM

Students will be developing technical skills and techniques:

- producing a digital media product in response to a brief
- reviewing and reflecting on the process and outcome.

MATHEMATICS

WINTER TERM

Students will follow the new GCSE specification. Topics will include: sequences, coordinates and linear graphs, rounding, base decimals, angles, scale diagrams and bearings, fractions and algebra.

SPRING TERM

In the spring term students will focus on various topics including: collecting and representing data, perimeter and area, real life graphs, ratio and proportion, indices and standard form.

SUMMER TERM

In the summer term students will focus on topics including: transformations, congruence and similarity, calculations with percentages, constructions and loci, and statistical measures.

Students will also look at revision techniques and begin to practice past exam papers.

HOW YOU CAN SUPPORT YOUR CHILD:

- Show enthusiasm for maths yourself – and point out it's importance.
- Help to reinforce what they have learnt in school – for example, learning multiplication tables and remembering formula.
- Make sure that your teenager is completing exam papers at home.
- Use mymaths to revise. Students have their own personalised logins.
- Revision guides and calculators are available to purchase. There are over 200 video clips covering the complete mathematics syllabus to download via the school VLE.

Media at CLV is a GCSE qualification and involves TWO external exams worth 70% of their grade. The other 30% of the GCSE is achieved through controlled assessment. For this students produce a practical production such as a poster or short film.

GCSE Media requires students to be good at English Language, have an analytical mind, and to have an active interest in the media around them. This includes the news, film, advertising, music videos, film posters, magazine front covers, radio and more.

WINTER TERM

In the Winter term, students will begin to build the analysis skills they will need throughout the course. They will learn theories about how and why Media works and how media products convey messages to the audience.

Students will carousel through Skills Workshops to develop a sound understanding of the principals of Media and the key concepts. Workshops will involve group work, class discussion and individual work. In particular they will understand what genre, narrative and representation are. They will also develop some practical skills which will be relevant to their Practical Production project which could involve using specialist equipment and software such as HD cameras and editing programmes.

SPRING TERM

Students will build on the media language analysis skills they have developed in Term I. Students will study a variety of set texts that they will need to understand deeply for the exams in Year II.

These include:

- Pride Magazine and GQ Magazine front covers
- Luther
- Pokemon Go
- Pop Music Videos such as Taylor Swift and Mark Ronson

SUMMER TERM

Students will continue to develop Media skills in a variety of ways through practical workshops and lesson based tasks. There is lots of thinking and research to do. Students need to be confident to share their ideas.

Students will complete a Production Project which is worth 70% of their grade. This involves following the production process from generating ideas in relation to a given brief all the way through to researching, planning, the actual production and evaluation.

Students produce a “statement of intent” which outlines what they aim to produce. The final outcome must meet these intentions as closely as possible to get the higher marks.

MUSIC

WINTER TERM

The GCSE course combines the main disciplines of music; composing, performing and listening. During the first term students study:

- Ensemble Performance
- Solo Performance
- Elements of Music
- Music for Stage and Screen wider listening
- Music for Stage and Screen Set Works (Wicked and Star Wars)
- Free Composition

Students are expected to practise their instrument as home learning and receive instrumental tuition.

SPRING TERM

During Term 2 students will study:

- Solo Performance
- Ensemble Performance
- Vocal Music Wider Listening
- Vocal Music Set Works (Music For a While and Killer Queen)
- Unfamiliar Listening

SUMMER TERM

During Term 3 students will study:

- Fusions Wider Listening
- Fusions Set Works (Release and Samba Em Preludio)
- Solo Performance
- Ensemble Performance
- Revision in preparation for mock exam

HOW YOU CAN SUPPORT YOUR CHILD:

- Ensure that students are maintaining a regular practice routine.
- Support attendance at one of the music department's extra-curricular activities.
- Provide instrumental lessons throughout the course, either at school or privately.

PERFORMING ARTS

WINTER TERM

In this term pupils will be starting their BTEC Tech Awards in Performing Arts course and exploring some Getting to Know You Skills - the foundation and core principles of successful performers and groups. The students then progress into exploring the styles of **Naturalism** and **Physical Theatre** which they will then reflect back on throughout the two years. Particular reference will be made to **Stanislavski** and **Brecht** - our key practitioners in these styles. The pupils will establish teamwork skills, the core terminology for the BTEC course and acclimatise themselves with the functionality of the program.

Following the completion of this skills acquisition the students will work on the delivery of a **stylised or naturalistic performance** which is a reflection of their term 1 lessons to date. This will contribute to their Component 2 awarding and will be accompanied by an **evaluative personal progress reflection**; also graded and contributing to the Unit awarding. The students will be graded against the BTEC criteria of: Developing skills and techniques in performance, applying these and reviewing their development.

SPRING TERM

During term 2 Year 10 pupils will be devising and rehearsing their performance of a **stylised or naturalistic performance** which is a reflection of their term 1 lessons and rehearsal practice. This will contribute to their Component 2 awarding and will be accompanied by an **evaluative personal progress reflection**. Students will work closely with their groups to devise, create and direct their interpretation of a script and consequently appreciate the processes required of a theatre company. This term will feed in to Term 3 ready for the performance.

SUMMER TERM

During term 3 Year 10 pupils will be performing their performance of a **stylised or naturalistic performance** which is a reflection of their term 1 lessons and rehearsal practice. This will contribute to their Component 2 awarding and will be accompanied by an **evaluative personal progress reflection**; also graded and contributing to the unit awarding. The students will be graded against the BTEC criteria of: Developing skills and techniques in performance, applying these and reviewing their development. At the end of term 3 students will start to look into **Component 1** and consider the **3 practitioner styles** they will explore in Year 11.

HOW YOU CAN SUPPORT YOUR CHILD:

- Students will need to learn lines and so it would be beneficial to support and read through this with them during home time.
- Additionally, ask to see their written work as this should be seen as equal value to their practical.
- We strongly encourage parents to attend performances.

PHILOSOPHY & ETHICS

WINTER TERM

Religion, Peace and Conflict: Conflict is a part of our world that we sometimes become far too used to seeing. The news reports on a regular basis about war, sometimes within a country and other times between nations yet always involving loss of life and destruction of cities. In this topic you will investigate the causes and effects of war and the merits of peaceful resolution of conflict including the organisations and individuals who work for peaceful resolution and who aim to support the victims. Is war a necessary evil? Can war be holy or just? Are some weapons unacceptable? Is war responsible for creating terrorism?

Sikhism: The Sikh religion began in India approximately five hundred years ago. Today Sikhs live all over the world and Sikhism is one of the religious traditions which is practiced in the UK. This topic will encourage you to develop your understanding about what the core beliefs of Sikhism are, including beliefs about God and what the right way to live is. You will also learn about the importance of the Sikh Gurus and the ways in which they encouraged equality shown today through the equality between men and women and the Sikh community's commitment to selfless service, known as sewa.

SPRING TERM

The Existence of God and Revelation: Can the existence of God be proven? This is a question that has preoccupied philosophers for hundreds of years and continues to be debated among religious and non-religious people today. In this topic you will examine through a study of special and general revelation whether God can be known and will consider some of the most famous arguments for God's existence. Alongside considering the key aspects of each argument, will also be putting your own philosophical enquiry skills to the test as you evaluate the strengths and weaknesses of them all. You will finish the topic by investigating the ways in which science and evil present a challenge to belief in God.

Buddhism: Buddhism is an Indian religion that began about 2,500 years ago. It is a religion about suffering and the need to get rid of it. Buddhism is named after the title given to its founder, Siddhartha Gautama – the Buddha. This topic will encourage you to develop your understanding about what the core beliefs of Buddhism are, including beliefs about rebirth and what the right way to live is. You will also learn about the importance of the Buddha and the ways in which he encouraged a 'Middle Way' of life shown through his own rejection of wealth and teachings such as the Four Noble Truths and Eightfold Path.

SUMMER TERM

Religion, Human Rights and Social Justice: The Religion, Human Rights and Social Justice topic will encourage you to develop your understanding of what is meant by human rights and why they are important to ensure social justice (a fair society). You will consider what can happen when human rights are ignored through an investigation into different types of prejudice and discrimination including race, religion and disability. As part of your studies you will consider what can be done to protect and help those who are victims of injustice, including religious perspectives. You will end the unit focussing on issues arising from wealth and poverty, analysing what causes poverty and how can we act as a world to stop it in the future.

PHOTOGRAPHY

WINTER TERM

In line with the new 1-9 specification, Students will begin their GCSE coursework with a series of skills based workshops. Throughout their initial skills based projects, they will become familiar with the assessment objectives for GCSE art, and will need to explore the work of other photographers, experiment with different techniques and record their ideas effectively as the project develops. Students will explore a range of basic camera and Photoshop techniques and skills to prepare them for their main coursework unit. They will have the opportunity to develop their photography skills and experiment with a range of techniques including darkroom skills, making photograms, digital photography, Photoshop and photo-collage. They will then begin their first project - 'Typology' which will be completed in the form of a digital portfolio using Google slides.

SPRING TERM

Students will continue to refine and develop their photography skills through mini projects. These will include a practical photography project exploring the theme of 'Hands' and another based on 'Narrative' in which they will explore and analyse old and found photographs as starting points. They will become familiar with the assessment objectives for GCSE Photography, and will need to explore the work of other photographers, experiment with different techniques and record their ideas effectively as their projects develop using a combination of both digital and physical image manipulation.

SUMMER TERM

Students will complete their 'Narrative' project' exploring more advanced photography and image manipulation techniques using their own unique ideas as they develop their own personal response to the brief. They will also choose their extended project theme using a past exam paper and will be given a choice of seven themes. This project needs to meet all four assessment objectives and will form the main part of their 60% coursework.

HOW YOU CAN SUPPORT YOUR CHILD:

- To support your child you can take an interest in the work they are doing in photography and ask them to talk you through their sketchbook. All work should be presented to a high standard, and all processes and techniques should be explained clearly and presented in a creative way. If you can't understand the information in your child's book, perhaps they could be encouraged to make the information clearer and presented in a more professional way.
- Also, please remind the students that during projects they are expected take photographs between lessons and that this is homework and must be taken seriously.

PHYSICAL EDUCATION

WINTER TERM

Section 1 - Applied Anatomy and Physiology

Students will learn about the structure and function of the skeletal and muscular systems. They will look at how these systems work together to produce movement and will conduct movement analyses on various sporting actions.

Students will also examine the cardiovascular and respiratory systems and see how they contribute to effective sports performance.

SPRING TERM

Section 2 - Physical Training

Students will learn about the various components of fitness and why they are important for different sports. They will also learn about the principles of training and how these are applied in a training programme.

Students will also learn about hazards and risks in physical activity and training and the steps they can take to prevent injuries.

SUMMER TERM

Section 4 - Sports Psychology

Students will learn about the different types of skills in various sports and how to classify them. They will also look at how to set goals to improve performance. Mental preparation is also very important and students will learn about the different methods athletes use to develop their focus and concentration.

Students will also complete written coursework - Analysing and Evaluating performance.

HOW YOU CAN SUPPORT YOUR CHILD:

- Ensure students are involved in extra-curricular sport and are participating regularly in their chosen activities
- Encourage their son/ daughter to watch sport on TV which will help with their analysis coursework
- Encourage their son/ daughter to attend additional revision sessions in the run up to the exams.

WINTER TERM

Students will cover AQA P2. This module is all about electricity. By the end of the module successful students will be able to:

- Design and interpret circuit diagrams
- Perform DC circuit calculations
- Present and analyse lab data from constructing their own circuit diagrams
- Understand how electricity is produced and delivered to homes through the national grid
- How to calculate their energy bills.
- Explain how static electricity is accumulated.
-

SPRING TERM

Students will cover AQA P4. This module is all about the particle model of matter. By the end of the module successful students will be able to:

- Describe the behaviour of ideal gases
- Use the particle model to generate an understanding of the key differences between solids, liquids and gases
- Explain how energy changes can lead to changing states and changing temperatures

SUMMER TERM

Students will cover AQA P5. This module is all about forces and motion. By the end of the module successful students will be able to:

- Describe the nature of contact and non-contact forces
- Describe how forces have an impact on the motion of objects
- Describe the motion of objects using motion graphs
- Use the equations of motion for constant acceleration.

HOW YOU CAN SUPPORT YOUR CHILD:

- By talking about and highlighting, topical science from newspapers, TV and magazines.
- Encouraging student attendance to revision sessions in the run up to their exams.
- Using the BBC Bitesize website to help with revision.
- Making sure that the students complete the coursework to the best of their ability.

PRODUCT DESIGN

WINTER TERM

During the first term on this new Design Technology course students will work on a range of enquiries into materials and how they are used within the world of Design and Engineering. They will be immersed in the world of materials from wood to SMART glass and they will learn about how materials improve the way we live. Whether they want to be an architect, fashion designer, marketing manager or set designer etc. students will begin to understand how materials affect our design proposals.

This work will form an important introduction to the course but more importantly it will provide them with high quality revision materials that will be essential to them in the exam (50% of the final grade) in YrII.

SPRING TERM

During the second term students will be introduced to the NEA and we will study the content of this coursework unit. We will be analysing the work of designers and they will decide which area of design they would like to focus their NEA on.

SUMMER TERM

In this third term students will be introduced to the 'Non Examined Unit' (NEA/coursework) which is worth 50% of their final grade.

The examination board will set the theme for the challenge and they will design and make a product that fits into the context given. Students will be permitted to work in any material area they wish and through any context, for example may wish to focus upon architecture, fashion, furniture design etc. They will produce an electronic portfolio of work that contains research, design ideas and modelling.

Students will continue working on this until February half term in YrII.

HOW YOU CAN SUPPORT YOUR CHILD:

- Parents can support at home by looking at the year planner and schedule for this course available on Frog.
- Parents possess a great deal of experience that will be VERY useful in helping students, especially during the research study period of the Controlled Assessment Tasks.
- Parents should be aware that students will get home learning tasks regularly and it would be helpful for you to show an interest in these and check that they are being completed on time.

WINTER TERM

1st half term - Lifestyle:- name, age, birthday and dates, family members including pets and descriptions. Some of this will be revision of year 9 work but detailed descriptions will be included as students become more confident. Students will also investigate some social issues that can affect families e.g conflicts in relationships, being on strike.... Revision of regular Present Tense verbs and some of the more important irregular verbs (4 main ones), immediate future, adjective agreement.

2nd half term - Technology:- emails, internet and mobiles. Students will also talk about pressures and problems. Revision of Future Tense (regular and irregular verbs) and past tenses.

SPRING TERM

1st half term - Home and environment:- revision of house and rooms, daily routine, differences between weekly routine and weekend routines, including special occasions. Students will also cover town and neighbourhood and region. Revision of Reflexive verbs and Radical changing verbs Revision of Preterite Tense (regular and irregular verbs) Direction and location The different uses of the 2 verbs “to be” in Spanish (ser and estar)

2nd half term – Leisure – free time and the media –revision of leisure activities, TV programmes and genres of film. Students will write about their own hobbies and leisure activities with preferences. They will be able to describe a typical weekend as well as say what they do during the week to relax.

Eating out - revision of food and drink and healthy lifestyle.

SUMMER TERM

1st half term - Work and education:- subjects, opinions, building and descriptions. Students will also talk about pressures and problems (homework, exams etc.). They will talk about jobs and future career plans. Revision of Future Tense (regular and irregular verbs).

2nd half term – Work and Education – current and future jobs, work experience, working hours and conditions.

HOW YOU CAN SUPPORT YOUR CHILD:

- Parents could make sure that homework is completed and that preparation work for the assessments is done. Also make sure deadlines are met.
- Parents may also wish to buy students a dictionary so that they have access to extra Spanish words at home for their preparation. Advice will be given in the first cycle in September as to the most suitable dictionary.
- Revision guides will be available to order from the department.

SPORTS STUDIES

WINTER TERM

Unit R051: Contemporary issues in Sport

Students will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the work of National Governing Bodies.

SPRING TERM

Students will continue with the unit 1 syllabus and sit the exam.

Unit R052: Developing sports skills

Students will develop their skills, techniques and use of tactics/ strategies/ compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity.

SUMMER TERM

Students will continue with assignments based around unit R052.

HOW YOU CAN SUPPORT YOUR CHILD:

- Remind students about deadlines which should be recorded in their planners.
- Ensure arrangements are made for students to access ICT facilities either at home or, if this is not possible, at set times in the PE classrooms, as this will greatly increase their chances of doing well on this course.
- Support students with homework tasks, particularly with revision for their exam.

WINTER TERM

Students will start the course by investigating the factors that impact the customer service of a leisure facility or tourism attraction. This will involve a visit to the organisation, and students will complete a controlled assessment which examines how well customer service is provided for a range of tourists visiting an organisation.

SPRING TERM

Students will continue investigating the factors that impact the customer service of a leisure facility or tourism attraction. They will then start to look at collecting market research on that destination and presenting it appropriately.

Towards half term students will be introduced to the exam content that covers types of business ownership, aims and objectives, external factors and legal requirements.

SUMMER TERM

Students will complete Year 10 by focusing solely on preparing for the exam through being introduced to content looking at how technology has impacted tourism and how tourism businesses market themselves.

HOW YOU CAN SUPPORT YOUR CHILD:

- Share your experiences of travelling and the leisure and tourism industry.
- Share any articles you read about travel destinations, businesses in the industry, or factors affecting travel such as climate and unrest.
- Discuss progress with students and ensure all research deadlines are met.

VOCATIONAL STUDIES

THROUGHOUT THE YEAR

Students will focus on working to improve their English and maths. They will use programmes such as Lexia and Successmaker to identify which areas they need individual intervention.

Each student will be working on a personalised programme related to their individual needs.

