



ARTHUR MELLOWS VILLAGE COLLEGE



**KS4**

# **SUBJECT SUPPORT GUIDE**

**2024/25**



*‘When schools, families and community work together to support learning, children tend to do better, stay in school longer, and like school more’.*

*- Southwest Educational Development Report (2002)*



## Introduction

Dear Parents

It is essential that each and every student achieves their potential and feel that they are successfully achieving and progressing during their time at AMVC. To assist a student to maximise their potential, it is vital that we develop and encourage a culture of study. With the introduction and implementation of new GCSE specifications there is an increasing need for our students to be resilient, robust, independent learners so as to achieve the best possible outcome to decide their future paths. Parents are a very important part of this process in influencing their child's success and achievement rate at school. We are often asked by parents how they can help support their child's learning at home. This guide has been produced to assist parents in supporting their child's education in helping them reach their potential. This booklet looks at the following areas:

- Subject by subject breakdown of the various topics your child will be studying during the academic school year. It will offer strategies and guidance of how to be involved in helping your child learn for their class assessments.
- Study strategies.
- Encouraging a study culture at home.
- The importance of homework, planner checking and homework club.
- The importance of independent reading.
- Dinner time discussions.

We hope you find this guide useful. Should you have any queries relating to subject matters, there are contact names on each subject page. Alternatively, you could contact your child's Form Tutor or Head of Year.

<http://www.bbc.co.uk/bitesize>



[askus@familylives.org.uk](mailto:askus@familylives.org.uk)



<http://www.dad.info/education/>



***Please note this information is correct at time of going to print. Content is subject to change at any time due to curriculum reviews and policy decisions. Please check with your child's Subject Teacher if unsure on any aspect.***



## Encouraging a study culture at home

As your child progresses into Key Stage 4, there is the expectation that your child will build on skills already learnt and start to consolidate them in the next year. The GCSE/Vocational courses are designed to be delivered over two years. It is also important to remember that whilst your child will be focusing on new topics, it is vital that they do not forget about topics they learned in previous years. By implementing the strategies below, you are encouraging a healthy study habit in your home, at an early age. Students should study bite sizes of topics during the school year rather than leave it to last minute cramming. A slow and steady build-up of studying different topics and subjects allows students to feel that they are organising their workload in a more manageable way.

Keeping this in mind, it is advisable to do the following:

- Have a designated time of study each day for your child.
- Set them up in a place where they can study quietly and have space to do their work and for their books.
- Choose one subject every week where you will focus on one topic that needs to be re-studied and remembered. For example, study the heart in Biology for one week.
- What type of learner is your child? Is she/he a visual/auditory/kinaesthetic learner?
  - If your child is visual, then it will help your child to write or draw out their answers.
  - If your child is auditory, then your child learns best by hearing and speaking out their ideas.
  - Most students are often a combination of two types of learning: visual/auditory for example.
- Set your child a mini quiz, so by the end of the week, they have to answer verbal questions by you about the topic you have agreed on. This will check how much they can remember.
- Look and see what dates their teacher assessments are on, and on what topics, so you can keep reminding them what they need to study and when.



## Homework and Revision at KS4

Homework and Revision at KS4 is the long-term revision of subjects and topics, revising over already studied material with the view to committing it to long term memory. Homework is the day-to-day practice of your present subjects and topics, and consolidating the knowledge the student has acquired in class to doing it by him/herself at home. Homework is the first step by the student in working independently on a topic that was first introduced by the teacher. To help support your child with homework:

- Set up the expectation that homework will be done at a certain time every day.
- Ask what homework they have and look in their planner to see what they have written down.
- If no homework has been written down, look at their planner and see what subjects they have had that day and ask them to talk to you about what they did in class.
- Check with them when homework is due. Look at their timetable for the following day and see what homework is due in. There is usually a minimum of 48 hours turn around for students to hand in homework.
- Around the dinner table, enquire what your child has learned today or was there anything of interest that they learned, this will also allow your child to recall and relay newly acquired information.

***‘Education is the most powerful weapon we can use to change the world’***

***- Nelson Mandela.***



## Independent reading

The importance of reading cannot be underestimated especially with the introduction of a much more rigorous and challenging exam system. It is important that your child has a strong reading age for the following reasons:

- Most texts at GCSE have an average reading age of 14-15 years of age. By having a strong reading age, it will give students a better chance to access and comprehend the curriculum.
- By having a strong reading age, it will help students to understand exam papers and what the questions are asking of them.
- By reading independently, it gives students creative ideas. It improves their word recognition for spelling and punctuation and increases their vocabulary knowledge.
- By reading a student is exposed to new ideas and concepts, that will allow them to make deductions, inferences, create images in their heads and make connections across subjects.

All these skills are necessary for a student to do well in exams. To encourage reading:

- Ask your child “have they visited the library at AMVC?” An incredible, well stocked resource. Each Year Group has a designated day to visit the library.
- Students can take out books and return them. The Librarian will order anything that they might have an interest in. Encourage your child to take a book out. Ask them to read to you, a page a night.
- There are lots of literacy competitions that are run throughout the year that encourage independent reading. Enquire as to what they are and encourage your child to be involved.
- Ask your child, what genre of book they like? Why?
- Get your child to read a wide variety of reading material: newspapers, magazines, novels, plays, short stories, etc.
- See the recommended reading lists published in the Summer edition of the newsletter.



## ARTHUR MELLOWS VILLAGE COLLEGE



# Vocational Courses

We currently run 8 vocational courses with Year 11 students – Music, ICT, PE, Health and Social Care, Travel and Tourism, Engineering, Creative Media Production and Enterprise. These courses are equivalent to GCSE courses but are assessed differently. Whereas GCSE courses are all assessed at the end of Year 11, the vocational courses consist of 3 modules which are assessed throughout Years 10 and 11, with opportunities for resubmissions for students who are not happy with their grade first time around.

The cycle of assessments for vocational courses may differ slightly from one subject to the next, but all feature at least one internally assessed module in Year 10 worth 30% and end with a 40% external assessment at the end of Year 11. These modules involve students working under controlled conditions in class for at least 10 hours which will take place over a sequence of timetabled lessons in that subject. For this reason, it is normal for students in Year 11 to be completing 1 or 2 assessed modules from late October until early November which will contribute 30% or 60% of their final grade. Furthermore, some students will be sitting up to 3 vocational courses depending on their options.

Some vocational courses run regular lunchtime and/or after-school sessions for students who may be falling behind or have periods of absence in order to complete their work in the allotted 10 hours. Other vocational courses run sessions on a more bespoke basis, where certain students might be required to attend catch-up sessions at vital times at the discretion of their teacher, in order to ensure that they are able to meet deadlines and push for the best possible outcomes. Wherever possible, vocational teachers will endeavour to schedule these sessions to avoid clashes with other scheduled revision sessions for GCSE courses, but this might not always be possible.


# ART

## Art

When	List of Topics	End of term Assessment	What can a parent do to support?
<p>1st Unit 1 project: September to October half term</p> <p>Year 10</p>	<p><b>Sweets and Treats</b></p> <ul style="list-style-type: none"> <li>• AO1: Taking Primary photographs</li> <li>• AO2: Drawing, Etching, Lino Printing, Mono printing, Stencilling</li> <li>• AO3: Presenting your sketchbook</li> <li>• Annotation throughout for each area covered</li> <li>• Planning and producing a final piece</li> </ul>	<p>Students will be given feedback on their work as it progresses. This will be verbal, post it notes in their sketchbooks and feedback sheets.</p>	<ul style="list-style-type: none"> <li>• Parents can support by encouraging their child to attend the workshops we offer the students at either lunchtimes or after school.</li> <li>• Remind them to take their coursework home over weekends and holiday periods.</li> </ul>
<p>2<sup>nd</sup> Unit 1 project: October until Easter</p> <p>Year 10</p>	<p><b>Abstract</b></p> <ul style="list-style-type: none"> <li>• AO1: Research into Abstract Art both historical and contemporary works</li> <li>• Creating and presenting Abstract design ideas across a variety of different media</li> <li>• Creating a 3 colour lino relief</li> <li>• Create 3 pottery experiments</li> <li>• Developing design ideas through use of inspiration from their Abstract artist(s)</li> <li>• Present all practical work and annotate throughout</li> <li>• Plan a final piece that links to work developed throughout project</li> </ul>	<p>Project will be graded according to the marking criteria based on evidence across the 4 assessment objectives.</p> <p>Abstract project will be assessed and developed with monitoring points, regular teacher feedback, verbal, written and as class.</p>	<ul style="list-style-type: none"> <li>• Check in on their progress and contact the Art department if they have any concerns.</li> <li>• Take an interest in their coursework and ask them to explain how it is developing and progressing. Ask if they understand what they are doing and if they feel they are doing all they can to develop their ideas.</li> <li>• Familiarise themselves with the 4 assessment objectives for GCSE Art Craft and Design.</li> <li>• Share deadlines with them and encourage creative work at home.</li> </ul>



# ART


Art			
When	List of Topics	End of term Assessment	What can a parent do to support?
3 <sup>rd</sup> and Final Unit 1 project Easter until January  Year 10 into Year 11  Unit 1 =60% GCSE	<b>Personal Project:</b> Title to be discussed with teacher or provided upon request.  AO1: Primary photography and contextual research into theme and Artists AO2: Design ideas and experimenting with different types of media which work with chosen theme Develop ideas showing links to Artists and ideas surrounding theme AO3: Refining work and showing planning through annotation and presenting ideas clearly AO4: Presenting final piece showing clear links to starting point that has been developed and refined showing Artist/Contextual influence	Assessment will be in the form of monitoring, verbal, post it notes in sketchbooks and written class feedback sheets.	Parents can support students by running through their coursework as it develops and continue to encourage attending all extra sessions available to help with various stages of development. This may be for a period of time.
January to End of April  Unit 2:Externally set assignment.  Unit 2 = 40% GCSE	Students will independently be required to work through all4 assessment objectives, that they have become familiar with. To apply these skills to their chosen title withing the AQA set task booklet.	Students will be assessed via monitoring points, verbal feedback, post it notes and class feedback sheets.	

**Useful Websites:** Pinterest, Tate.com. National Gallery, BBC Bitesize, AQA Art Craft and Design, You Tube: Technique demonstrations

**Staff Contacts:** Mrs Mitchell - Head of Department  
 Ms Keeley - Art Teacher  
 Miss Harris - Art Teacher



# GCSE Business

GCSE Business			
When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10	<p><u>Investigating small business</u></p> <p>Enterprise and entrepreneurship</p> <p>Spotting a business opportunity</p> <p>Putting a business idea into practice</p> <p>Making the business effective</p> <p>Understanding external influences</p>	<p>End of unit assessments</p> <p>Year 10 exam Paper 1 – Investigating small business</p>	<p>Test key words</p> <p>Encourage homework completion</p> <p>Talk about any work with friends and family / discuss businesses locally and what they do</p>
Year 11	<p><u>Building a business</u></p> <p>Growing a business</p> <p>Making marketing decisions</p> <p>Making operational decisions</p> <p>Making financial decisions</p> <p>Making human resource decisions</p>	<p>End of unit assessments</p> <p>Year 11 mock Paper 1 – investigating small business and paper 2 – Building a business</p>	



**Staff Contacts:** Mrs Street – Head of Department

# COMPUTER SCIENCE



## Computer Science

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10 Sep - Dec	1.1 - Systems architecture 1.2 - Memory and storage 2.1 - Computational thinking 2.1 – Algorithms Designing, creating and refining algorithms	Paper tests at the end of every topic	Encourage the use of Smart Revise online for quizzes, exam type questions and online flash cards. Test knowledge of key terminology (listed on Class Notebook) Practice with past papers and compare answers to mark scheme Encourage regular programming practice, including writing code by hand to solve problems.
Year 10 Jan - Apr	1.2 – Data Representation 1.2 Memory and Storage (Characters, images and sound) 1.3 - Computer networks, connections and protocols	Paper tests at the end of every topic	Re-watch Craig n Dave videos
Year 10 May - July	2.2 - Programming fundamentals - basics 2.4 - Boolean logic	Paper tests at the end of every topic	
Year 11 Sep - Dec	1.4 - Network security - Identifying and preventing vulnerabilities, Threats to computer systems and networks 1.5 - Systems software  2.2 - Programming fundamentals - advanced 2.3 - Producing robust programs	Paper tests at the end of every topic	Encourage the use of Smart Revise online for quizzes, exam type questions and online flash cards. Test knowledge of key terminology (listed on Class Notebook) Practice with past papers and compare answers to mark scheme Encourage regular programming practice, including writing code by hand to solve problems.

# COMPUTER SCIENCE

## Computer Science

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 11 Jan-Feb	1.6 - Ethical, legal, cultural and environmental impacts of digital technology 2.5 - Programming languages and Integrated Development Environments	Paper tests at the end of every topic	Encourage the use of Smart Revise online for quizzes, exam type questions and online flash cards. Test knowledge of key terminology (listed on Class Notebook) Practice with past papers and compare answers to mark scheme Encourage regular programming practice, including writing code by hand to solve problems. Re-watch Craig n Dave videos
Year 11 Mar - May	Revision on all topics	Practice past papers	



### Useful Websites:

<https://www.smartrevise.online/>

<https://adacomputerscience.org/?examBoard=ocr&stage=all>

<https://isaacomputerscience.org/?examBoard=all&stage=all>

<https://www.youtube.com/@craigndave>

<https://pythonprinciples.com/>

<https://time2code.today/>

<https://www.ocr.org.uk/qualifications/past-paper-finder/>

[https://www.cgpbooks.co.uk/secondary-books/computer-science-ict?sort=best\\_selling&quantity=36&page=1&view=grid&currentFilter=KeyStage\\_59&filter\\_key%20stage=KeyStage\\_59&filter\\_exam%20board=ExamBoard\\_148](https://www.cgpbooks.co.uk/secondary-books/computer-science-ict?sort=best_selling&quantity=36&page=1&view=grid&currentFilter=KeyStage_59&filter_key%20stage=KeyStage_59&filter_exam%20board=ExamBoard_148)

**Staff Contacts:** Mrs Beacham – Teacher of Computer Science  
Mr Wooster – Teacher of Computer Science

# Drama



## Drama

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10 Term 1	Introduction to GCSE Drama: practitioners, conventions, and devising	Assessment: Frantic Assembly Hymns Hands or Chairs Duet sequence in pairs and written evaluation	<ul style="list-style-type: none"> <li>• Support your child with watching live theatre productions, this can be in digital form.</li> <li>• Create flashcards or mind maps about key practitioners:</li> <li>• Berkoff</li> <li>• Brecht</li> <li>• Artaud</li> <li>• Stanislavski</li> <li>• Frantic Assembly</li> </ul>
Year 10 Term 2	UNIT 02 -Devising Drama: students will receive their stimulus for the devising exam and will begin their portfolio's which is made up of 3 sections	Draft 1: Section 1 of the portfolio	<ul style="list-style-type: none"> <li>• Ensure homework tasks are being completed.</li> <li>• Encourage your child to attend after school rehearsals.</li> </ul>
Year 10 Term 3	UNIT 02: Devising Drama 3 parts of portfolio completion; Section 2 and Section 3 and full performance	Draft 2: Section 1,2 and 3 of the portfolio.	<ul style="list-style-type: none"> <li>• Students need to be attending a group rehearsal after school once a week.</li> <li>• Encourage students to meet deadlines for coursework submissions.</li> </ul>
Year 10 Term 4	UNIT 02: Devising Drama <b>PRACTICAL EXAM</b>	Students will be performing their official devising exam this term which is worth 30% of their mark.	<ul style="list-style-type: none"> <li>• Students need to be attending a group rehearsal after school once a week.</li> <li>• Encourage students to meet deadlines for coursework submissions.</li> </ul>

# Drama



## Drama

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10 Term 5	UNIT 04: <i>Blood Brothers</i>  Text exploration: social, political, and historical context of the play	Exam Paper: Section A - Blood Brothers	<ul style="list-style-type: none"><li>• Read news articles based around Margaret Thatcher – what are some of the issues and events concerning her rise to power in the 80's? What is your opinion about this? What views do other people have?</li><li>• Revise any key vocab that students have in the back of their books.</li><li>• Consider building a vocabulary bank of words that your child could use when discussing performance techniques.</li><li>• Purchase a copy of <i>Blood Brothers</i> by Willy Russell for your child.</li></ul>

# Drama



## Drama

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 11 Term 1  UNIT 04: <i>Blood Brothers</i> + Live Theatre Trip  (Live Theatre trip for Written Exam)	Blood Brothers contexts including: <ul style="list-style-type: none"> <li>• social</li> <li>• historical (time set and period written)</li> <li>• cultural - define how the social, historical and cultural contexts have an effect on the chosen performance text</li> <li>• the theatrical conventions of the period in which their text was created</li> <li>• the characteristics of their performance text including:               <ul style="list-style-type: none"> <li>• genres</li> <li>• structure</li> <li>• characters</li> <li>• form and style</li> <li>• theatrical setting (place)</li> <li>• plot and subplot</li> <li>• dialogue</li> <li>• stage directions</li> <li>• how meaning is communicated through:                   <ul style="list-style-type: none"> <li>• the use of performance space and spatial relationships on stage</li> <li>• the relationship between performers and audience</li> <li>• the design of: set, props, costume, lighting and sound</li> <li>• an actor's vocal and physical interpretation of character</li> <li>• the use of performance conventions</li> </ul> </li> </ul> </li> </ul>	Exam Paper: (mock) Section A: Blood Brothers	<ul style="list-style-type: none"> <li>• Create flashcards with key/topics vocab.</li> <li>• Work through the revision guide, completing each task.</li> </ul>
Year 11 Term 2 and 3	UNIT 03: Presenting and Performing and Concept Proforma	Mock assessment of PAP performance and real exam end of term 3	<ul style="list-style-type: none"> <li>• Help your child to learn their lines</li> <li>• Students should be attending 1 rehearsal a week after school.</li> </ul>
Year 11 Term 4	UNIT 04: <i>Blood Brothers</i> + LTE Revision	Full Paper - Mock Exam	<ul style="list-style-type: none"> <li>• Create flashcards with key topics/vocab.</li> <li>• Work through the revision guide, completing each task.</li> </ul>
Year 11 Term 5	UNIT 04: <i>Blood Brothers</i> + LTE Revision	Real written exam in May	<ul style="list-style-type: none"> <li>• Ensure your child attends weekly revision sessions.</li> </ul>

**Useful Websites:** [Blood Brothers - GCSE English Literature - BBC Bitesize](#)  
[12 Tips for Learning Lines - Drama Resource](#)

**Staff Contacts:** Miss Maher / Mrs Clennett / Mrs McKeogh

# GCSE ECONOMICS



## GCSE Economics

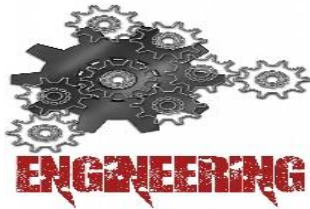
When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10	<p><b>Paper 1</b></p> <p>Economic foundations</p> <p>Price determination</p> <p>Production, revenue, costs and profit</p> <p>Competitive and concentrated markets</p> <p>Market failure</p>	<p>End of topic assessments</p> <p>Year 10 exam – paper 1</p> <p>Paper 1 and 2 in Year 11 mocks</p>	<p>Quick knowledge quizzes of key terms using each topic companion.</p> <p>Work through past papers and use mark scheme/ compare to example answers.</p> <p>Test them using flashcards – all students will have copies</p>
Year 11	<p><b>Paper 2</b></p> <p>Introduction to National Economy</p> <p>Government objectives</p> <p>Fiscal policy</p> <p>Monetary policy</p> <p>Supply side policies</p> <p>International Trade and Globalisation</p>		

**Useful Websites:** [www.tutor2u.net](http://www.tutor2u.net)  
[www.bbc.co.uk](http://www.bbc.co.uk)

**Staff Contacts:** Mrs Street / Mr Jones

# ENGINEERING

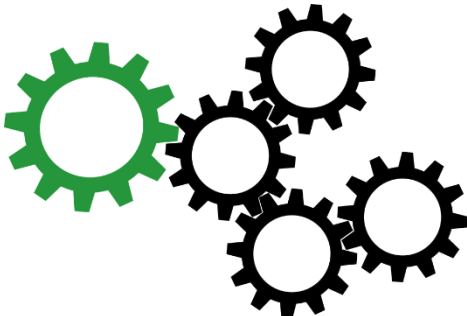
## OCR C Nat Level 2 Engineering Manufacture

When	List of Topics	End of term Assessment	What can a parent do to support?
<p><b>Year 10 –</b></p> <p><b>R014 – Principles of engineering</b></p> <p>Topic 1 – Engineering Materials</p> <p>Topic 2 – Manufacturing Processes</p> <p><b>1 x NEA unit coursework (non-exam assessment)</b></p> <p><b>Year 11 –</b></p> <p>Topic 3 – Manufacturing Requirements</p> <p>Topic 4 – Developments in Engineering manufacture</p> <p><b>1 x NEA unit coursework (non-exam assessment)</b></p>	<p><b>R014 – Principles of engineering manufacture – Theory Exam</b></p> <p><b>Topic 1 – Engineering Materials including:</b></p> <ul style="list-style-type: none"> <li>• Properties and characteristics.</li> <li>• Metals, polymers, ceramics and composites</li> <li>• Smart and modern materials</li> </ul> <p><b>Topic 2 – Manufacturing Processes Including:</b></p> <ul style="list-style-type: none"> <li>• Fixed Machinery</li> <li>• Hand Tools</li> <li>• CAD/CAM</li> <li>• Industrial Processes</li> </ul> <p><b>Topic 3 – Manufacturing Requirements including:</b></p> <ul style="list-style-type: none"> <li>• Engineering drawings and standards</li> <li>• Scales of production</li> <li>• Quality control and assurance</li> </ul> <p><b>Topic 4 – Developments in Engineering manufacture including:</b></p> <ul style="list-style-type: none"> <li>• Inventory management</li> <li>• Lean Manufacturing</li> <li>• Globalisation and wider impact of the engineering industry</li> </ul> <p>Revision and reinforcement in preparation for exam dates – review of Topics 1-4</p> 	<p>Students complete one of the 2 NEA (Non-Exam Assessment) units per year of study.</p> <p><b>R016 – Manufacturing in quantity –</b> submitted April 2026</p> <p><b>R015 – Manufacturing a one-off product –</b> submitted April 2025</p> <p><b>R014 – Exam unit - Principles of Engineering Manufacture –</b> May 2025</p> <p>R015 and R016 units contribute 60% of the overall qualification, with the R014 exam unit making up the remaining 40%</p> <p>This qualification has terminal exam assessment, which means students can only sit the exam in Year 11.</p> <p>Elements of the exam also form part of the coursework, so students understanding of exam content will be further developed and applied through completing coursework tasks.</p>	<ul style="list-style-type: none"> <li>• Ensure your child completes all assigned homework tasks, these may be submitted via Teams or to teachers directly.</li> <li>• Ensure your child completes all assigned coursework activities within deadlines, which will be set in advance on Teams. These may be submitted via Teams or printed and handed to teachers directly.</li> <li>• R014 Revision guide activities – 30 minutes each week</li> <li>• Mind Mapping, revision cards or posters on key R014 topics which can be used to test knowledge and complete past papers.</li> <li>• Work through past papers and use the corresponding mark schemes provided (all found in the R014 folder on SharePoint)</li> <li>• Encourage the use of Knowledge organisers and revision work booklets containing practice questions and revision exercises.</li> <li>• Encourage your child to take an interest in why products are designed the way they are.</li> </ul>



# ENGINEERING

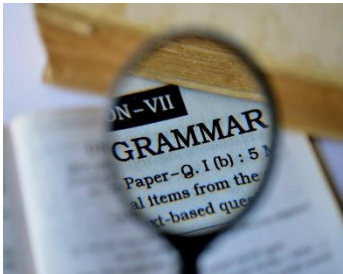
## OCR C Nat Level 2 Engineering Manufacture

When	List of Topics	End of term Assessment	What can a parent do to support?
			<ul style="list-style-type: none"><li>• Discuss issues surrounding sustainability, innovation or new products/technology in the news/media.</li><li>• Use Browser based CAD programs to develop design skills such as <b>Sketchup Web</b> and <b>Fusion 360 student edition</b>.</li><li>• Visit exhibitions or museums with engineering, science or technology links.</li><li>• Watch documentaries or YouTube videos such as How it's made or How stuff works to help your child understand the resources, energy and work that goes into manufacturing a product.</li></ul>

**Staff Contacts:** Mr Chegwidden – Head of Engineering


# ENGLISH LANGUAGE

## GCSE English Language

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10 Summer term 1	Paper 2: Writers' viewpoints and perspectives  	English language Paper 2 mock exam in the hall.	<ul style="list-style-type: none"><li>• Read the news – what are some of the issues and events concerning society? What is your opinion about this? What views do other people have?</li><li>• Revise any language techniques your child could use to make their argument more convincing. For example, rhetorical questions, tripling, hyperbole, repetition, simple sentences.</li><li>• Read an opinion article from BBC News or The Guardian. How do writers make their viewpoint clear and engaging?</li><li>• Practise how to use punctuation accurately in your writing.</li><li>• Consider building a vocabulary bank of words that your child could use to express their opinion. What could they use instead of saying this is a 'good' thing or has a 'bad' effect on people?</li></ul>

# ENGLISH LANGUAGE

## GCSE English Language

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10 Summer Term 2	Spoken Language Endorsement	<p>Students will be asked to present to their class for 5 minutes about a topic of their choice. They will then have to answer questions from their teacher and/or other students about their chosen topic.</p> 	<ul style="list-style-type: none"> <li>• Discuss with your child what their interests are. What topics are they interested and passionate about?</li> <li>• Consider the positives and the negatives of your child's chosen topic. For example, the positives and negatives of teenagers having mobile phones.</li> <li>• Research some key facts or issues around the chosen topic in the news. What are people's opinions about this topic and why?</li> <li>• Consider a solution to the negative aspects of your topic. What could be done to turn this into a positive.</li> <li>• Watch examples of other people delivering presentations. What do you notice about their tone, pace and language they use?</li> <li>• Encourage your child to practise their speech with you as an audience. Ask them questions about their topic once the presentation is complete.</li> </ul>

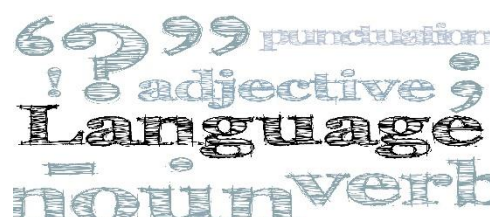
# ENGLISH LANGUAGE

## GCSE English Language

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 11 Autumn Term 2 and Spring Term 1	Paper 1: Explorations in creative reading and writing	Mock exam in the hall	<ul style="list-style-type: none"> <li>Choose a fiction book and read the first page. How has the writer interested the reader on the first page? Why do they want to read on? What questions do you have already? How have they ordered events to build tension or interest? What kind of atmosphere and mood has been created?</li> <li>Choose a paragraph from a fictional book. How has the writer used language to describe the setting, character, action?</li> <li>Test your child on the definition of language techniques such as simile, metaphor, onomatopoeia, personification, alliteration.</li> <li>Choose an image either online or on your phone. What would you describe in this image? What could you see, hear, taste, touch, smell? Can you create a sentence including a language technique?</li> <li>Write a description of a character walking home. How do they walk, what is their personality like, what do they look like, is there something mysterious about them?</li> <li>Practise how to use punctuation accurately in your writing.</li> <li>Consider building a vocabulary bank of words that your child could use to describe a setting.</li> <li>Revise how to use a range of sentence types: simple, compound, complex. Revise how to use different sentence starters and discourse markers to develop description and narrative: prepositional phrases, adverbial phrases, time connectives, adjectives, adverbs, subordinate clauses.</li> </ul>

### Useful Websites:

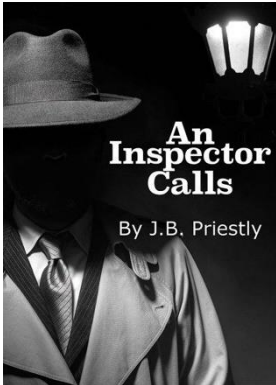
- AQA
- BBC Bitesize
- Seneca Learning
- BBC News
- The Guardian
- Oak National Academy
- Mr Bruff on YouTube



**Staff Contacts:** Mrs Jeffs - Head of English

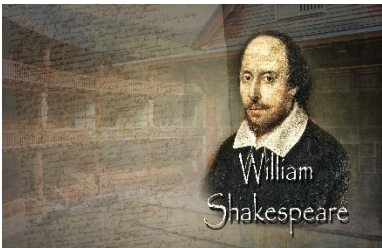
# ENGLISH LITERATURE

## English Literature

When	List of Topics	End of term Assessment	What can a parent do to support?
<p>Year 10 Autumn Term 1</p>	<p>An Inspector Calls by J.B. Priestley</p> 	<p>One question about character or theme?</p>	<ul style="list-style-type: none"> <li>• Ask your child to compare life in 1912 (when the play is set) to life in 1945 (when the play was written). What attitudes had changed in society?</li> <li>• Define key terms such as capitalism and socialism. Explain how these two ideas link to the play.</li> <li>• Students have a list of key vocabulary in the back of their exercise books too. Test them on the definition of these words and explain how they link to the play.</li> <li>• Create a timeline of key events in the play which led to Eva Smith's death.</li> <li>• Create a character profile of Eric including details of his age, occupation, personality, hobbies, flaws, key quotes.</li> <li>• Revise Priestley's 'big ideas'. What messages was he trying to communicate through his play?</li> <li>• Create flashcards, Cornell notes or mind maps about key quotes, characters and themes in the play.</li> </ul>


# ENGLISH LITERATURE

## English Literature

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10 Autumn Term 2	One Shakespeare play	One question about character or theme in the play.  	<ul style="list-style-type: none"> <li>• Ask your child to recall attitudes to witchcraft, kingship and gender at the time this play was written.</li> <li>• Define key terms such as power and ambition. Explain how these two ideas link to the play.</li> <li>• Students have a list of key vocabulary in the back of their exercise books too. Test them on the definition of these words and explain how they link to the play.</li> <li>• Create a timeline of key events in the play.</li> <li>• Create a character profile including details of their personality, flaws, key quotes.</li> <li>• Revise Shakespeare's 'big ideas'. What messages was he trying to communicate through his play?</li> <li>• Create flashcards, Cornell notes or mind maps about key quotes, characters and themes in the play.</li> </ul>

# ENGLISH LITERATURE

## English Literature


When	List of Topics	End of term Assessment	What can a parent do to support?
<p>Year 10 Spring Term 1</p>	<p>19<sup>th</sup> century novel</p> <p>EITHER A Christmas Carol by Charles Dickens</p> <p>OR</p> <p>The Strange Case of Dr Jekyll and Mr Hyde</p> 	<p>One question about character or theme in the novel.</p>	<ul style="list-style-type: none"> <li>• Ask your child to recall attitudes to the class system, greed, reputation, and crime in Victorian England.</li> <li>• Define key terms such as morality and reputation. Explain how these two ideas link to the play.</li> <li>• Students have a list of key vocabulary in the back of their exercise books too. Test them on the definition of these words and explain how they link to the novel.</li> <li>• Create a timeline of key events in the novel. Explain the importance of each event.</li> <li>• Create a character profile of Scrooge, Dr Jekyll and Mr Hyde including details of their occupation, personality, hobbies, flaws, key quotes.</li> <li>• Revise Dickens' or Stevenson's 'big ideas'. What messages was he trying to communicate through his novel?</li> <li>• Create flashcards, Cornell notes or mind maps about key quotes, characters and themes in the novel.</li> </ul>





# ENGLISH LITERATURE

## English Literature

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 11 Autumn Term 1	<p>Conflict poetry: A collection of 15 poems selected by the exam board</p> 	English Literature Paper 2 mock exam in main hall	<ul style="list-style-type: none"> <li>Students have a list of key vocabulary in the back of their exercise books too. Test them on the definition of these words and explain how they link to the poems.</li> <li>Summarise each poem into no more than 5 bullet points of 'big ideas'. What messages are the poets trying to communicate through their poems?</li> <li>Create flashcards, Cornell notes or mind maps about key quotes and themes in the poems.</li> <li>Make a comparison diagram (a mind map or Venn diagram) highlighting the similarities or differences between two poems.</li> <li>What is conflict? What different types of conflict have you seen in the poems you have studied?</li> </ul>

### Useful Websites:

- BBC Bitesize
- Seneca Learning
- The British Library
- Oak National Academy
- Mr Bruff on YouTube
- Sparknotes
- Digital Theatre+

**Staff Contacts:** Mrs Jeffs - Head of English

# FOOD PREPARATION AND NUTRITION

## Food Preparation and Nutrition

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10	<ul style="list-style-type: none"> <li>• Macro and micronutrients</li> <li>• Cooking methods</li> <li>• Food safety</li> <li>• Food provenance</li> <li>• Food science</li> <li>• Cooking method and heat transfer</li> <li>• International cuisine</li> <li>• Food choices</li> </ul>	Last theory lesson of each half term.	<ul style="list-style-type: none"> <li>• Quizzes use Seneca,</li> <li>• Work through past papers and use mark scheme/compare to example answers (all found on SharePoint)</li> </ul> <p>When you are cooking tea, ask your child to explain what is happening to the ingredients in that particular dish. For example; Why is that sauce going thick?</p>
Year 11 Sept - Nov	NEA1 controlled assessment. This makes up 15% of their final grade and must be completed in class.	NA	Regular emails will go home with progress and deadlines for completion. Parental support is always gratefully appreciated in meeting the deadlines set.
Year 11 Nov - March	NEA2 controlled assessment. This makes up 35% of the final grade and must be completed in class. This element focusses on designing and making food for a particular target group or nutritional need.	NA	As this is the practical element pupils are encouraged to discuss with the parents and carers which recipes would be suitable. Although there are guidelines and design briefs to follow, we appreciate that this food will still need to be consumed at home and therefore recipes will need parental input.
Year 11 April - May	Revision of the syllabus covered in year 10.	NA	<ul style="list-style-type: none"> <li>• Work through past papers and use mark scheme/compare to example answers (all found on SharePoint)</li> <li>• Seneca</li> <li>• Use of revision guides <a href="#">Collins GCSE Grade 9-1 Revision - AQA GCSE 9-1 Food Preparation &amp; Nutr</a> and illuminate digital textbook. <a href="#">Login Screen (illuminate.digital)</a></li> </ul>



**Staff Contacts:** Mrs Bowman – Head of Food Technology


# GEOGRAPHY



## Geography

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10 Autumn term	<p>Paper 1</p> <p>Section A:</p> <ul style="list-style-type: none"> <li>natural hazards overview,</li> <li>tectonic hazards</li> <li>weather hazards</li> <li>climate change</li> </ul>	<ul style="list-style-type: none"> <li>Tectonic hazards</li> <li>Weather hazard</li> <li>Climate change</li> </ul>	<ol style="list-style-type: none"> <li>Encourage children to make a revision timetable to plan out days and times they are going to complete Geography revision. Parents can also keep track of the revision they have completed/are completing.</li> <li>Encourage children to make a list of key terms for each topic area and make revision materials out of these, such as flash cards which parents can use to regularly test their children.</li> <li>Encourage children to use PLC (personal learning checklists) to evaluate their understanding of the topic areas and then focus on the areas they are least secure in.</li> <li>Encourage children to practise exam questions regularly. They can find these in their class books, from the AQA GCSE Geography website or using Seneca Learning.</li> <li>Encourage children to use Seneca Learning website even if they don't have a specific assignment. They can find information and quizzes on all of the topics by searching AQA GCSE Geography.</li> <li>Encourage children to regularly watch or read the news. Much of Geography links to current events which are happening (eg, an earthquake or volcanic eruption). Parents should discuss with their children the link to their Geography studies.</li> <li>Encourage children to watch documentaries such as ones about different natural environments or cities or sustainability. Parents should discuss with their children the links to their Geography studies.</li> </ol>
Year 10 Spring term	<p>Section B:</p> <ul style="list-style-type: none"> <li>ecosystems overview</li> <li>tropical rainforests</li> <li>cold environments</li> </ul>	<ul style="list-style-type: none"> <li>Ecosystems and tropical rainforests</li> <li>Cold environments</li> </ul>	
Year 10 Summer term	<p>Section C:</p> <ul style="list-style-type: none"> <li>UK physical landscapes</li> <li>Rivers</li> <li>Coasts</li> </ul> <p>Paper 2</p> <p>Section A:</p> <ul style="list-style-type: none"> <li>Urbanisation overview</li> <li>LIC/NEE city- Lagos Nigeria</li> </ul>	<ul style="list-style-type: none"> <li>Rivers</li> <li>Coasts</li> <li>Paper 1 mock exam</li> <li>Urbanisation, Lagos and London</li> <li>Paper 1 and 3 mock exams</li> </ul>	
Year 11 Autumn term	<p>Section A cont...</p> <ul style="list-style-type: none"> <li>UK city- London</li> </ul> <p>Paper 3</p> <p>Physical fieldwork- Hunstanton</p> <p>Paper 2</p> <p>Section B:</p> <ul style="list-style-type: none"> <li>Economic development overview</li> <li>LIC/NEE Economy Nigeria</li> <li>UK economy</li> </ul>	<ul style="list-style-type: none"> <li>Physical fieldwork</li> <li>Economic development, Nigeria economy and UK economy</li> </ul>	

# GEOGRAPHY


Geography			
When	List of Topics	End of term Assessment	What can a parent do to support?
Year 11 Spring term	Section C: <ul style="list-style-type: none"> <li>Resources overview</li> <li>Energy</li> </ul> Paper 3 Human fieldwork – Glinton Paper 3 Pre-release booklet	<ul style="list-style-type: none"> <li>Resources and energy</li> <li>Paper 2 and 3 mock exams</li> <li>Human fieldwork</li> <li>Pre-release booklet</li> </ul>	
Year 11 Summer term	Revision	<ul style="list-style-type: none"> <li>External exams for Papers 1, 2 and 3</li> </ul>	

**Useful Websites:** BBC Bitesize- look at the AQA GCSE Geography information.  
Seneca Learning- look at the AQA GCSE Geography information.

**Staff Contacts:** Class teachers: 11A1 - Mrs Veale / Mrs Ward  
11A2 - Mr Pepper / Miss Cartwright  
11A3 - Mrs Brisbourne / Miss Cartwright  
11C1 - Miss Cartwright / Mrs Brisbourne

# OCR Level 1 / 2 Cambridge National Certificate in Health and Social Care

## Health and Social Care

When	List of Topics	What can a parent do to support?
<p>All learners will be required to complete <b>two</b> mandatory units and <b>one</b> optional unit over the two-year course.</p> <p><b>R032 Principles of care in health and social care settings</b> GLH 48 (MANDATORY)</p> <p>This is an externally assessed unit – ‘Terminal assessment’ - the exam must be taken in the final assessment series before qualification certification.</p> <p>Students have one lesson a fortnight learning the content for this exam from the start of the course, up until its completion.</p> <p><b>R033 Supporting individuals through life events</b> GLH 36 (MANDATORY)</p> <p>This is assessed by a Set Assignment (Coursework) - NEA unit assessed internally and moderated by OCR.</p> <p>YEAR 10 – SEPTEMBER until APRIL</p>	<p>Key topics that are important when caring for and protecting people in health and social care.</p> <p><b>YEAR 10</b> Topics include:</p> <ul style="list-style-type: none"> <li>• Topic Area 1 The rights of service users in health and social care settings</li> <li>• Topic Area 2 Person-centred values of care</li> </ul> <p><b>YEAR 11</b> Topics include:</p> <ul style="list-style-type: none"> <li>• Topic Area 3 Effective communication in health and social care</li> <li>• Topic Area 4 Protecting service users and service providers in health and social care settings</li> </ul> <p>Key topics are growth and development through the life stages and how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.</p> <p><b>YEAR 10</b> Topics include:</p> <ul style="list-style-type: none"> <li>• Topic Area 1 Life stages</li> <li>• Topic Area 2 Impacts of life events</li> <li>• Topic Area 3 Sources of support</li> </ul>	 <p>Cambridge National Level 1 / 2 Revision Book (available to purchase or as an online copy on SharePoint).</p> <ul style="list-style-type: none"> <li>• Quick knowledge quizzes (use online textbook and notes in exercise book).</li> <li>• Prior to June complete examination work through sample/past papers and use mark schemes to provide example answers (paper copies provided or available on SharePoint).</li> </ul> <p>Students must interview someone and provide evidence for the completion of Topic Area 2. Parents can facilitate this, by being the interviewee.</p> <p>Encourage to meet deadlines set.</p>

# OCR Level 1 / 2 Cambridge National Certificate in Health and Social Care

Health and Social Care		
When	List of Topics	What can a parent do to support?
<p><b>R035 Health promotion campaigns</b> GLH 36 (OPTIONAL)</p> <p>This is assessed by a Set Assignment (Coursework) - NEA unit assessed internally and moderated by OCR.</p> <p>APRIL of YEAR 10 until JANUARY of YEAR 11</p>	<p>In this unit the learner will research health promotion campaigns and learn about their benefits to society. They will also plan and deliver their own health promotion campaign.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Topic Area 1 Current public health issues and the impact on society</li> <li>• Topic Area 2 Factors influencing health</li> <li>• Topic Area 3 Plan and create a health promotion campaign</li> <li>• Topic Area 4 Deliver and evaluate a health promotion campaign</li> </ul>	<p>Students must plan and deliver a health campaign. Parents can consult and support with their knowledge on the focus topic area.</p> <p>Encourage to meet deadlines set.</p>



**Useful Websites:** <https://www.ocr.org.uk/>  
<https://www.nhs.uk/>

**Staff Contacts:** Mrs Greenwood / Mrs Warrington

# HISTORY

## History

When	List of Topics	End of term Assessment	What can a parent do to support?
<b>Summer term of Year 9 through to November/December of Year 10</b>	1918-1939, Weimar and Nazi Germany	Students will be routinely tested in class and through homework using Germany exam style questions.	See letter sent home at the start of GCSE which outlines the textbooks we use and the revision material available for this course.  All students are given a 'peach booklet' which covers all the key knowledge across the GCSE. Parents can support by testing students on key knowledge and encouraging the use of Seneca as often as possible as a vital revision tool.
<b>December of Year 10 through to February/March</b>	Superpowers Relations and the Cold War 1941-1991	Students will be routinely tested in class and through homework using Cold War exam style questions.	As above
<b>March of Year 10 through June/July</b>	Early Elizabethan England, 1558-1588	Students will be routinely tested in class and through homework using Elizabeth exam style questions.	As above
<b>June/July of Year 10 through to February of Year 11</b>	Crime and Punishment (and Whitechapel) 1000-present day	Students will be routinely tested in class and through homework using Crime and Punishment style questions.	As above



# HISTORY

## History

When	List of Topics	End of term Assessment	What can a parent do to support?
February of Year 11 through to exams	Revision of all four examined topics alongside key skills	Timed practice, using exemplar material to model successful answers, revision tests of key knowledge	Students will have access to past papers. Ask them to tell you how they would answer certain questions, what knowledge/structure would they use? Come up with a revision strategy that starts in February to recap knowledge not studied since Year 10.

### Useful Websites:

- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) and then search for GCSE History. Our exam board is Edexcel.
- All students can also access Audiopi which are short podcasts on various aspects of Elizabethan rule. How to access is on the big letter sent home at the start of Year 10 and again Year 11 and the students have the log in details on Teams.
- The History Teacher on YouTube does excellent revision videos on all four examined units.

**Staff Contacts:** Mrs Price – Head of History / or class teacher





# Cambridge Nationals in Information Technology


## Information Technology



When	List of Topics	End of term Assessment	What can a parent do to support?
<b>Year 10 Sep – Oct</b>	<p>R060 – Data manipulation using spreadsheets</p> <p>TA1 Planning and designing the spreadsheet solution</p> <p>TA2 Creating the spreadsheet solution</p> <p>TA3 Testing the spreadsheet solution</p> <p>TA4 Evaluating the spreadsheet solution</p>	R060 Coursework submission	<p>Practice Excel skills using <a href="#">Free Excel Tutorials at GCFGlobal</a> website and Excel.</p> <p>Practice creating Mind maps and visualisations diagrams for a spreadsheet</p>
<b>Year 10 Jan – Apr</b>	<p>R070 Using augmented reality to present information</p> <p>TA1 Augmented reality</p> <p>TA2 Designing an AR model prototype</p> <p>TA3 Creating an AR model prototype</p> <p>TA4 Testing and reviewing</p>	R070 Coursework submission	<p>Practice AR skills using AR software (TBC)</p> <p>Practice creating Mind maps and visualisation diagrams for an AR product</p>
<b>Year 10 May – Jul</b>	<p>R050 IT in the digital world (exam content)</p> <p>TA1 Design tools</p> <p>TA2 Human Computer Interface in everyday life</p> <p>TA3 Data and testing</p> <p>TA4 Cyber-security and legislation</p>	<p>Paper/online tests at the end of each topic</p> <p>Practice past paper questions</p>	<p>Test knowledge of key terminology (listed on Class Notebook)</p> <p>Practice with past papers and compare answers to mark scheme</p>

# Cambridge Nationals in Information Technology

## Information Technology

When	List of Topics	End of term Assessment	What can a parent do to support?
<b>Year 11</b> <b>Sept – Dec</b>	R050 IT in the digital world (exam content)  TA5 Digital communications  TA6 Internet of Everything (IoE)  Revise through all TA's for January exam	Paper/online tests at the end of each topic  Practice Past paper questions	Test knowledge of key terminology (listed on Class Notebook) Practice with past papers and compare answers to mark scheme
<b>Year 11</b> <b>Jan – May</b>	Resit opportunity for coursework/exam  <div style="text-align: center;">  </div>		

### Useful Websites:

[Free Excel Tutorials at GCFGlobal](#)  
[Best courses | Boost \(boost-learning.com\)](#)

**Staff Contacts:** Miss Kirkwood – Head of ~ICT  
 Mr Wooster – Teacher of ICT

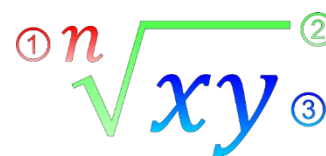
# MATHEMATICS HIGHER



## Mathematics Higher

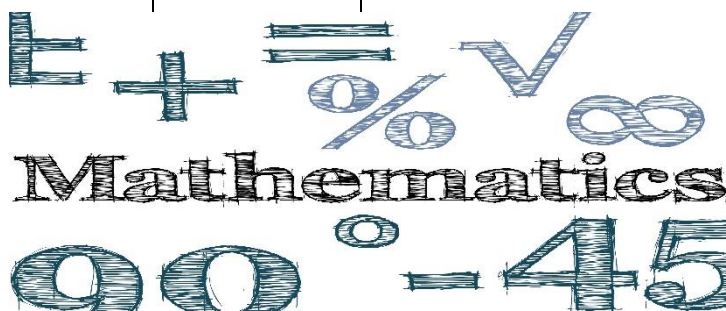
When	List of Topics	End of term Assessment	What can a parent do to support?
<b>Year 10 Half Term 1</b>	Calculations, Checking and rounding Algebra Basics Indices, roots, reciprocals Factors, multiples, primes, Standard form Surds Averages and range	Just before October half term.	<ul style="list-style-type: none"> <li>• Test meaning of key words.</li> <li>• Test recall of formulae</li> <li>• Check homework completion.</li> </ul>
<b>Year 10 Half Term 2</b>	Equations Sequences Representing and interpreting Data Fractions and Decimals	Just before the Christmas holiday	<ul style="list-style-type: none"> <li>• Check completion of any correct and reflect activities from teacher feedback.</li> </ul>
<b>Year 10 Half Term 3</b>	Ratio and Proportion Angles and Parallel lines Pythagoras Perimeter and Area Linear Graphs and Coordinate Geometry Percentages Scatter Diagrams	Just before Feb half term.	<ul style="list-style-type: none"> <li>• Ask students to explain the methods they are using to you.</li> <li>• Encourage completion of the problem-solving question of the fortnight.</li> </ul>
<b>Year 10 Half Term 4</b>	Angles in Polygons Trigonometry Quadratic, Cubic and other graphs Cumulative Frequency	Just before Easter	<ul style="list-style-type: none"> <li>• Students will complete test analysis sheets for internal tests, which will also highlight areas they need to work on.</li> </ul>
<b>Year 10 Half Term 5</b>	Circles 3D forms and Volume Transformations Accuracy and Bounds Measures of Spread	Practice exam paper for Year 10 exam	<ul style="list-style-type: none"> <li>• Encourage students to work on areas of weakness identified using revision guides, Mathswatch and Seneca.</li> </ul>
<b>Year 10 Half Term 6</b>	Solving Quadratics Bearings Data Collection, Sampling and Questionnaires	Year 10 exam	<ul style="list-style-type: none"> <li>• Completion of the 5 a day questions that are sent out in Year 11.</li> </ul>
<b>Year 11 Half Term 1</b>	Circle Theorems Inequalities Histograms Transformations Gradient and area under a graph Compound measures Pie Charts	Just before half term	

# MATHEMATICS HIGHER



## Mathematics Higher

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 11 Half Term 2	Constructions and Loci Trigonometric graphs Further Trigonometry Circle Geometry Simultaneous Equations Functions	Year 11 Mock exam	
Year 11 Half Term 3	Reciprocal and Exponential Graphs Vectors and geometric proof. Surds Algebraic fractions Transposition of formula Proof Trial of improvement	Formula test before Feb Half term.	
Year 11 Half Term 4	Direct and inverse proportion Expanding multiple brackets Choices and outcomes Probability Similarity and congruence in 2D and 3D	Year 11 Mock exam 2.	
Year 11 Half Term 5	Revision for Exam		

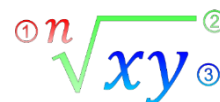


### Useful Websites

- Mathswatch VLE – videos and practice questions
- Seneca
- Oak Academy
- BBC Bitesize.
- Corbett Maths

**Staff Contacts:** Mrs Brocklesby - KS4 coordinator  
Miss Marshall - Head of Department

# MATHEMATICS – FOUNDATION



## Mathematics - Foundation

When	List of Topics	End of term Assessment	What can a parent do to support?
<b>Year 10 Half term 1</b>	Written integer Calculations Mental methods Rounding to powers of 10 to estimate Angles – simple up to angles in triangle including parallel lines Simplifying expressions Indices powers and roots Decimal calculations Expanding and factorising expressions Substitution Two way tables and charts	Just before October half term.	<ul style="list-style-type: none"> <li>• Test meaning of key words.</li> <li>• Test recall of formulae.</li> <li>• Check homework completion.</li> <li>• Check completion of any correct and reflect activities from teacher feedback.</li> </ul>
<b>Year 10 Half term 2</b>	Fraction calculations Fraction decimals and percentage equivalence Solving linear equations Inequalities Sequences Quadrilaterals Factors, Multiples and primes Averages	Just before the Christmas holiday	<ul style="list-style-type: none"> <li>• Ask students to explain the methods they are using to you.</li> <li>• Encourage completion of the problem -solving question of the fortnight.</li> </ul>
<b>Year 10 Half term 3</b>	Percentages including increase and decrease Polygons including angles in them Straight line graphs Pie Charts Scatter diagrams	Just before Feb half term.	<ul style="list-style-type: none"> <li>• Students will complete test analysis sheets for internal tests, which will also highlight areas they need to work on.</li> </ul>
<b>Year 10 Half term 4</b>	Perimeter and area of basic shapes Volume and surface area for prisms Real life Graphs	Just before Easter	<ul style="list-style-type: none"> <li>• Encourage students to work on areas of weakness identified using revision guides, Mathswatch and Seneca.</li> </ul>
<b>Year 10 Half term 5</b>	Transformations Ratio Proportion	Practice exam paper for Year 10 exam	
<b>Year 10 Half term 6</b>	Right angled triangles Compound measures Plans and elevations Data Collection	Year 10 exam	<ul style="list-style-type: none"> <li>• Completion of the 5 a day questions that are sent out in Year 11.</li> </ul>

# MATHEMATICS – FOUNDATION

## Mathematics – Foundation

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 11 Half term 1	Indices and Standard form Algebra recall Fractions Perimeter, area and Volume – Circles and 3D Vectors Constructions and Loci	Just before half term	
Year 11 Half term 2	Percentages and Variation Bearings Quadratics	Year 11 Mock exam	
Year 11 Half term 3	Similarity and congruence Equations Simultaneous Equations Graphs	Formula test before Feb Half term.	
Year 11 Half term 4	Probability Further Algebra Time Series	Year 11 Mock exam 2.	
Year 11 Half term 5	Revision for Exam		





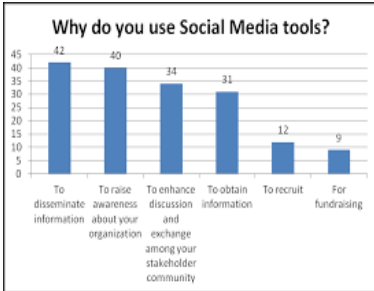
### Useful Websites:

- Mathswatch VLE – videos and practice questions
- Seneca
- Oak Academy
- BBC Bitesize.
- Corbett Maths

**Staff Contacts:** Mrs Brocklesby - KS4 coordinator  
Miss Marshall – Head of Department

# BTEC TECH AWARD IN CREATIVE MEDIA PRODUCTIONS

## Media Productions


When	List of Topics	End of term Assessment	What can a parent do to support?														
<p>Term 1 Year 10 Sept to December</p>  	<p><b>Component 1: Exploring Media Products</b></p> <p>This is a media research project in which students have to explore a given theme (eg teens in the media, diversity, Britishness) based on independent research on a film, print text and an interactive media product such as a video game. Students have 10 hours to complete the work under controlled conditions. This is internally assessed by teachers and is 30% of the overall course.</p>	<p>Complete research project by Dec 10<sup>th</sup></p>	<p>Talk with students about the project they are doing and suggest interesting texts to provide a broader historical to cultural context. As part of the research phase, students should be doing primary research such as surveys and questionnaires so you could help with that.</p>  <table border="1"> <caption>Why do you use Social Media tools?</caption> <thead> <tr> <th>Reason</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>To disseminate information</td> <td>42</td> </tr> <tr> <td>To raise awareness about your organization</td> <td>40</td> </tr> <tr> <td>To enhance discussion and exchange among your stakeholder community</td> <td>34</td> </tr> <tr> <td>To obtain information</td> <td>31</td> </tr> <tr> <td>To recruit</td> <td>12</td> </tr> <tr> <td>For fundraising</td> <td>9</td> </tr> </tbody> </table>	Reason	Percentage	To disseminate information	42	To raise awareness about your organization	40	To enhance discussion and exchange among your stakeholder community	34	To obtain information	31	To recruit	12	For fundraising	9
Reason	Percentage																
To disseminate information	42																
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<p>Term 2 Year 10: Jan-May</p>	<p><b>Component 2: Developing Media Production Skills</b></p> <p>Based on a given theme, students have to create a media product – print, audio-visual or interactive. Internally assessed. 30% of final grade</p>	<p>By May 10<sup>th</sup></p>	<p>Discuss ideas. Potentially supervise filming if students develop a project that requires filming out of school depending on their choice of task.</p>														
<p>Term 3- 5 Year 10/11 June – May</p>	<p><b>Component 3: Creating a Media Product to a Client Brief</b></p> <p>As above Externally assessed. 40% of final grade</p>	<p>By May 10<sup>th</sup> Year 11</p>	<p>As above</p>														

**Staff Contacts:** Mr Zaidi – Head of Media

# Modern Foreign Languages




## French

When	List of Topics	End of term Assessment	What can a parent do to support?
Sep Year 10	Module 2 -Leisure Complete module 1 – self and family. Module 2 Free Time.	October half term Listening/ Reading/ Writing and speaking assessments	<ul style="list-style-type: none"> <li>Quick knowledge quizzes (use Seneca, Quizlet, exercise book, BBC Bitesize for French)</li> </ul>
Nov Year 10	Module 3 – School Life	End of Module 3 Tests (December/ beginning of January)  Listening/ Reading// Writing and speaking assessments	<ul style="list-style-type: none"> <li>Go through any content (previous and current topics, grammar, Knowledge Organisers etc.) that will be uploaded soon by their teachers on SharePoint and Microsoft Team</li> </ul> <p>Encourage your child to use these useful revision resources:</p>
Jan/Feb Year 10	Module 4 – Healthy Lifestyle	End of Unit 4 test (Feb)  Listening/ Reading/ Writing and speaking assessments	<ul style="list-style-type: none"> <li>Pixl Independent Learning</li> <li>Seneca (curriculum revision); Quizlet (vocabulary revision)</li> <li>Text books</li> <li>Revision guides, booklets and Knowledge Organisers will be available on SharePoint and Microsoft team)</li> </ul>
Mar/Apr	Module 5 – Holidays	End of unit 5 tests (June) Listening/Re ading /Writing and speaking assessments	Other: Active Learn/ FLA/Linguascope
July		END OF YEAR EXAMS Listening/ Reading/ Writing and speaking exams	<p>Encourage your child to prepare for their GCSEs by doing the following: Complete all hw set</p> <ul style="list-style-type: none"> <li>Do 20 mins 3X per week on Seneca/Active Learn/Quizlet/Linguascope</li> <li>Re-visit previous modules taught, to ensure knowledge of all topics are ongoing.</li> </ul>



# Modern Foreign Languages

## French

When	List of Topics	End of term Assessment	What can a parent do to support?
			<ul style="list-style-type: none"> <li>• Revise tenses using exercise books notes and booklets,</li> <li>• knowledge organiser given (SharePoint and Microsoft team)</li> <li>• To prepare them for their listening and reading exam:</li>   <li>• Listening and Reading tasks will be available on Active learn</li> <li>• Coffee Break French (podcasts available on SharePoint and Microsoft team)</li> <li>• TV5 monde website – learning the language side</li> <li>• Past listening and listening papers and use mark scheme/ compare to example answers</li> <li>• To prepare them for their writing exam:</li> <li>• Writing and translation booklet - Grammar / vocabulary / tenses / complex structure Knowledge Organisers.</li> <li>- Past writing papers and use mark scheme/ compare to example answers.</li> </ul>

**Staff Contacts:** Mr Ros – Head of Modern Foreign Languages

# Modern Foreign Languages



## Spanish

When	List of Topics	End of term Assessment	What can a parent do to support?
<p><b>What content will be taught in Year 10?</b></p>	<ul style="list-style-type: none"> <li>Module 1: Free Time</li> <li>Module 2: Holidays</li> <li>Module 3: Self and family</li> <li>Module 4: Healthy Lifestyle</li> <li>Module 5: Education &amp; Social life</li> </ul>	<p>October half term Listening Reading Writing Speaking assessments</p> <p>End of Module 2 Tests (December/beginning of January)</p> <p>End of Module 3 Tests Listening Reading Writing Speaking assessments (February-March)</p> <p>End of Unit 4 test (March-April)</p> <p>Mock Exams (June-July)</p> <p>Listening Reading Writing Speaking Exam</p>	<p><b>Useful revision resources:</b></p> <ul style="list-style-type: none"> <li>Quick knowledge quizzes (use Seneca, Quizlet, exercise book, BBC Bitesize for Spanish)</li> <li>Go through any content (previous and current topics, grammar, Knowledge organisers etc.) that will be uploaded soon by their teachers on SharePoint and Microsoft Team</li> </ul> <p>Encourage your child to use these useful revision resources:</p> <ul style="list-style-type: none"> <li>Pixl Independent Learning</li> <li>Seneca (curriculum revision); Quizlet (vocabulary revision)</li> <li>Text books</li> <li>Revision guides, Booklets and Knowledge Organisers will be available on SharePoint and Microsoft team)</li> </ul> <p>Other: Active Learn/Active Hub/FLA/Linguascope/conjuguemos.com</p> <p>Encourage your child to prepare for their GCSEs by doing the following: Complete all homework set</p> <ul style="list-style-type: none"> <li>Do 20 minutes 3x per week On Seneca/Active Learn/Quizlet/Linguascope</li> <li>Re-visit previous modules taught to ensure knowledge of all topics are ongoing.</li> </ul>

# Modern Foreign Languages





## Spanish

When	List of Topics	End of term Assessment	What can a parent do to support?
<p><b>What content will be taught in Year 11?</b></p>	<ul style="list-style-type: none"> <li>Module 6 Local Area</li> <li>Module 7 Our Planet</li> <li>Module 8 Ambition and Future Plans</li> </ul>	<p>End of Module 6 Tests</p> <p>Listening Reading Writing Speaking assessments (October-November)</p> <p><b>Year 11 November Speaking mocks</b></p> <p>End of Module 7 Tests</p> <p>Listening Reading Writing Speaking assessments (January-February)</p> <p><b>Year 11 March mock assessments</b></p> <p>GCSE Spanish exams for all four skills including Speaking exam (May-June)</p>	<p><b>How should my child prepare for assessments at the end of Year 11?</b></p> <ul style="list-style-type: none"> <li>Revise tenses using exercise books notes and booklets</li> <li>Knowledge organiser given (SharePoint and Microsoft team)</li> <li>To prepare them for their listening and reading exam:</li> <li>Listening and Reading tasks will be available on Active learn</li> <li>Spanish podcasts</li> <li>Spanish movies or TV series</li> <li>Past listening and listening papers and use mark scheme answers</li> <li>To prepare them for their writing exam:</li> <li>Writing and translation booklet – Grammar / vocabulary / tenses / complex structure Knowledge Organisers</li> <li>Past writing papers and use mark scheme/ Compare to example answers</li> <li>Complete all homework set</li> <li>Do 20 minutes 3x per week on Seneca</li> <li>Spend 15 minutes each day learning vocabulary</li> <li>Once a week write a 90 words (foundation) 150 words (higher) on the current topic</li> </ul> <p><b>Independent Learning</b></p> <ul style="list-style-type: none"> <li>Learning vocabulary online: Quizlet and Gimkit.</li> <li>Consolidating Spanish speaking questions</li> <li>Active learn vocabulary, reading and listening exercises.</li> </ul>

**Staff Contacts:** Mr Ros – Head of Modern Foreign Language

# MUSIC

Music			
When (Periods of controlled conditions)	List of Topics	End of term Assessment	What can a parent do to support?
<p>Jan - May Year 1</p> <p>Sep - Dec Year 2</p>	<ul style="list-style-type: none"> <li> <b>Component 1 – Exploring music products and styles.</b>            Students will study a range of musical styles that will include Rock music, House music, The Blues, Film music, Folk music. Styles will vary from year to year. Students will have a period of teaching, where they can gather class notes and examples of music that they have found or created. They then produce a portfolio of research and examples during a period of controlled conditions.         </li> <li> <b>Component 2 – Music Skills development</b>            Students are controlled conditions from September and the initial deadline is 1 December 2024. This is marked internally. Students are working in two disciplines out of performance, composition, and production. They must demonstrate the ability to plan for and demonstrate improvement in their skills through the preparation of two outcomes which will be performed/recorded at the end of the period of controlled conditions. Students will hand in a powerpoint detailing their progress and outcomes.         </li> </ul>	<p>Period of controlled assessment is: September to December in Year 1</p> <p>Period of controlled assessment is: September to December in Year 2.</p>	<p>Encourage your child to listen to as much music in the different styles as possible.</p> <p>All work during the assessment period has to be completed at school.</p> <p>Attendance at school is vital during assessment periods.</p>  
<p>January - May Year 2</p>	<ul style="list-style-type: none"> <li> <b>Component 3 – Responding to a music brief</b> will be started in January 2025. This is marked externally. Students will prepare a practical response in two disciplines Performance, composition or production         </li> </ul>	<p>Period of controlled assessment is: January to April in Year 2.</p>	<p>Components 1 and 2 can be re-sat during the next assessment window</p>

**Staff Contacts:** Mrs Hammond – Head of Department

# AQA GCSE PHYSICAL EDUCATION

## AQA GCSE PHYSICAL EDUCATION

When	List of Topics	End of term Assessment	What can a parent do to support?
September – December Year 1	Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport.  Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.	October – Health and fitness. December – Diet and nutrition  October – Skeletal System December – Musculo-skeletal system	Using exercise books/ text books and revision guides to help revise.  Mini Quizzes.  Setting up independent revision timetables.  Making sure pupils are completing homework's which are set through Seneca and revising for end of topic tests.
January - April Year 1	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	April – Sports Psychology and information processing	Encourage to attend after school revision lessons towards the end of year 2.  Reading around the subject such as sports magazines/ latest news.
January – February Year 1	Movement analysis – Paper 1: The human body and movement in physical activity and sport	February – Biomechanics	Watching a range of sports competitions as a lot of the theory is applied to different sports.
February – July Year 1	Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.	April – Respiratory System  July – Cardiovascular System	Revising 'command words' so they have access to the questions.  Allowing access to computers to allow time to complete coursework at home.
May – July Year 1	None examined Assessment.	Coursework and practical evidence	Gathering video evidence for practical coursework by recording full competitions.
September – December Year 2	Physical training – Paper 1: The human body and movement in physical activity and sport.	October - Components of fitness and principles of training  December – Injury prevention and training methods	Helping to edit the video footage by making it easy to identify the student within the footage.  Helping the pupil with video commentary. Timestamping where key moments happened within a competition where applicable.



# AQA GCSE Physical Education

## AQA GCSE Physical Education

When	List of Topics	End of term Assessment	What can a parent do to support?
September - December Year 2	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	October – feedback, guidance and theories of arousal  December – Aggression, personality and motivation.	
January - April Year 2	Socio-cultural influences – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	February – Commercialisation and technology in sport  April – Drugs in sport and behaviours	
January - April Year 2	None examined Assessment	Coursework and practical evidence	
May/June Year 2	All exam content over the 2 years	Paper 1 and Paper 2 official exams	

### Useful Websites:

<https://senecalearning.com/en-GB/>

<http://www.bbc.co.uk/bitesize>

[AQA | GCSE | Physical Education | Specification at a glance](#)

[GCSE Physical Education Revision Guide | CGP Books](#)


[AQA GCSE PE Paper 1 2023 Revision \(youtube.com\)](#)



**Staff Contacts:** Mr T Neaverson (Head of PE)  
Mr J Wilkinson (GCSE PE course lead)

# Product Design/Design & Technology

## GCSE Product Design and Technology


When	List of Topics	End of term Assessment	What can a parent do to support?
<p><b>Year 10:</b> Technical Principles: Core Knowledge and Understanding</p> <p>In-depth Knowledge and Understanding</p> <p>Core Designing and Making Principles</p> <p><b>Year 11:</b> Preparing for Assessment</p> <p>NEA Coursework (Non-exam assessment)</p> <p>Revision of Theory Topics</p> 	<p><b>Year 10:</b></p> <ul style="list-style-type: none"> <li>Chapter 1: Design and technology and our world</li> <li>Chapter 2: Smart materials, composites and technical textiles</li> <li>Chapter 3: Electronic systems and programmable components</li> <li>Chapter 4: Mechanical components and devices</li> <li>Chapter 5: Materials</li> <li>Chapter 6: Electronic systems, programmable components and mechanical devices</li> <li>Chapter 7: Paper and boards</li> <li>Chapter 8: Natural and manufactured timber</li> <li>Chapter 9: Ferrous and non-ferrous metals</li> <li>Chapter 10: Thermosetting and thermoforming polymers</li> <li>Chapter 11: Natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles</li> <li>Chapter 12: Develop and apply core knowledge, understanding and skills</li> </ul> <p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>Chapter 13: Component 1: Design and Technology in the 21st Century</li> <li>Chapter 14: Component 2: Design and make task</li> </ul>	<p><b>Year 10:</b></p> <p>Tests on topics taught so far, building to a full mock exam by the end of Year 10.</p> <p>NEA Coursework (Non-exam assessment)</p> <p>Starts <b>June</b></p> <p><b>Year 11:</b></p> <p>Revision with specific topic tests including full mock exam.</p> <p>NEA Coursework (Non-exam assessment) Submission:</p> <p><b>April</b></p> <p>Exam Date:</p> <p><b>June</b></p>	<ul style="list-style-type: none"> <li>Ensure your child completes homework tasks/End of unit tests (use Seneca, other online quizzes, exercise book)</li> <li>Work through past papers and use the mark scheme. Exam questions can be found on the Eduqas website and revision guides can be found on the Bitesize website under GCSE Design and Technology with the exam board Eduqas.</li> <li><a href="https://apps.daydreameducation.com/pocket-poster-revision-guides/gcse-dt/">https://apps.daydreameducation.com/pocket-poster-revision-guides/gcse-dt/</a></li> </ul> <p>Also available as an app on apple devices. Just type in pocket posters in the search bar on the app store and find the GCSE Design and Technology one. Students will be given their individual login</p> <ul style="list-style-type: none"> <li>Mind Mapping, revision cards or posters on key theory topics (chapters 1-12) which can be used to test knowledge and complete past papers.</li> <li>Encourage the use of Knowledge organisers and revision work booklets containing practice questions and revision exercises.</li> <li>Encourage your child to take an interest in why products are designed the way they are. Discuss issues surrounding sustainability, innovation or new products/technology in the news/media.</li> <li>Use Browser based CAD programs to develop design skills such as Sketchup Web</li> </ul>

**Useful Websites:** <https://www.bbc.co.uk/bitesize/examspecs/z4nfwty>  
<https://apps.daydreameducation.com/pocket-poster-revision-guides/gcse-dt>  
 Eduqas Digital Education Resources

**Staff Contacts:** Mrs D Warcup – Head of Product Design

# R.E. FULL COURSE

## RE Full Course

When	List of Topics	End of term Assessment	What can a parent do to support?
<p><b>Year 10:</b> Term 1 – Term 2</p> <p>Term 2- Term 3</p>	<p><b>Christian Beliefs</b> (Nature of God, Problem of Evil &amp; Suffering, Trinity, Creation, Holy Week, Atonement, Eschatology)</p> <p><b>Human Rights</b> (What are human rights, dignity of human life, personal conviction, censorship, freedom of religious expression, extremism, prejudice, racism, wealth &amp; poverty)</p> <p><b>Good &amp; Evil</b> (Morality, Causes of Crime, Justice, Aims of Punishment, Treatment of Criminals, Prison Chaplains, Death Penalty, forgiveness, theodicies)</p> <p><b>Hindu Beliefs</b> (Nature of Brahman, Trimurti, Shakti, Visnu’s Avatars, Murtis, Soul, Purpose of Life, Responses to Suffering, Virtues, Cosmology)</p> <p><b>Christian Practices</b> (Worship, Prayer, Sacraments, Pilgrimage, Festivals, UK laws and traditions, church in the local community, evangelism &amp; missionary work, poverty, persecution and reconciliation)</p>	<p>For each unit: key word tests</p> <p>End of unit practice exam assessments</p>	<p>For Each unit:</p> <ul style="list-style-type: none"> <li>• Practice key words / meaning for all 8 units</li> <li>• Test knowledge using topic booklets on Teams</li> <li>• Test knowledge of sources of wisdom for each unit (e.g. relevant Bible quotes)</li> <li>• Play “devil’s advocate” on moral issues e.g. reasons for and against euthanasia</li> <li>• Discuss content of literacy homework tasks</li> <li>• Encourage student to complete work missed due to absence</li> </ul>
<p><b>Year 11:</b> Term 1- Term 2</p> <p>Term 2-3</p>	<p><b>Hindu Practices</b> (Places and types of worship, Hindu denominations, Festivals, Pilgrimages, Gurus, Social Concern)</p> <p><b>Life and Death</b> (Scientific theories on origins, religious creation stories, environment, sanctity of life, abortion, euthanasia, life after death, funerals)</p> <p><b>Relationships</b> (Role of Family, Cohabitation, Marriage, Divorce, sex, contraception, gender roles)</p>		

**Useful Websites:** BBC Bitesize / <https://iskconeducationalservices.org/HoH/> / Seneca

**Staff Contacts:** Mrs Ellis / Mr Ahmed – Joint Head of RE



# Combined Science



## Combined Science

When	List of Topics	End of term Assessment	What can a parent do to support?
<p><b>Year 9</b> (GCSE Content begin in Year 9 for science)</p>	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• B1 Cell Biology</li> <li>• B4 Bioenergetics</li> </ul> <p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>• C1 Atomic Structure and the Periodic Table</li> <li>• C2 Bonding, Structure, and the Properties of Matter</li> <li>• C5 Energy Changes</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• P1 Energy</li> <li>• P3 Particle Model</li> </ul>	<p>End of topic tests take place at the end of each topic.</p> <p>End of year exam takes place after the Easter holidays and includes B1, C1, C2 and P1.</p>	<p>For all year groups:</p> <ul style="list-style-type: none"> <li>• Ensure your child completes all homework and catches up on any missed work.</li> <li>• Do 30 minutes 2X per week revision starting as early as possible. This can include: <ul style="list-style-type: none"> <li>○ Completing questions in Collins Revision Guide or GCP Workbooks.</li> <li>○ Doing quizzes on Seneca or Educake</li> <li>○ Making revision mind maps</li> <li>○ Making and going through flashcards</li> <li>○ Completing past exam papers</li> </ul> </li> </ul>
<p><b>Year 10</b></p>	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• B2 Organisation</li> <li>• B3 Infection &amp; Response</li> <li>• B5 Homeostasis and Response</li> </ul> <p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>• C3 Quantitative Chemistry</li> <li>• C4 Chemical Changes</li> <li>• C6 Rates of Reaction</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• P2 Electricity</li> <li>• P4 Atomic Structure (Radioactivity)</li> <li>• P5 Forces</li> </ul> <p>Note – Exact topics covered depends on the class. For some classes, some topics may not be covered until Year 11 and other classes may study additional topics from the Year 11 list below.</p>	<p>End of topic tests take place at the end of each topic.</p> <p>End of year exam, also known as mock exams, will be full paper 1 GCSE papers for each of the sciences and therefore will include topics from Year 9 and Year 10:</p> <p>Biology: B1, B2, B3 &amp; B4.  Chemistry: C1, C2, C3, C4 &amp; C5.  Physics: P1, P2, P3 &amp; P4.</p>	<ul style="list-style-type: none"> <li>• Test your child for 10 minutes a week on what they have been revising or covering in lessons. You can use revision guides or their exercise book to help.</li> </ul>

# Combined Science



## Combined Science

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 11	<p>Biology:</p> <ul style="list-style-type: none"> <li>B6 Inheritance, Variation &amp; Evolution</li> <li>B7 Ecology</li> </ul> <p>Chemistry:</p> <ul style="list-style-type: none"> <li>C7 Organic Chemistry (Hydrocarbons)</li> <li>C8 Chemical Analysis</li> <li>C9 Chemistry of the Atmosphere</li> <li>C10 Using Resources</li> </ul> <p>Physics:</p> <ul style="list-style-type: none"> <li>P6 Waves</li> <li>P7 Magnetism and Electromagnetism</li> </ul>	<p>End of topic tests take place at the end of each topic.</p> <p>There are 2 mock exam windows, the first begins at the end of November. In this mock exam window students will sit full paper 1 GCSE papers for each of the sciences and therefore will include topics from Year 9 and Year 10:</p> <p>Biology: B1, B2, B3 &amp; B4. Chemistry: C1, C2, C3, C4 &amp; C5. Physics: P1, P2, P3 &amp; P4.</p> <p>Please note that the first set of mocks is used to determine tier of entry (foundation or higher).</p> <p>The second mock exam window takes place in March and will be as close as possible to full paper 2 GCSE papers for each of the sciences and therefore will include topics from Year 10 and Year 11:</p> <p>Biology: B5, B6 &amp; B7. Chemistry: C6, C7, C8, C9 &amp; C10. Physics: P5, P6 &amp; P7.</p>	

# Combined Science

## Useful Websites:

- [SenecaLearning.com](https://www.senecalearning.com)
- [Educake.co.uk](https://www.educake.co.uk)
- [BBC Bitesize](https://www.bbc.com/bitesize)
- CGP Knowledge Organisers Revision Guides
- Collins All in One Revision and Practise Revision Guide
- CGP Workbooks (questions for students to answer to test knowledge)
- You Tube: Primrose Kitten and Free science lessons
- [Physicsandmathstutor.com](https://www.physicsandmathstutor.com)
- Quizlet (flashcards, mind maps etc)
- Get Revising (flashcards, mind maps, etc)

## Staff Contacts:

KS3 Coordinator – Dr Cambridge

KS4 Coordinator – Mrs Gray


KS5 Coordinator – Mrs Campbell

Head of Science – Mrs Debbage

If you wish to contact any of the science leads or individual science teachers, please contact the school office and request your email to be forwarded to the relevant member of staff (staff initials can be found on your child's timetable).

# SINGLE SCIENCE BIOLOGY

## Single Science Biology

When	List of Topics	End of term Assessment	What can a parent do to support?
<p><b>Year 9</b> (GCSE Content begin in Year 9 for science)</p> <p><b>Year 10</b></p> <p><b>Year 11</b></p>	<ul style="list-style-type: none"> <li>• B1 Cell Biology</li> <li>• B4 Bioenergetics</li> <li>• B2 Organisation</li> <li>• B3 Infection &amp; Response</li> <li>• B5 Homeostasis and Response</li> </ul> <p>Note – Exact topics covered depends on the class. For some classes, some topics may not be covered until Year 11 and other classes may study additional topics from the Year 11 list below.</p> <ul style="list-style-type: none"> <li>• B6 Inheritance, Variation &amp; Evolution</li> <li>• B7 Ecology</li> </ul>	<p>End of topic tests take place at the end of each topic.</p> <p>End of year exam takes place after the easter holidays and includes topics from all 3 sciences: B1, C1, C2 and P1.</p> <p>End of topic tests take place at the end of each topic.</p> <p>End of year exam, also known as mock exams, will be full GCSE Biology Paper 1 and therefore will include topics from Year 9 and Year 10: B1, B2, B3 &amp; B4.</p> <p>End of topic tests take place at the end of each topic.</p> <p>There are 2 mock exam windows, the first begins at the end of November. In this mock exam window students will sit full GCSE Biology Paper 1 and therefore will include topics from Year 9 and year 10: B1, B2, B3 &amp; B4.</p> <p>Please note that the first set of mocks is used to determine tier of entry (foundation or higher).</p> <p>The second mock exam window takes place in March and will be as close as possible to full GCSE Biology Paper 2 and therefore will include topics from Year 10 and Year 11: B5, B6 &amp; B7.</p>	<p>For all year groups:</p> <ul style="list-style-type: none"> <li>• Ensure your child completes all HW and catches up on any missed work.</li> <li>• Do 30 minutes 2X per week revision starting as early as possible. This can include: <ul style="list-style-type: none"> <li>○ Completing questions in Collins Revision Guide or GCP Workbooks.</li> <li>○ Doing quizzes on Seneca or Educake</li> <li>○ Making revision mind maps</li> <li>○ Making and going through flashcards</li> <li>○ Completing past exam papers</li> </ul> </li> </ul> <p>Test your child for 10 minutes a week on what they have been revising or covering in lessons. You can use revision guides or their exercise book to help.</p> 

# SINGLE SCIENCE BIOLOGY

## Useful Websites and Resources:

- SenecaLearning.com
- Educake.co.uk
- BBC Bitesize
- CGP Knowledge Organisers Revision Guides
- Collins All in One Revision and Practise Revision Guide
- CGP Workbooks (questions for students to answer to test knowledge)
- You Tube: Primrose Kitten and Free science lessons
- Physicsandmathstutor.com
- Quizlet (flashcards, mind maps etc)
- Get Revising (flashcards, mind maps, etc)

## Staff Contacts:

KS3 Coordinator – Dr Cambridge

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KS5 Coordinator – Mrs Campbell

Head of Science – Mrs Debbage

If you wish to contact any of the science leads or individual science teachers, please contact the school office and request your email to be forwarded to the relevant member of staff (staff initials can be found on your child's timetable).

# SINGLE SCIENCE CHEMISTRY

## Single Science Chemistry

When	List of Topics	End of term Assessment	What can a parent do to support?
<p><b>Year 9</b> (GCSE Content begin in year 9 for science)</p>	<ul style="list-style-type: none"> <li>• C1 Atomic Structure and the Periodic Table</li> <li>• C2 Bonding, Structure, and the Properties of Matter</li> <li>• C5 Energy Changes</li> </ul>	<p>End of topic tests take place at the end of each topic.</p> <p>End of year exam takes place after the easter holidays and includes topics from all 3 sciences: B1, C1, C2 and P1.</p>	<p>For all year groups:</p> <ul style="list-style-type: none"> <li>• Ensure your child completes all HW and catches up on any missed work.</li> <li>• Do 30 minutes 2X per week revision starting as early as possible. This can include:               <ul style="list-style-type: none"> <li>○ Completing questions in Collins Revision Guide or GCP Workbooks.</li> <li>○ Doing quizzes on Seneca or Educake</li> <li>○ Making revision mind maps</li> <li>○ Making and going through flashcards</li> <li>○ Completing past exam papers</li> </ul> </li> </ul> <p>Test your child for 10 minutes a week on what they have been revising or covering in lessons. You can use revision guides or their exercise book to help.</p>
<p><b>Year 10</b></p>	<ul style="list-style-type: none"> <li>• C3 Quantitative Chemistry</li> <li>• C4 Chemical Changes</li> <li>• C6 Rates of Reaction</li> </ul> <p>Note – Exact topics covered depends on the class. For some classes, some topics may not be covered until Year 11 and other classes may study additional topics from the Year 11 list below.</p>	<p>End of topic tests take place at the end of each topic.</p> <p>End of year exam, also known as mock exams, will be full GCSE Chemistry Paper 1 and therefore will include topics from Year 9 and Year 10: C1, C2, C3, C4 &amp; C5.</p>	
<p><b>Year 11</b></p>	<ul style="list-style-type: none"> <li>• C7 Organic Chemistry (Hydrocarbons)</li> <li>• C8 Chemical Analysis</li> <li>• C9 Chemistry of the Atmosphere C10 Using Resources</li> </ul> 	<p>End of topic tests take place at the end of each topic.</p> <p>There are 2 mock exam windows, the first begins at the end of November. In this mock exam window students will sit full GCSE Chemistry Paper 1 and therefore will include topics from Year 9 and Year 10: C1, C2, C3, C4 &amp; C5.</p> <p>Please note that the first set of mocks is used to determine tier of entry (foundation or higher).</p> <p>The second mock exam window takes place in March and will be as close as possible to full GCSE Chemistry Paper 2 and therefore will include topics from Year 10 and Year 11: C6, C7, C8, C9 &amp; C10.</p>	

# SINGLE SCIENCE CHEMISTRY

## Useful Websites and Resources:

- SenecaLearning.com
- Educake.co.uk
- BBC Bitesize
- CGP Knowledge Organisers Revision Guides
- Collins All in One Revision and Practise Revision Guide
- CGP Workbooks (questions for students to answer to test knowledge)
- You Tube: Primrose Kitten and Free science lessons
- Physicsandmathstutor.com
- Quizlet (flashcards, mind maps etc)
- Get Revising (flashcards, mind maps, etc)

## Staff Contacts:

KS3 Coordinator – Dr Cambridge

KS4 Coordinators – Mrs Gray

KS5 Coordinator – Mrs Campbell

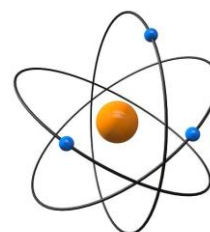
Head of Science – Mrs Debbage

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# SINGLE SCIENCE PHYSICS

## Single Science Physics

When	List of Topics	End of term Assessment	What can a parent do to support?
<p><b>Year 9</b> (GCSE Content begin in year 9 for science)</p>	<ul style="list-style-type: none"> <li>• P1 Energy</li> <li>• P3 Particle Model</li> </ul>	<p>End of topic tests take place at the end of each topic.</p> <p>End of year exam takes place after the easter holidays and includes topics from all 3 sciences: B1, C1, C2 and P1.</p> <p>End of topic tests take place at the end of each topic.</p>	<p>For all year groups:</p> <ul style="list-style-type: none"> <li>• Ensure your child completes all homework and catches up on any missed work.</li> <li>• Do 30 minutes 2X per week revision starting as early as possible. This can include:               <ul style="list-style-type: none"> <li>○ Completing questions in Collins Revision Guide or GCP Workbooks.</li> <li>○ Doing quizzes on Seneca or Educake</li> <li>○ Making revision mind maps</li> <li>○ Making and going through flashcards</li> <li>○ Completing past exam papers</li> </ul> </li> </ul> <p>Test your child for 10 minutes a week on what they have been revising or covering in lessons. You can use revision guides or their exercise book to help.</p>
<p><b>Year 10</b></p>	<ul style="list-style-type: none"> <li>• P2 Electricity</li> <li>• P4 Atomic Structure (Radioactivity)</li> <li>• P5 Forces</li> </ul> <p>Note – Exact topics covered depends on the class. For some classes, some topics may not be covered until Year 11 and other classes may study additional topics from the Year 11 list below.</p>	<p>End of year exam, also known as mock exams, will be full GCSE Physics Paper 1 and therefore will include topics from Year 9 and Year 10: P1, P2, P3 &amp; P4.</p>	
<p><b>Year 11</b></p>	<ul style="list-style-type: none"> <li>• P6 Waves</li> <li>• P7 Magnetism and Electromagnetism</li> <li>• P8 Space</li> </ul>	<p>End of topic tests take place at the end of each topic.</p> <p>There are 2 mock exam windows, the first begins at the end of November. In this mock exam window students will sit full GCSE Physics Paper 1 and therefore will include topics from Year 9 and Year 10: P1, P2, P3 &amp; P4.</p> <p>Please note that the first set of mocks is used to determine tier of entry (foundation or higher).</p> <p>The second mock exam window takes place in March and will be as close as possible to full GCSE Physics Paper 2 and therefore will include topics from Year 10 and Year 11: P5, P6, P7 &amp; P8.</p>	





# SINGLE SCIENCE PHYSICS

## Useful Websites and Resources:

- SenecaLearning.com
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KS5 Coordinator – Mrs Campbell

Head of Science – Mrs Debbage

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# TEXTILES




## Textiles

When	List of Topics	End of term Assessment	What can a parent do to support?
1st Unit project: Sep-Oct half term  Year 10	<p><b>Natural Forms</b></p> <ul style="list-style-type: none"> <li>• AO 1; Taking Primary photographs</li> <li>• AO2; Drawing, Etching, Lino Printing, Mono printing, Applique, reverse applique, Mola, Stencilling: All onto fabric. Hand stitching, using the sewing machine for Art, free style machine stitching.</li> <li>• AO3: Presenting your sketchbook</li> <li>• Annotation throughout for each area covered.</li> <li>• Planning and producing a final piece.</li> </ul>	<p>Students will be given feedback on their work as it progresses. This will be verbal, post it notes in their sketchbooks and feedback sheets.</p>	<ul style="list-style-type: none"> <li>• Parents can support by encouraging their child to attend the workshops we offer the students at either lunchtimes or after school.</li> <li>• Remind them to take their coursework home over weekends and holiday periods.</li> <li>• Check in on their progress and contact the Art department if they have any concerns.</li> </ul>
2 <sup>nd</sup> Unit 1 project: October until Easter  Year 10	<p><b>Abstract</b></p> <ul style="list-style-type: none"> <li>• AO1: Research into Abstract Art both historical and contemporary works.</li> <li>• Creating and presenting Abstract design ideas across a variety of different media including all techniques from first project plus new practical techniques like ripping, batik and embellishing. Personal craft skills like crochet and knit work is encouraged.</li> <li>• Creating a 3 colour lino relief.</li> <li>• Developing design ideas through use of inspiration from their Abstract artist(s)</li> <li>• Present all practical work and annotate throughout.</li> <li>• Plan a final piece that links to work developed throughout project.</li> </ul>	<p>Project will be graded according to the marking criteria based on evidence cross the 4 assessment objectives Abstract project will be assessed and developed with monitoring points, regular teacher feedback, verbal, written and as class.</p>	<ul style="list-style-type: none"> <li>• Take an interest in their coursework and ask them to explain how it is developing and progressing. Ask if they understand what they are doing and if they feel they are doing all they can to develop their ideas.</li> <li>• Familiarise themselves with the 4 assessment objectives for GCSE Art Craft and Design</li> <li>• Share deadlines with them and encourage creative work at home.</li> <li>• Ensure feedback has been reviewed and responded to with improvements clearly presented in their sketchbooks or on paper to add into their sketchbooks.</li> </ul>

# TEXTILES

## Textiles


When	List of Topics	End of term Assessment	What can a parent do to support?
<p>3<sup>rd</sup> and Final Unit 1 project Easter until January</p> <p>Year 10 into Year 11</p> <p>Unit 1 = 60% GCSE</p>	<p><b>Personal Project:</b> Title to be discussed with teacher or provided upon request.</p> <p>AO1: Primary photography and contextual research into theme and Artists.</p> <p>AO2: Design ideas and experimenting with different types of media which work with chosen theme. Develop ideas showing links to Artists and ideas surrounding theme.</p> <p>AO3: Refining work and showing planning through annotation and presenting ideas clearly.</p> <p>AO4: Presenting final piece showing clear links to starting point that has been developed and refined showing Artist/Contextual influence.</p>	<p>Assessment will be in the form of monitoring, verbal, post it notes in sketchbooks and written class feedback sheets.</p>	<p>Parents can support students by running through their coursework as it develops and continue to encourage attending all extra sessions available to help with various stages of development. This may be for a period of time to keep up to date.</p>
<p>January to End of April</p> <p>Unit 2: Externally set assignment.</p> <p>Unit 2 = 40% GCSE</p>	<p>Students will independently be required to work through all 4 assessment objectives, that they have become familiar with. To apply these skills to their chosen title withing the AQA set task booklet.</p>	<p>Students will be assessed via monitoring points, verbal feedback, post it notes and class feedback sheets.</p>	

**Useful Websites:** Pinterest, Tate.com. National Gallery, BBC Bitesize, AQA Art Craft and Design, You Tube: Technique demonstrations, The Textiles Skills Centre, Textiles Student.org

**Staff Contacts:** Mrs L Mitchell Head of Art and Textiles  
Miss Henderson Textiles Teacher  
Ms Keeley Art Teacher



# TRAVEL AND TOURISM

## Travel and Tourism

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 10 Term 1 – Term 2	<p>Component 1: Travel and Tourism Organisations and Destinations</p> <p><b>A Demonstrate an understanding of the UK travel and tourism industry</b>            A1 The major components of the UK travel and tourism industry            A2 The ownership and aims of travel and tourism organisations and how they work together            A3 The role of consumer technology in travel and tourism</p> <p><b>B Explore popular visitor destinations.</b>            B1 Visitor destinations            B2 Different types of tourism and tourism activities            B3 Popularity of destinations with different visitor types            B4 Travel options to access tourist destinations</p> <p>Component 2: Customer Needs in Travel and Tourism</p>	<p><b>Internal assessment</b> monitored preparation: 4hrs supervised assessment: 6hrs            60 marks  <b>30% weight</b></p>	<ul style="list-style-type: none"> <li>• Use Key terms list below to continuously help students improve vocabulary for coursework and exam.</li> <li>• Practice exam style questions</li> <li>• Ensure students complete question booklets for each component.</li> </ul>
Year 10 Term 2 to Year 11 Term 1	<p><b>A Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends</b>            A1 Types of market research            A2 How travel and tourism organisations may use market research to identify customer needs and preferences            A3 How travel and tourism organisations may use research to identify travel and tourism trends</p>		

# TRAVEL AND TOURISM

## Travel and Tourism

When	List of Topics	End of term Assessment	What can a parent do to support?
Year 11 Term 2 to End of Year 11	<p>Component 3: Influences on Global Travel and Tourism</p> <p><b>A Factors that influence global travel and tourism</b>            A1 Factors influencing global travel and tourism            A2 Response to factors</p> <p><b>B Impact of travel and tourism and sustainability</b>            B1 Possible impacts of tourism            B2 Sustainable tourism            B3 Managing sociocultural impacts            B4 Managing economic impacts            B5 Managing environmental impacts</p> <p><b>C Destination management</b>            C1 Tourism development            C2 The role of local and national governments in tourism development            C3 The importance of partnerships in destination management</p> 	<p><b>External assessment</b></p> <p>Year 11            Summer            2 hour exam            60 marks  <b>40% weight</b></p>	<ul style="list-style-type: none"> <li>• Use Key terms list below to continuously help students improve vocabulary for coursework and exam</li> <li>• Practice exam style questions</li> <li>• Ensure students complete question booklets for each component</li> </ul> 

# TRAVEL AND TOURISM

## BTEC Tech Travel & Tourism– Coursework Key Terms

Account	Description of particular events or situations.
Accurate	Produce work competently, fit for purpose and correctly without significant error.
Analyse	Examine in detail. Separate information into components and identify characteristics/patterns.
Applied	Put to practical use.
Argument	Different ideas supported by evidence.
Assess	Make an informed judgement.
Brief	Accurate and to the point but lacking detail/contextualisation/examples.
Compare	Identify the main factors, explain the similarities and differences, and say which is best and why.
Consider	Review and respond to given information.
Describe	Set out the characteristics. Include the relevant features, facts, or trends.
Demonstrate	Carry out and apply knowledge, understanding and skills in a practical situation.
Detailed	Point-by-point consideration of relevant and accurate features and facts supported by examples.
Develop	Consider and expand on all relevant points in detail.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
Explain	Set out purposes or reasons.
Extensive	Large in range or scope.
Generic	Characteristic relating to a group of things; not specific.
Identify	Name the main features or purpose of something.
Interpret	State the meaning, purpose or qualities of something.
Investigate	Carry out research to discover and examine the facts.
Irrelevant	Does not apply to the task. Not focused on the situation/context.
Judgement	Make a conclusion having compared the evidence.
Justify	Support a case with evidence.
Limited	The work is narrow in ability, range or scope, including only a part of the information required.
Linkages	Something that relates directly to another piece of information.
Narrow	Limited in terms of range. Only considers a few aspects.
Persuasive	Influence through reasoning.
Range	The evidence presented is broad and varied.
Significant	Of great importance or size.
Specific	Relating directly to a particular area or subject.
State	Express something clearly.
Summarise	Gather together all of the main aspects of information and write in a condensed format.
Supported	Backed-up with evidence.
Thorough	Depth of detail with great accuracy.

# TRAVEL AND TOURISM

## Useful Websites/ resources:

- <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism-2022.html>
- Quizlet (flashcards, mind maps etc)
- Get Revising (flashcards, mind maps, etc)

## Staff Contacts:

Head of Travel and Tourism – Mr Keenan  
Teacher of travel and tourism – Mr Pepper

If you wish to contact any of the teachers above, please contact the school office and request your email to be forwarded to the relevant member of staff (staff initials can be found on your child's timetable).

**'There is no substitute for hard work'.**

**Thomas Edison**

**'It's not what you do once in a while, it's what you do day in day out which makes a difference'. Jenny Craig**

**'Successful people are not gifted; they just work hard, then succeed on purpose'. GK Nelson**