



Enjoy Learn Succeed

Year 10 Parent Guide and Curriculum Plan

2023 -2024 Academic Year

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Key people Year 10

My child's tutor is _____

Year Team Leader: Jayne Whitehead

Assistant Year team leader: XX

SLT links: Paul Hopkins

SENDCo: Rebecca Lonsdale

Wellbeing lead: Tim Shearn

Deputy Wellbeing lead: Sue Peyton

Introduction

This booklet is designed to help you as a family support your child's learning throughout the academic year. It will contain key dates, study tips, some tips on where to get help, and some information about the subjects your child will be studying this year. A copy of the booklet will also be on the website and be made available to you electronically. The school website www.beckfootoakbank.org will also have additional information on it.

The school day

All students need to be **on site** ready to line up by 8.15am.

Breakfast is available in the atrium from 8am.

	Year 10
Arrive	8.15am -8.20am Be at line up
Tutor Period	8.20am – 9am
Period 1	9am-10am
Period 2	10am-11am
Break 2	11am-11.20am
Period 3	11.20am-12.20pm
Period 4	12.20pm-1.20pm
Lunch 2	1.20pm – 1.50pm
Period 5	1.50pm – 2.50pm

The tutor period is an essential part of every day - it covers statutory content and allows students to be ready for the rest of the day. Students are expected to be on time for line up and bring with them a school bag that contains their pencil case, their planner and the necessary equipment for that day.

Students who do not have equipment will be able to purchase a replacement pencil case before tutor time from student reception. Students who lose a planner will need to replace it.

Students without a bag will need to borrow one for the day and students not in the correct uniform will be given the opportunity to sort this at the start of the day. Mobile phones need to be on silent/switched off and in bags – not in pockets.

The Oakbank Way

Our Values: Enjoy, learn, succeed.

Enjoy - we **enjoy** belonging to Beckfoot Oakbank.

Learn – we are all here to **learn**.

Succeed – we are determined to **succeed**.

Our school sentence.

Beckfoot Oakbank School ensured that every child succeeded in education, had a great career and enjoyed life.

We believe that students should be encouraged to adopt behaviour that supports learning and promotes good relationships. The Oakbank Way describes and explains how and why we do things here and is underpinned by our core values: enjoy, learn, succeed.

- We are polite and respectful to everyone in our community.
- We come to school to learn and make progress in our education.
- We allow everyone to be successful.

Our Learning Habits form part of The Oakbank Way and make clear our expectations. In school and in lessons we expect all students to follow our learning habits so that all students can learn and make progress.

Our five learning habits are:

- 1 **Positive response** – using good manners; ‘please’ and ‘thank you’, opening doors, tidying up.
- 2 **Perfect uniform** – polo shirt, trousers or skirt, black shoes, optional jumper
- 3 **On Task behaviour** – working hard, taking part, turn taking, following Learning Modes
- 4 **Punctual to school and lessons** – arrive before 8.20am, arrive to lessons before the bell
- 5 **Equipped for success** – bag, learning pack, planner, mobile phone not seen, not heard

There is more information in the student planner and on our website.

Attendance: Every day, every lesson, every minute, counts!

The first step on the road to success in school is attending every available day, lesson and minute of learning. **We want all students to have at least 97% attendance**, and not to drop anywhere near 90% (what the DfE defines as Persistently Absent). 90% might sound okay in some situations but it is a real concern when talking about attendance.

90% attendance means ½ a day missed every week, which is 4 full weeks missed over the school year. If this is repeated it equates to half a YEAR off between Y7 and Y11 and **an average drop of one grade across all GCSE subjects.**

To achieve 97% attendance, **students need to miss no more than 5 days** during the year. On average, that's less than one day off per half-term. If a student arrives at school after 8:20, they are late to school. If a student arrives at school after 9:30, they receive an unauthorised absence for the whole morning session. This affects their attendance.

Students who have good attendance *enjoy* school, *learn* and *succeed* more than those who do not.

As a school we do not authorise any term time holidays.

Thank you for supporting your child to have excellent attendance and punctuality.

Important dates for Year 10

What	When
Meet the Tutor evening (KS4 and 5)	14.9.23
Y10 in class assessments	Wc 15.1.24
Y10 Parents' evening	22.2.24
Y10 End of Year assessments	Wc 10.6.24

The timetable and the curriculum

This year we are following a two-week timetable so our lesson cycle is 50 hours over the fortnight in addition to the 40 minute daily tutor session. The number of hours a fortnight for each subject is shown below.

Subjects studied in year 10.

English	9 hours per fortnight	Maths	9 hours per fortnight
Science	9 hours per fortnight	Tutor	6 hours 40 mins per fortnight
PE	3 hours per fortnight	Open Minds	2 hours per fortnight
Option A	6 hours per fortnight		
Option B	6 hours per fortnight		
Option C	6 hours per fortnight		

Homework

All students in Year 10 receive weekly maths homework through Sparx Maths.

Sparx Maths and Sparx Reader need to be accessed using a device – a tablet, a PC or a phone. The link to the log in page for Sparx is available on the school website: [Beckfoot Oakbank School - Home Learning](#)

The login is the same as the school login issued at the start of term. Any student without access to a device can use the computers in school in the school library (LRC) at lunchtimes and after school.

Additional homework will be set by subjects and could take a variety of forms.

Over the autumn term we will be rolling out the SIMS Parent app where you will be able to see homework, attendance, achievement points and other key information.

Learning modes

During lesson time we expect to have classrooms that are free from disruption, providing the conditions where learning can be optimised. To help achieve this we use learning modes in all lessons. Learning modes provide clarity, set expectations, improve climate in the classroom and promote learning for students. Learning modes are consistently used, students are clear at any given point what learning mode they are working in throughout the course of their lessons. There are three different learning modes, as shown below.



Individual Focus

I work in **silence**
I try my **personal best**
I am **resilient and don't give up easily**
I am **resourceful**



Respectful whole class

I **speak clearly and politely**
I am **actively listening**
I am being **fair** to others
I am **thinking** about what my teachers and others are saying



Learning with others

I speak **clearly and politely**
I **contribute and participate**
I am **actively listening**
I **respect** others' point of view

Independent Study



Microsoft Teams

We have made the decision to use Microsoft Teams as our way of setting work for students who are not in school and sharing materials with. We are also developing our use of this for setting and completing homework. It allows us greater flexibility to make lessons available, add revision resources and link to other tools we may use in school. This is an area we will continue to use and develop as a school over the coming weeks and months so it is important that students, and you as parents, become familiar with how this can help them.

Microsoft Teams is accessed using your child's school email address. All students should know their login details and how to access Teams. A copy of the information shared with students about how to access Teams is available on the school website. Students also have access to all the Microsoft applications including Word, PowerPoint, Excel and others when they login to Office 365 via the school website. It is not possible to create parent accounts on Teams.

Teachers will often upload their lesson materials for every lesson onto Teams. This means that students who are absent can access them but in addition all students can continue to refer to them after the lesson has happened. Lesson materials can take several formats depending upon the subject. .

Where to get help if you need it.

Encourage your child to speak to their class teachers about how they can use Teams to support their learning.

If your child cannot access Teams – please email their tutor in the first instance.

If you have a question about a specific lesson – email the class teacher in the first instance.

Technology can be a challenge at times but if you have any queries get in touch with us so that we can try to address.



Oak National Academy

The Oak National Academy contains lots of free resources for all subjects that can be used beyond the classroom. The link below takes you to a page that provides specific information for families.

www.thenational.academy/parents-and-carers

The lessons often contain video tutorials, quizzes and resources to develop students' understanding.

Oak National Academy resources are also used in our internal remove rooms to ensure that learning can continue if your child is removed from a lesson for any reason. Students are expected to use school provided headphones and log onto the work set by their teachers that will align with what is being studied in class.

Our Learning Resource Centre (LRC) is open every day after school until 3.30pm

Your child can access the LRC after school and at breaks/lunches to do homework, read or use a computer.

Reading at Beckfoot Oakbank

Recent studies show that there is a connection between reading ability and success in all GCSE subjects. Not only this, but reading is important for text comprehension, pleasure in reading in later life, and general knowledge.

Throughout KS4, your child will read with their teacher in their English lessons, but many students will also access reading at other times of the school day.

Reciprocal Reading

Reading comprehension strategies, which focus on your child's understanding of a text, are rated as important for your child's development. Reciprocal reading is a structured approach to teaching strategies (predicting, clarifying, questioning and summarising) that students can use to improve their reading comprehension. Your child will often be guided through this process whenever they read with a teacher. Reciprocal reading is used throughout school regardless of your child's key stage.

Right to Read

Our Right to Read programme has been expanded to include intersectional ideas and authors that go beyond the confines of the English curriculum. As a school, we have consulted staff, students, and parents to select texts written by a diverse mix of authors. Our lessons allow students to engage in discussion, reflect upon and deepen their knowledge of thought-provoking topics, and study new vocabulary. As highlighted in our Strategic Vision, we want our school to be "purposeful, celebratory, and inclusive". This Right to Read programme epitomises this.



Our students will read with their form tutors for 20 minutes four times a week during their tutor time. This allows for students to explore texts outside of the English curriculum that showcase experiences outside of their world.

Year 10

For now, we are pleased to state that we have selected *Refugee Boy* by Benjamin Zephaniah. It is a book about Alem Kelo, a 14-year-old refugee from Ethiopia and Eritrea. Alem is left in a care home and experiences bullying as an outsider.

We are working with students, staff, and parents to continue our Year 10 scheme. Watch this space!

How to help your child

1. For lots of reasons, regular reading is one of the best paths to success in all subjects. Some reading is better than no reading! Encourage them to read if they're not reading and, if they are, encourage them to read more challenging novels.
2. Please share your reading with them. If you really enjoyed the book you just read, tell them why. It may not be the right text for them but hearing you talk about books will help them to talk/write about books.
3. Reading and discussing non-fiction regularly is also important for your child. Editorial or opinion articles help your child to think critically and develop their own opinions. It is very easy to find good material online – because it's free, The Guardian (<https://www.theguardian.com/uk>) is a good place to start. Asking them to summarise what they've just read for you would be an excellent thing to do, as would asking them to identify any devices that the writer uses and the effect that they have.

Tutor Time Lessons – Y10

The curriculum

Overview

We believe that the Tutor lesson each day is essential to promote the school ethos whilst developing the personal qualities of the students who attend Beckfoot Oakbank. The objective of our Tutor lessons is to provide our students each day with a safe and nurturing environment, which develops the necessary values, qualities and attitudes for each of them to lead fulfilled, well balanced, happy and healthy lives. Tutor lesson is also used effectively by tutors to support the pastoral care of pupils. Tutor mentoring and tracking along with attendance/behaviour and uniform checks are activities that are embedded each day in our tutor time activities.

The Tutor lessons for KS4 has a theme for each half term, which underpin and supports our school focus on **Enjoy, Learn, Succeed**.

Theme 1: Our Values

Theme 2: Personal safety and responsibility

Theme 3: Global citizenship and sustainability

Theme 4: Positive futures

Theme 5: Healthy minds and healthy bodies

Theme 6: Making change



The themes are embedded into our Tutor lessons, assemblies and oracy activities. There are specific tasks which our students are asked to complete, which reflect events in the world today. The tasks include a mixture of retrieval, explanatory and reflective tasks which require consideration of spiritual, moral, social and cultural (SMSC) issues. Students are also asked to explore their own beliefs and values, taking into account current, local, national and global issues. The tutoring programme develops our student's awareness of their own well-being, personal safety and their role as a local and global citizen.

The Tutor lessons aims to:

- Build strong relationships with our students.
- Deliver an excellent programme of learning which benefits all
- Positively engage with families and regularly communicate with home as the adult in the school who best knows their child.
- Drive up standards of behaviour, attendance and aspirations to help break the cycle.

Yeah pretty much. What's the point if you can't get to an answer?

If a question is easy to answer the response can then be used to check someone's understanding.

We haven't got time to endlessly answer endless questions! Meaning of life, who cares?!

Should a question be easy to answer?

A good question gets you to think, that's the most important thing.

You're never going to go in depth into anything if you don't pose tough questions.

If every question was easy, we wouldn't learn much.

We will be sharing your thoughts on this topic with Royal Institute of Philosophy, British Philosophical Association, SAPERE, Newsround and The School of Life.

@VoteForSchool2022

The Weekly structure of Tutor time is:

- Assembly
- Future Ready Learners
- Votes for School
- Oracy article on a current affairs news story
- Values and character



How will we assess progress?

*Daily in lessons using recall, starters, mini whiteboards
Teachers/Tutors question and answer sessions*

Home learning

All students are in a Careers Club group on Teams. This enables us to give students directed access to explore information and resources about potential careers, pathways and other educational institutions for the future.

Subject specific websites that may be helpful

To find out more about current affairs:

- The Day (<https://theday.co.uk/?token=o2kcAz70Bprhr47yL1WU>)
- BBC Newsround
- Unifrog
- Votes for School

What can you do as a parent to help

- Support your child by underlining the important of been at school promptly at 8.15am
- Support your child by being organised and packing their school bag the night before
- Support us in teaching your child by ensuring they always have their planner, pens, pencils, rulers, a bag and pencil case to be able to focus all conversations on learning.
- Keep an eye out for the Head's blog on the school website to see all the brilliant personal development activities that go on in school.

Subject: English

The curriculum for Year 10

Term 1 Overview

LITERATURE

Topic: ***A Christmas Carol***

Big Picture: To explain Dickens's perspective on capitalism and socialism.

Learning intent: To explore ideas about social responsibility, compassion and redemption.

LANGUAGE

Topic: **Language Paper 1 section A**

Big Picture: To understand the significance of texts as conscious constructs.

Learning intent: To analyse writers' methods and explain their effects.

Topic: **Language Paper 1 Section B Narrative Writing**

Big Picture: To understand and demonstrate how words can shape meaning.

Learning intent: To choose and adapt language to match a specific tone, style and register.

Term 2 Overview

LITERATURE

Topic: **Poetry: Effects and reality of conflict; loss, absence, memory & identity**

Big Picture: To compare representations of conflict, loss and national identity.

Learning intent: To contrast how writers present various perspectives of conflict, loss and national identity across 7 poems.

Term 3 Overview

LITERATURE

Topic: ***A Christmas Carol* Revision**

Big Picture: To explain Dickens's perspective on capitalism and socialism.

Learning intent: To explore ideas about social responsibility, compassion and redemption.

Topic: ***An Inspector Calls* Revision: Socialism and Capitalism**

Big Picture: To apply your understanding of socialism and capitalism to *An Inspector Calls*.

Learning intent: To evaluate the characters' use of socialism and capitalism in *An Inspector Calls*.

LANGUAGE

Topic: **Language Paper 1 section A Revision**

Big Picture: To understand the significance of texts as conscious constructs.

Learning intent: To analyse writers' methods and explain their effects.

Topic: **Language Paper 1 Section B Narrative Writing Revision**

Big Picture: To understand and demonstrate how words can shape meaning.

Learning intent: To choose and adapt language to match a specific tone, style and register.

Topic: **Spoken Language Formal Assessment**

Big Picture: To understand how to use language and the presentation of ideas to create a powerful impact.

Learning intent: To speak confidently, audibly and effectively for a range of purposes and audiences.

How will we assess progress?

Common marking points
Formal GCSE assessments
Mock exams

Home learning

Online weekly

Exam question half termly

Work will always be available on TEAMS – either in the format of Oak National Learning or individual class PowerPoints and resources. Students should refer to this if they miss lessons or need to recap learning.

Knowledge Organisers

Issued to students at the start of each topic and uploaded to TEAMS at the start of each topic.

Subject specific websites that may be helpful

BBC Bitesize GCSE English Language for AQA <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

BBC Bitesize GCSE English Literature for AWA <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

What can you do as a parent to help

Talk to your child about their learning – what they have learnt that is new, what they've struggled with, how they think their learning links to what they already know. Our GCSE Literature texts are all linked to the theme of power so asking how their learning links to power will enable them to explain the links between topics.

Support them to complete their homework – ensure they have appropriate time and space available.

Exam questions should have a timed element:

English Language section A: 1 hour

English Language section B: 45 minutes

English Literature (each topic individually): 50 minutes

Get in touch with their teacher if you have any concerns or queries – they will be happy to work with you to support your child.

Subject: MATHS

The curriculum for Year 10

Term 1 Overview

Similarity

- Congruence, similarity and enlargement
- Trigonometry

Developing Algebra

- Representing solutions of equations and inequalities
- Simultaneous equations

Term 2 Overview

Geometry

- Angles & bearings
- Working with circles
- Vectors

Proportions and Proportional Change

- Ratios & fractions
- Percentages and interest
- Probability

Term 3 Overview

Delving into Data

- Collecting, representing and interpreting data

Using Number

- Non-calculator methods
- Types of number and sequences
- Indices and roots

Expressions

- Manipulating expressions

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
 Common marking points
 Formal assessments each term
 Mock exams – GCSE papers towards end of year

Home learning

Homework will be set weekly using Sparx Maths (see specific website section below)
 Learning formulae
 Lessons available on Teams
 Supporting work from Oak National Academy available on Teams
 Revision guide will be available during the year

Knowledge Organisers

Issued at the start of each topic with key vocabulary
 Will be made available on Teams

Subject specific websites that may be helpful

sparxmaths.com	Website used for Maths homework. There's no special login needed - students log on to Sparx using their usual school Microsoft login. Select the top option (Log in to Sparx using Microsoft) on the student login screen
corbettmaths.com	5-a-day challenges, video examples of topics
onmaths.com	topic questions, mini mocks, predicted papers
BBC bitesize	videos of key topics, sample questions

What can you do as a parent to help

Set challenges (corbettmaths 5-a-day Foundation Plus, Higher)
 Check homework is being completed regularly
 Encourage revision of key topics before formal assessments
 Have key formulae displayed at home (e.g. Pythagoras on the fridge!)
 Encourage onmaths.com online practice
 Use revision flashcards to help test knowledge – key vocabulary/formulae/questions

Subject: Science (Combined Trilogy and Separate Science)

The curriculum for Year 10

Term 1 Overview

- Biology Topic 1; B1 Cells
- Chemistry Topic 1: C1 Atomic Structure and the Periodic Table
- Physics Topic 1: P1 Energy
- Biology Topic 2: B2 Organisation

Term 2 Overview

- C2 Bonding, Structure and Properties of matter
- P2 Electricity
- B3 Infection and Response
- C4 Chemical Changes
- P3 Particle model of Matter

Term 3 Overview

- B4 Homeostasis and Response
- C5 Energy Changes
- P4 Atomic Structure
- C3 Quantitative Chemistry
- B7 Ecology

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards

Weekly mini tests on spelling and definitions

Common marking points at least once in each topic taught

Formal assessments at the End of Term 1 and Term 2

End of Topic mini tests

End of Year 10 Assessments: Full GCSE Paper 1s: Biology Paper 1 (B1 B2 B3 B4); Chemistry Paper 1 (C1 C2 C3 C4 C5) and Physics Paper 1 (P1 P2 P3 P4)

Home learning

Weekly:

Online recap of previously taught work.

learning of spelling / definitions of key science terms for current topic

Homework will be uploaded to TEAMS

Termly:

Knowledge Organisers will be uploaded to TEAMS to help pupils to revise current and previous topics using the READ / COVER / WRITE / CHECK strategy

OAK Academy lessons uploaded to TEAMS for the topics being taught term to ensure pupils who miss lesson can catch up at home.

GCSE Pod

Knowledge Organisers

Issued at the start of each topic

Used in lessons to help complete the re-cap of previous work

AQA Flashcards available to buy from student services

AQA GCSE revision guides available to borrow from the library

Subject specific websites that may be helpful

KS4 bitesize <https://www.bbc.co.uk/bitesize> Selecting Secondary Science GCSE to access relevant information. Register with the site and select all resources relevant to your science exam board:

AQA Combined Science Trilogy

AQA Separate Science

Oak National Academy <https://www.thenational.academy>

Seneca learning [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

Cognito revision resources [Cognito \(cognitoedu.org\)](https://www.cognitoedu.org)

CGP revision guides give unique codes access to their resources when books are purchased which can be used to test knowledge.

What can you do as a parent to help

Encourage and help student learn the spelling and meaning of science keywords.

Help student to access the above useful websites

Ensure if lessons are missed that student uses TEAMS and engages in the uploaded Oak Academy lessons to catch up

Ensure homework completed each week.

Encourage student to revise the relevant material for the year 10 mocks

Encourage students to spend at least 2 hours per week doing science home learning

Subject: Open Minds

The curriculum for Year 10

Term 1 Overview

Open Minds is a blended subject designed to meet the needs of our students; it includes religious and worldviews studies, Citizenship, British Values, Personal Social and Economic education as well as relationships and health education. Open Minds aims to challenge students' thinking and get them ready for life in the modern world, able to identify and manage risks and keep themselves safe.

10.1 What are our British Culture and beliefs?

- The aim of this unit is to explore the foundations of identity and encourage students to reflect on the idea of being human. Students will reflect on different elements that make up who they are, looking at their outward appearance, their family and relationships and their gender. Students will be asked to critically evaluate how and why they make different decisions and what multiculturalism is. They will then look closely at ethnic and religious identities and examine what makes a religious believer, and how and why some people choose extreme views.
- Key Skills: Pupils will look at biblical passages and learn to improve their religious literacy, as well as studying modern media portrayals of racism, sexism and disablism. They will also develop their self-reflection skills.

Term 2 Overview

10.2 How do we have positive mental health and wellbeing?

- The purpose of this Mental Health and wellbeing unit is to promote in-depth understanding of positive and negative mental health and wellbeing. We explore grief and loss, and how suicide, trans-issues, gangs and their impact on isolation and fitting in. We explore the dangers of social media and fake news on anxiety, perception and self esteem. Solution-focused discussions happen throughout focusing on who would you tell/approach for help and support? What would you do if it was your friend? How could you help yourself and others in these circumstances?

10.3 How does the world of finance work?

- The aim of this unit to introduce students to the wealth, poverty and the world of money. A key life lesson in learning to manage the complex and changing world of online and ePayments. Key to this is ensuring students stay safe and keep their money safe.

10.4 How does British democracy and citizenship work?

- The aim of this global citizenship unit is to explore different political systems in different countries, charts the development of human rights. Case study on Mandela as a political prisoner during apartheid. The unit encourages students to create a political party and manifesto and the class holds a mock election to explore the procedures of our electoral process.

Term 3 Overview

10.5 How can we be healthy and safe?

- The purpose of this unit is to equip students for a happy, healthy and adult future. The provision of SRE is tiered into age-appropriate units, and ensures that students can identify risk, learn how to manage the dangers and where to seek help if needed. Building on previous SRE unit the dangers of bullying, abuse and the power of reciprocal caring/loving relationships to health, wellbeing and happiness.
- Another key aim is to de-stigmatise sexuality, gender identity, and sexual intercourse. Also to understand the damage of pornography and the law around online sexual content. Students will explore consent, CSE, differences between forced and arranged marriages, violent or controlling relationships, all aspects of abuse (causes and impact), symptoms of testicular and breast cancer.

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards

Home learning

Extra-curricular attendance encouraged at all events across school. Homework set half-termly in line with Schemes of Work

Knowledge Organisers

You can find them on Teams and in students' books.

Subject specific websites that may be helpful

- Oak National - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/citizenship> and also: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe>
- BBC Bitesize RE - <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- BBC Bitesize Citizenship - <https://www.bbc.co.uk/bitesize/subjects/zkhgvwx> and also <https://www.bbc.co.uk/bitesize/subjects/zhrd8hv>
- BBC News Religions stories - <https://www.bbc.co.uk/news/topics/cjnwl8q4ny3t>

What can you do as a parent to help

Encouraging young people to read / watch the news helps them to understand current affairs and the world around them – discussing and asking questions as they arise is a brilliant way of learning Open Minds outside the classroom and being ready for life in the 21st C.

Reminding students about being equipped and ready to learn each day helps students to be motivated and hard working.

Subject: Year 10 Core PE

The curriculum for Year 10

Term 1 Overview

- Lead a 3 part **warm up** and develop a skill related activity for the activity you are on
- Demonstrate and apply **core skills** within isolated practices and conditioned games in a range of activities
- Demonstrate a **good level** of fitness in a range of activities
- Describe most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Describe strengths and weaknesses in yours and your peers' performance and explain how they can be improved
- Attend a range of in school/out of school extra-curricular clubs
- Consistently have full PE kit
- Explain the short term effects of exercise on the body following a warm up
- Apply core skills and tactics in conditioned games
- Prioritise which components of fitness are needed for the current activity
- Successfully officiate parts of a sport in several activities

Boys curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Invasion Games	Basketball	Football	Fitness Suite

Girls curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Invasion Games	Badminton	Fitness	Leadership

Term 2 Overview

- Lead a 3 part **warm up** and develop a skill related activity for the activity you are on
- Demonstrate and apply **core skills** within isolated practices and conditioned games in a range of activities
- Demonstrate a **good level** of fitness in a range of activities
- Describe most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Describe strengths and weaknesses in yours and your peers' performance and explain how they can be improved
- Attend a range of in school/out of school extra-curricular clubs
- Consistently have full PE kit
- Explain the short term effects of exercise on the body following a warm up
- Apply core skills and tactics in conditioned games
- Prioritise which components of fitness are needed for the current activity
- Successfully officiate parts of a sport in several activities

Boys curriculum

Cycle 3: January – February half term		Cycle 4: February half term - Easter	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Rugby	Table Tennis	Sport Education	Alternative Sports

Girls curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
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Lesson 1	Lesson 2	Lesson 1	Lesson 2
Net and Wall	Fitness Suite	Alternative Sports	Aesthetics

Term 3 Overview

- Lead a 3 part **warm up** and develop a skill related activity for the activity you are on
- Demonstrate and apply **core skills** within isolated practices and conditioned games in a range of activities
- Demonstrate a **good level** of fitness in a range of activities
- Describe most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Describe strengths and weaknesses in yours and your peers' performance and explain how they can be improved
- Attend a range of in school/out of school extra-curricular clubs
- Consistently have full PE kit
- Explain the short term effects of exercise on the body following a warm up
- Apply core skills and tactics in conditioned games
- Prioritise which components of fitness are needed for the current activity
- Successfully officiate parts of a sport in several activities

Boys curriculum

Cycle 5: Easter – May half term		Cycle 6: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Striking and Fielding	Badminton	Striking and Fielding	Athletics

Girls curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Rounders	Invasion Games	Striking and Fielding	Athletics

How will we assess progress?

Daily in lessons using recall and starters
 Formal assessments
 End of year assessments

Home learning

Extra-curricular attendance encouraged and homework set in line with Schemes of Work

Knowledge Organisers

Shared in Core PE lessons in the changing room

What can you do as a parent to help

Remind students to bring kit for their lesson

Encourage participation in all activities

Support students wanting to be active beyond the curriculum

Students will be studying 3 subjects from the following pages.

Subject: GCSE History

The curriculum for **Year 10**

Students study the AQA GCSE History specification in Year 10 and 11. The course is split into two papers, one is a British paper and the other is international.

Term 1 Overview

Paper 2: Shaping the Nation

Part 1: Medicine Stands Still

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages

Part 2: Beginnings of Change

- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments
- Prevention of disease.

Part 3: A Revolution in Medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain
- A revolution in surgery.
- Improvements in public health.

Term 2 Overview

Part 4: Modern Medicine

- Modern treatment of disease
- The impact of war and technology on surgery.
- Modern public health.

Paper 1: America 1920-1973: Opportunity and Inequality

Part 1: American People and the Boom

- The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.
- Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers.
- Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration

Part 2: Depression and the New Deal

- American society during the Depression.

- The effectiveness of the New Deal on different groups in society.

Term 3 Overview

Part 2 (cont.): Depression and the New Deal

- The impact of the Second World War.

Part 3: Post War America

- Post-war American society and economy.
- Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.
- America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s.

How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards
- Common marking points
- Assessments at the end of each part within each unit of work.
- Mock exams in the summer term.

Home learning

- Revision homework sheets
- Exam questions
- Revision Guides available on Parent Pay.

Knowledge Organisers

- Issued at the start of each topic
- You can find them on Teams.

Subject specific websites that may be helpful

[History KS3 / GCSE: Medicine Through Time - BBC Teach](#)

[The Cold War and Vietnam - GCSE History Revision - AQA - BBC Bitesize](#)

[Elizabeth I - GCSE History Revision - AQA - BBC Bitesize](#)

What can you do as a parent to help

- Keep up to date with current affairs and discuss with your child news events all around the world
- Encourage them to go back over content they are unsure of
- Ensure they revise for assessments and exams.

Subject: Geography

The curriculum for **Year 10**

Term 1 Overview

Paper 1 (35% of GCSE) Topic 1: The Challenge of Natural Hazards

- Tectonic Hazards – Earth structure and movement, earthquakes (L'Aquila 2009 and Nepal 2015), volcanoes, preparing for hazards
- Atmospheric Hazards – global atmospheric circulation, tropical cyclones (Typhoon Haiyan 2013)
- Climate change – causes, impacts, adaptation, mitigation

Term 2 Overview

Continue Challenge of Natural Hazards

Paper 2 (35% of GCSE) Topic 1: Urban Issues and Challenges

- Global urbanisation
- NEE case study – Rio de Janeiro – location and importance, social challenges and opportunities, economic challenges and opportunities, environmental challenges and opportunities, urban planning
- HIC case study – Leeds – location and importance, social challenges and opportunities, economic challenges and opportunities, environmental challenges and opportunities, urban regeneration of the South Bank

Term 3 Overview

Continue Urban Issues and Challenges

Paper 1 Topic 2: The Living World

- Global ecosystems and location, small scale ecosystems
- Tropical Rainforest – Amazon Rainforest, Brazil – characteristics and adaptations, causes and impacts of deforestation, management of deforestation
- Hot Environment – Sahara Desert, Northern Africa – characteristics and adaptations, development opportunities, challenges of hot desert environments, causes and impacts of desertification, management of desertification

Paper 2 (35% of GCSE) Topic 2: Changing Economic World

- Global development, reasons for uneven development, ways to close the gap
- NEE case study – Nigeria – location and importance, geographical context, changing industries, role of TNCs (Shell), changing relationships, aid, environmental impacts, effects of development on quality of life
- HIC case study – UK – causes of change, post industrial economy, impacts of industry on environment, social and economic changes in rural areas, infrastructure improvements, north-south divide, place of the UK in the wider world

Paper 3 (30% of GCSE) Topic 2: Fieldwork

- Fieldtrip and associated work with a geographical investigation

How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards
- Microsoft Forms tests fortnightly
- Exam questions with whole class feedback
- Topic tests
- Mock exams

Home learning

- Online fortnightly Microsoft Forms test
- Sheet based homework fortnightly

Knowledge Organisers

- Issued at the start of each topic
- You can find them on Team

Subject specific websites that may be helpful

<https://www.internetgeography.net/aqa-gcse-geography/>
<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>
[Curriculum - Curriculum \(continuityoak.org.uk\)](http://Curriculum - Curriculum (continuityoak.org.uk))

What can you do as a parent to help

- Keep up to date with current affairs and discuss with your child news events all around the world
- Encourage them to go back over content they are unsure of
- Ensure they complete their weekly quizzes

Subject: Spanish

The curriculum for Year 10

Term 1 Overview

Holidays:

- Activities and weather
- Types of holidays you prefer
- A past holiday
- A trip to Barcelona
- Booking accommodation
- Dealing with problems
- Giving an account of a holiday

School life:

- Opinions on subjects and teachers
- Describing a school and the school day
- Uniform
- Rules and problems
- Activities and achievements
- Planning and a school trip

Term 2 Overview

My daily life:

- Socialising and family
- Character and physical descriptions,
- Relationships
- Using social media and the positives and negatives,
- Reading
- Making arrangements

Free time:

- Discussing what you usually and used to do
- Free time activities, TV and film, sports, entertainment
- What's trending
- Who inspires you

Term 3 Overview

Local area:

- Finding your way around a town
- Regional features
- Plans for visiting a town
- A past visit
- Problems in towns
- Discussing shopping for clothes, gifts, and souvenirs

Food and celebrations

- Mealtimes and daily routine
- Illnesses and at the pharmacy
- Opinions about food
- Music festivals
- Comparing different festivals
- Describing a special event

How will we assess progress?

Daily in lessons using recall in do now tasks, knowledge checkers and on mini whiteboards.
Common marking tasks
Formal assessments in listening, speaking, reading, translation and writing.
End of year assessments
GCSE style exam questions
Mock exams

Home learning

Homework will be based on the Knowledge organisers issued for every topic.
Homework will be set and monitored online using Languagenut.
Learning homework and practice exam questions will also be set.
All lessons and knowledge organisers are on Teams.

Knowledge Organisers

There is a Knowledge Organiser for every topic.
These are broken down into Sentence Builders which are issued with every topic.
All these resources will be available on Teams as well as in exercise books.

Subject specific websites that may be helpful

Languagenut
Seneca
BBC Bitesize

What can you do as a parent to help

Encourage students to review the Knowledge Organisers regularly.
Little and often – 15 minutes 4 times a week is better than one long session to learn new language.
Look, cover, say, write, check is effective. Encourage students to use this method to embed knowledge.
Spend some time every week practising learning speaking questions and answers – saying them aloud helps.

Subject: **Computer Science**

The curriculum for Year: 10

Term 1 Overview: Computer Systems and Algorithms

<u>HT1- Computer systems</u>	<u>HT2- Algorithms</u>
Week 1- Intro to Computer Science	Week 1- Computational Thinking
Week 2- Internal Components	Week 2- Flowcharts
Week 3- Storage	Week 3- Pseudocode
Week 4- Memory	Week 4- Datatypes
Week 5- Software	Week 5- Trace Tables
Week 6- The CPU	Week 6- Sorting Algorithms
Week 7- Inside the CPU	Week 7- Search Algorithms

Term 2 Overview: Units and Networks

<u>HT3- Units</u>	<u>HT4- Networks</u>
Week 1- Intro to Binary	Week 1- LAN and WAN
Week 2- Binary Addition	Week 2- Network Hardware
Week 3- Hexadecimal	Week 3-The internet
Week 4- Images	Week 4-Topologies
Week 5- Character Sets	Week 5- Protocols and Layers
Week 6- Logic Gates	Week 6- Security

Term 3 Overview: Storage and Moral, Legal, Ethical

<u>HT5- Storage</u>	<u>HT6- Moral, Legal, Ethical</u>
Week 1- Primary Storage	Week 1- System Software
Week 2- Secondary Storage	Week 2- Application Software
Week 3- Binary and Hex recap	Week 3- Moral Issues in Computer science
Week 4- Binary Shift	Week 4- Legal
Week 5- Combined Logic Gates	Week 5- Environmental
Week 6- Compression	Week 6- End of year Assessment

How will we assess progress?

Students will be assessed half termly at the end of each topic (Computer Science lessons are 1 hour a week).

In class formative and diagnostic assessment will be ongoing during lesson times.

Home learning

Home learning activities will be given throughout the year at key points of the topics.

Knowledge Organisers

Issued at the start of each topic

You can find them on the school website and via Teams

Subject specific websites that may be helpful

www.teachict.com

www.csunplugged

www.bbcbitessize.com

What can you do as a parent to help

Encourage your child to engage in any additional tasks given by their CS teacher. Coding is a key part of the CS curriculum therefore your child would benefit from any independent study in their own time. The CS team will always direct students to website/resources to encourage learning outside of the classroom.

Key Stage 4**Subject: Engineering Design**

The curriculum for OCR Cambridge National Level1/2 award in Engineering Design 2022.23

Term 1 Overview**Year 10 – new specification J822****R039 – Communicating designs**

Students will be completing this coursework unit which is worth 30% of their overall grade.

Tasks include:

- Manual production of freehand sketches
- Manual production of engineering drawings
- Use of computer aided design

R038 – Principles of engineering design

Students will be preparing for the external theory assessment in June 2024 (end of year 11)– worth 40% of their overall grade.

Exam content covered:

- Design strategies, Iterative design process, Make & evaluate

Term 2 Overview**Year 10****Unit R039 submitted for first marking in JAN****R038 – Principles of engineering design**

Students will be preparing for the external theory assessment in June 2024 (end of year 11)– worth 40% of their overall grade.

Exam content covered:

- Engineering design specifications
- Manufacturing considerations
- Influences on engineering product design

R039 – Communicating designs – students work will be returned & improved for second submission in June 2023

Students will be improving this coursework unit which is worth 30% of their overall grade.

Tasks include:

- Manual production of freehand sketches
- Manual production of engineering drawings
- Use of computer aided design

Term 3 Overview**Year 10****R039 – Communicating designs – students work will be r improving for second submission in June 2023**

Students will be improving this coursework unit which is worth 30% of their overall grade.

Tasks include:

- Manual production of freehand sketches
- Manual production of engineering drawings
- Use of computer aided design

R038 – Principles of engineering design

Students will be preparing for the external theory assessment in June 2024 (end of year 11)– worth 40% of their overall grade.

Exam content covered:

- Types of drawings used in engineering, Working drawings, Using CAD software, Methods of evaluating designs, Modelling methods, Methods of evaluating design outcomes
- **Final submission of R039 June 2023**

Key Stage 4 – Engineering Design

How will we assess progress?

e.g. Daily in lessons using recall, starters, mini whiteboards
Mini tests weekly
Common marking points
Written and verbal teacher feedback
Directed teacher questioning
Formal assessments
Coursework
End of year assessments

Home learning

Students are expected to complete independent home learning tasks linked to their individual projects every week and should be spending a minimum of 1 hour a week completing Engineering Design home learning.

Knowledge Organisers

You can find them on website / on Teams

Subject specific websites that may be helpful

www.bbc.com/education
WWW.Technologystudent.com
[D&T online](#)

What can you do as a parent to help

Encourage your child to read the specification and to work independently
You can find them on website / on Teams, encourage your child to read the these and use them in their home learning tasks

Key Stage 4**Subject: Hospitality and Catering**

The curriculum for WJEC Level 2 Hospitality and Catering 2022.23

Term 1 Overview**Year 10**

In term 1 Students will be working on developing their knowledge of nutrition and dietary needs of a variety of groups of people whilst also exploring a variety of cooking methods to maximise nutrition.

They will continue to gather knowledge throughout and keep concise notes to aid with their development into year 11. They will also start to learn and understand about the hospitality and catering industry including job roles, front of house requirements and how hospitality and catering outlets need to adapt to suit different requirements.

They will be expected to prepare, cook and then to evaluate all dishes and identify distinctive features and give clear descriptive and factual detail about their dishes. This will be linked back to nutrition and dietary requirements.

They will begin to build up a portfolio of work and be clear and concise in their records.

Term 2 Overview**Year 10**

In term 2 Students will be working on continuing to develop their knowledge of nutrition and dietary needs of a variety of groups of people whilst also exploring a variety of cooking methods to maximise nutrition.

They will continue to gather knowledge throughout and keep concise notes to aid with their development into year 11. They will also start to learn about health and safety requirements in the hospitality and catering industry, including rules and regulations, HACCP, food related illness and how to prevent it.

They will be expected to prepare, cook and then to evaluate a range of dishes and be able to discuss their dishes to identify distinctive features and give clear descriptive and factual detail about their dishes. This will be linked back to nutrition and dietary requirements.

They will begin to build up a portfolio of work and be clear and concise in their records.

Term 3 Overview**Year 10**

In term 3 Students will be working on continuing to develop their knowledge of nutrition and dietary needs of a variety of groups of people whilst also exploring a variety of cooking methods to maximise nutrition.

They should now be expected to discuss nutrition and dietary requirements with confidence and be able to apply knowledge to their practical work.

They will continue to gather knowledge throughout and keep concise notes to aid with their development into year 11. They will develop their learning about health and safety requirements in the hospitality and catering industry, including preventative measures against food ill health, the role of environmental health officer and how this is applied to an industry setting.

They will be expected to plan a meal relating to the years learning and be able to prepare, cook and then to evaluate a range of dishes within their menu. They will then have to discuss their dishes to identify distinctive features and give clear descriptive and factual detail about their dishes. This will be linked back to nutrition and dietary requirements.

Key Stage 4 – Hospitality and Catering

How will we assess progress?

e.g. Daily in lessons using recall, starters, mini whiteboards
Mini tests weekly
Common marking points
Written and verbal teacher feedback
Directed teacher questioning
Formal assessments
Coursework
Unit 1 40% of final Grade – written exam
Unit 2 60% of final Grade – Non Exam Assessment (9 hours)
End of year assessments

Home learning

Students are expected to complete independent home learning tasks linked to their individual projects every week and should be spending a minimum of 1 hour a week completing Hospitality and Catering home learning.

Knowledge Organisers

You can find them on website / on Teams.

Subject specific websites that may be helpful

www.bbc.com/education
www.bbcgoodfoodguide.com
www.nutrition.org.uk - British Nutrition Foundation
[The Caterer](#)

Year 11

Anita Tull Alison Plamer - WJEC Vocational Award Hospitality and Catering Level 1 / 2 (Illuminate Publishing Ltd 2018) ISBN 978-1-911208-64-8

Year 10

Anita Tull: Advisor Alison Palmer – WJEC Vocational Award Hospitality and Catering Level 1 / 2 (Technical Award) 2nd Edition (Illuminate Publishing Ltd 2022) ISBN –13-978-1913963309

What can you do as a parent to help

Encourage your child to read and research nutritional recipes linked with nutrition. Practice cooking skills at home to develop competence in skills and timings
Encourage your child to support with managing the family's food budget

Key Stage 4	Subject: Textiles
The curriculum for AQA GCSE Art and Design Textiles 2022.23	
Term 1 Overview	
Year 10	
<p>In term 1 students will study a programme of skills workshop and induction based around the theme of “under the sea” theme.</p> <p>Within the induction programme the students are expected to produce a portfolio of work where students research and analyse the work of others artists, develop, and extend ideas, record observations using a variety of different formats, experiment with a wide range of media and materials. This term there is a large focus on experimentation and the students will be learning a range of techniques including; print making, embroidery, felting, fabric manipulation, fabric colour, quilting etc.</p> <p>Students must include an element of observational drawing to record their observations.</p> <p>Students will be expected to complete homework tasks which may be research, drawing or experimental textiles samples.</p>	
Term 2 Overview	
Year 10	
<p>In term 2 students will study a programme based around the title of “natural forms”.</p> <p>Within the portfolio of work students are expected to, research and analyse the work of other artists, develop, and extend ideas, record observations using a variety of different formats, experiment with a wide range of media and materials whilst developing ideas to produce a final outcome linked back to their starting point and developmental and experimental body of work.</p> <p>Students must include an element of observational drawing to record their observations.</p> <p>Students will be expected to complete homework tasks which may be research, drawing or experimental textiles samples.</p>	
Term 3 Overview	
Year 10	
<p>In term 3 students will begin their final individual coursework project based around the title of “identity”.</p> <p>Within the portfolio of work students are expected to, research and analyse the work of other artists, develop, and extend ideas, record observations using a variety of different formats, experiment with a wide range of media and materials whilst developing ideas to produce a final outcome linked back to their starting point and developmental and experimental body of work.</p> <p>Students must include an element of observational drawing to record their observations.</p> <p>Students will be expected to complete homework tasks which may be research, drawing or experimental textiles samples.</p> <p>Even though the students are given the title of “identity” as a starting point each student will chose an individual avenue and guidance will be provided by the classroom teacher on a 1:1 basis.</p>	

Key Stage 4 – Textiles

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
Mini tests weekly
Common marking points
Written and verbal teacher feedback
Directed teacher questioning
Formal assessments based on individual assessment objective (AO1 research and analysis, AO2 development, AO3 experimentation, AO4 Final outcomes)
Component 1 – Coursework (60%) of overall grade
Component 2 – Exam (40%) of overall grade
End of project assessments
End of year assessments
Teacher assessed and externally moderated by awarding examination board (Year 11)

Home learning

Students are expected to complete independent home learning tasks linked to their individual projects every week and should be spending a minimum of 1 hour a week completing Textiles GCSE home learning.

Knowledge Organisers

Students are issued with a GCSE Textiles handbook at the start of year 10, with key information and guidance they need to be successful. A copy of this can be found and downloaded from teams.

Subject specific websites that may be helpful

www.bbc.com/education

www.pinterest.com

www.textileartist.org

www.hudtextiles.com/eveningschool

[Home - The Knitting & Stitching Show \(theknittingandstitchingshow.com\)](http://theknittingandstitchingshow.com)

What can you do as a parent to help

Encourage students to complete all home learning tasks set
You can find them on website / on Teams, encourage your child to read the these and use them in their home learning tasks
Encourage students to continue with their observations and textiles samples at home.
Support students who need to carry out practical activities including photos at home or in other locations.
Encourage students to use the websites above.

Key Stage 4 – Nurture Pathway	Subject: Home Cooking Skills
The curriculum for BETC Home Cooking Skills 2022.23	
Term 1 Overview	
Year 10	
<p>In term one students will be introduced to expectations and health and safety requirements They will be issued with an assignment brief and all work will form supplementary evidence They will be introduced to a variety of cooking methods and expected to keep a record of all dishes. They will develop cooking skills that allow them to produce well balanced meals that can be cooked at home using fresh ingredients At the end of each session, they will evaluate the dishes and share with others and develop an understanding of the importance of passing on information about home cooking They will be taught to use sensory analysis to improve and promote dishes to others both in the group and externally Their safety log booklet will be completed in this term</p>	
Term 2 Overview	
Year 10	
<p>In term 2 students will continue to develop cooking skills but will link dishes to nutritional standards and the importance of the Eatwell Guide They will plan and produce dishes using seasonal foods and develop knowledge of cooking to a budget. Through the term they will keep their skills record updated and build up a portfolio to include A dish that meets the assignment brief Ways in which recipes could be shared How to make the dish cost effective and how to shop on a budget The nutritional standards the dishes meet</p>	
Term 3 Overview	
Year 10	
<p>In term 3 students will complete an evaluation of a variety of ready meals after successfully identifying different types of nutritional labelling and dietary information by food manufacturers They will produce a personal hygiene and risk assessment in line with the assignment brief. Throughout the term they will continually evaluate their dishes and then plan for production of one dish that meets the assignment brief. Produce the dish in a set time meeting all skills, planning and presentation standards They will complete their portfolio of evidence by the end of this term</p>	

Key Stage 4 – Home Cooking Skills – Nurture Pathway

How will we assess progress?

e.g. Daily in lessons using recall, starters, mini whiteboards
Mini tests weekly
Common marking points
Written and verbal teacher feedback
Directed teacher questioning
Formal assessments
Coursework
End of year assessments

Home learning

Students are expected to complete independent home learning tasks linked to their individual projects every week and should be spending a minimum of 1 hour a week completing home learning.

Knowledge Organisers

Issued at the start of each rotation
You can find them on website / on Teams

Subject specific websites that may be helpful

www.bbc.com/education
www.bbcgoodfoodguide.com
www.healthystart.nhs.uk
www.britishmeat.org.uk

Good Housekeeping: Step by Step Cookbook (Collins & Brown, 2007) ISBN 9781843404132
Grant A – Healthy Lunch Boxes for Kids (Ryland, Peters and Small, 2010) ISBN 9781843404132

What can you do as a parent to help

Encourage your child to cook at home and look at different ways to support the family budget by planning the weekly meals and add seasonal foods.
Support with the accurate weighing out of ingredients for practical lessons.
Offer feedback on their dishes and feedback to them

Subject: Cambridge Nationals Creative Media

The curriculum for Year 10 (3 hours a week)

Term 1 Overview

Unit R094: Visual identity and digital graphics

Half term 1: Practice skills for R094 and 1 lesson a week exam content.

Introduction to the course

Folder & File structure

Techniques to plan visual identity and digital graphics

Tools and techniques to create visual identity and digital graphics

Technical skills to source, create and prepare assets for use within digital graphics

Half term 2: Practice skills for R094 and 1 lesson a week exam content.

Understanding Client requirements

Understanding planning documents such as: mood boards, mind maps, visualisation diagrams, site maps)

Develop skills to use a time plan to plan a given scenario

Understand legislation such as copyright law, computer misuse act & health & safety in the workplace.

Term 2 Overview

Unit R094: Visual identity and digital graphics

Half term 3: R094 practice project brief and 1 lesson a week exam content.

Learn software – Photoshop, fireworks (Graphics software)

Create an original digital graphics for a given brief.

Develop skills to create an animation.

Develop skills to create a movie.

Develop skills to build a multimedia interactive website.

Half term 4: Complete Controlled assessment for R094

Topic area 1: Develop visual identity

Topic area 2: Plan digital graphics for products

Topic area 3: Create visual identity and graphics

Term 3 Overview

Half term 5: Complete Controlled assessment for R094

Topic area 1: Develop visual identity

Topic area 2: Plan digital graphics for products

Topic area 3: Create visual identity and graphics

Half term 6: Practice skills for R097- Interactive Digital Media

Task 1 – Planning your interactive digital media product

Task 2 – Creating your interactive digital media product

Task 3 – Testing/checking and reviewing your interactive digital media product

How will we assess progress?

General feedback on each activity for R094
Do Now activities based on previous weeks learning
Mock scenarios prior to completing controlled assessment tasks.
Mock exams

Home learning

Revision material on Teams
Exam questions provided by the teacher as additional revision
Some controlled assessment tasks can be completed at home (teacher will advise)

Knowledge Organisers

Issued at the start of unit (2 units)
You can find them on Teams

Subject specific websites that may be helpful

Revision subscription
Revision text book provided to every student

What can you do as a parent to help

Remind your child to log on the eRevision to complete all tasks fully.
Complete the mini tasks in the revision guide provided.

Subject: BTEC Level 2 Tech Award in Travel and Tourism

The curriculum for Year 10

Term 1 Overview

Introduction to Component 1- Travel and Tourism Organisations and destinations

Learning Aim A- Investigate the aims of UK travel and tourism organisations

Travel and tourism organisations
Ownership of travel and tourism organisations
Aims of travel and tourism organisations
How travel and tourism organisations work together

Allows students to understand the overall purpose of organisations such as tour operators, travel agents and how they contribute to the travel and tourism industry including the economic impact on the UK from indirect and direct contributions from the selling of goods and services as well as the different transport facilities, providers and gateways.

They will also understand the different ways in which organisations work together such as partnerships and voluntary and public sector to further develop their knowledge of how an organisation can meet its overall aims.

Learning Aim B - Travel and Tourism and Tourists Destinations

Types of tourism
Tourist destinations
Reasons for travel
Types of holidays
Types of accommodation

Allows students to understand the different types of tourism such as inbound, outbound and domestic. They will also look at why people travel for different reasons, including leisure, business and to visit friends and relatives and the features of destinations that appeal to visitors such as mountains, hills, oceans etc. They will use research skills to find out the appeal of tourist destinations for tourists such as coastal areas and the attractions and the different types of holidays that are available such as package, holidays parks etc.

Term 2 Overview

Component 1-Travel and Tourism Organisations and Destinations

Learning Aim A- Investigate the aims of UK travel and tourism organisations

Learning Aim B- Travel and Tourism and Tourists Destinations

Assessment of Component 1 for both learning aims (A and B) will take place from early February to the beginning of May when results are submitted to Pearson prior to external moderation of grades.

Pearson Set Task (PSA) Based Assignment: Issued by Pearson and marked Internally and externally moderated.

Released by Pearson in Jan/Feb: Students have a designated time of 4 hours) to prepare notes for a write up of the Set Task in exam conditions. (Between 6-10 hours in total to write answer)

From May after completion of Set Task –

Component 2- Customer Needs in Travel and Tourism

Learning Aim A- How organisations identify travel and tourism trends

Types of market research, How travel and tourism organisations use research to identify customer needs
Travel and tourism trends, Customer needs, preferences and considerations

In this component they will investigate how market research is used by T&T organisations to identify trends such as types of holidays taken, when and where. It also focusses on how organisation in the travel and tourism industry respond to this research and how they use it to meet the needs of customers and adapt or introduce new products, services and destinations.

Term 3 Overview

Content carriers on from Term 2

Component 2- Customer Needs in Travel and Tourism

Learning Aim A- How organisations identify travel and tourism trends

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards

Pearson Set Task (PSA) Based Assignment for Component 1: Issued by Pearson and marked Internally and externally moderated.

Released by Pearson in Jan/Feb: Students have a designated time of 4 hours) to prepare notes for a write up of the Set Task in exam conditions. (Between 6-10 hours in total to write answer)

Home learning

Set every fortnight-

Subject lessons uploaded to Teams

Knowledge Organisers

Knowledge organisers not applicable for coursework unit but assignment structure documents provided in lesson to guide students in the writing of their assignments.

Subject specific websites that may be helpful

N/A

What can you do as a parent to help

Encourage your child to read the Travel supplements form the Sunday Newspapers such as The Sunday Times or The Sunday Telegraph.

There is also plenty of free access articles about travel on Conde Nast Traveller Magazine- [CN Traveller - The website of Condé Nast Traveller Magazine | CN Traveller](#)

Watch travel documentaries Channel 5 – Cruising with Jane McDonald, ITV- Japan with Joanna Lumley, Netflix- Down to Earth with Zac Efron

Read any books about travel by Paul Theroux

Subject: **Health and Social Care -BTEC**

The curriculum for Year 10

Term 1 Overview

Component 1: Human Lifespan Development

Internal, externally moderated unit (30% of overall grade)

Content of lessons will focus on:

- Learning outcome A: Understand human growth and development across life stages and the factors that affect it
 - Human growth and development across life stages
 - Factors affecting growth and development
- Learning outcome B: Understand how individuals deal with life events
 - Different types of life event

Term 2 Overview

Component 1: Human Lifespan Development *Delivered until February 2023*

Internal, externally moderated unit (30% of overall grade)

Content of lessons will focus on:

- Learning outcome B: Understand how individuals deal with life events
 - Coping with change caused by life events
- Sitting of the set assignment

Component 2: Health and Social Care Services and Values – *delivered March onwards*

Internal, externally moderated unit (30% of overall grade)

Content of lesson will focus on:

- Learning outcome A: Understand the different types of health and social care services and barriers to accessing them
 - Healthcare services
 - Social care services

Term 3 Overview

Component 2: Health and Social Care Services and Values

Internal, externally moderated unit (30% of overall grade)

Content of lesson will focus on:

- Learning outcome A: Understand the different types of health and social care services and barriers to accessing them
 - Social care services
 - Barriers to accessing services
- Learning outcome B: Understand the skills, attributes and values required to give care
 - Skills and attributes in health and social care
 - Values in health and social care

How will we assess progress?

- Each lesson using recall-based starters and mini whiteboards
- Formal assessment of Component 1 and Component 2 through Pearson set assignments (in half term two and Y11)
- Mock set assignments

Home learning

- Research tasks/ completion of notes towards Pearson Set Assignments (PSA) – these will be set as needed/ ongoing
- All lessons will be uploaded to Teams to allow students to work on PSA preparation in their own time/ catch-up on missed lessons

Knowledge Organisers

- Issued at the start of each learning aim (topic)
- You can find them on Teams

Subject specific websites that may be helpful

[Health & Social Care \(2022\)](#) | [BTEC Tech Award](#) | [Pearson qualifications](#) – can access specification and example PSAs.

What can you do as a parent to help

- Please encourage your child to work on assignment preparation in their own time.

Subject: Enterprise - BTEC

The curriculum for **Year 10**

Term 1 Overview

Component 1: Exploring Enterprises

- A: Understand how and why enterprises and entrepreneurs are successful
- B: Understand customer needs and competitor behaviour through market research

Term 2 Overview

Component 1: Exploring Enterprises

- B: Understand customer needs and competitor behaviour through market research
- C: Understand how the outcomes of situational analyses may affect enterprises

Complete Component 1 – Controlled Assessment

Term 3 Overview

Component 2: Planning and Presenting a Micro-Enterprise Idea

- A Choose an idea and produce a plan for a micro-enterprise idea
- B Present a plan for the micro-enterprise idea to meet specific requirements

How will we assess progress?

- Each lesson using recall-based starters with discussions and Q&A, as well as coursework
- Assignments for each learning aim
- Mock exams

Home learning

- Research tasks/ completion of notes towards Pearson Set Assignments (PSA) – these will be set as needed/ ongoing
- Lessons will be uploaded to Teams to allow students to work on PSA preparation in their own time/ catch-up on missed lessons

Knowledge Organisers

- Issued at the start of each topic where appropriate
- Available on Teams

Subject specific websites that may be helpful

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html> – this website contains specifications and exam material

What can you do as a parent to help

Please encourage your child to attend all lessons, be proactive in learning the subject within and outside of lessons.

Subject: Art

The curriculum for **10B/Ar1 GCSE Fine Art**

Term 1 Overview

Drawing techniques

1. Introduction to grades of pencil and mark making
2. Scribble drawing. Artist Link – Henry Moore
3. Sketchbook presentation about Henry Moore and his work.
4. Ink and wash drawing
- 5. Tonal shaded drawing**
6. Cross hatching
- 7. Stippling**
8. Ink and stick
9. Negative drawing – chalk
10. Negative drawing – ink and bleach*
- 11. To reflect on the most effective drawing skills used to create an A2 independent drawing.**

Note: Bold type denotes formally assessed work and common marking point.

Term 2 Overview

Shoes

1. Introduction to techniques and samples
2. Create an A2 copy of a Mark Schwartz painting, using wax resist, Brusho and ink, or a painting of another shoe artist's work.
- 3. Create a sketchbook presentation about the work of Mark Schwartz and other shoe artists.**
4. Detailed painting of a shoe/shoes.
5. Detailed drawing of a shoe/shoes.
6. Photoshop development of the images
7. At least three development ideas of the images
- 8. Create an A2 version of the best of their designs bringing together all experiments.**

Mock Personal Project

1. Developing ideas and creating a brainstorm / mind map for each of the 3 topics: Portraiture, Architecture, Still-life.
2. creating a statement of intent
3. Painting techniques. Learn /refine / embed painting skills of Brusho, watercolour, gouache, acrylic and Oil. Sketchbook presentation.
4. Research and find at least two artists related to subject theme, that are different and interesting. – link to painting skills
- 5. Paint a copy of one of the artist images collected for the brainstorm relating to chosen theme using either watercolour or gouache.**

Note: Bold type denotes formally assessed work and common marking point.

Term 3 Overview

Mock Personal Project Continued

- 6. Artist analysis, section copy and sketchbook presentation of an artist relating to the theme/subject matter chosen for at least two artists**
7. At least two studies of subject matter relating to the theme from first hand photographs.
- 8. Develop images using a range of materials and techniques appropriate to the imagery and with your artists' work as a stimulus.**
9. Further develop images using a range of materials and techniques appropriate to the imagery and with your artists' work as a stimulus.
- 10. Create a final piece which demonstrates a link with your artist studies and effective use of painting materials.**

Begin Final Personal Project

1. Develop a mind map and image collage for your chosen theme.
2. Statement of intent.
3. **Artist analysis, section copy and sketchbook presentation of at least two artists relating to the theme/subject matter chosen. YEAR 10 EXAMS**
4. Take and collect photographs of subject matter relating to your theme.

Note: Bold type denotes formally assessed work and common marking point.

How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards.
- Common marking points. **Bold type denotes formally assessed work and common marking points.**
- Formal assessments. **Bold type denotes formally assessed work and common marking points.**
- Formal testing points (See the overview for Y10 exams).
- Assessment objectives for coursework throughout the year.
- End of year assessments.

Home learning

- Weekly for each teacher.
- Please also note that students at this level will be expected to take class work home to continue working on as necessary as all work from the start of Y10 forms part of the final AQA assessment.
- Class work is uploaded to Teams weekly.
- Oak National Academy work is uploaded to Teams termly.
- Home learning is uploaded to Teams at the appropriate points.

Knowledge Organisers

- Issued at the start of each topic - these are kept in student sketchbooks/folders.
- You can find them on website / on Teams.

Subject specific websites that may be helpful

<https://en.wikipedia.org/>
<https://www.dailypaintworks.com>
<https://www.nationalgallery.org.uk/>
<https://www.saatchiart.com/>
<https://www.highheeledart.com>

What can you do as a parent to help

- Two different sets of materials are available to buy through the school (using ParentPay) at educational provider prices to help with completion of work at home:
 - 1) A basic set of equipment with folder, tonal pencils, watercolour paints and brushes, and pencil crayons.
 - 2) A more comprehensive set with folder, watercolour paints and brushes, gouache paints, artist quality tonal pencils and pencil crayons.
- Support your child by encouraging them to view the websites above to help with homework.
- Encourage your child to stay to a Period 6 Art session each week.
- Check class/home learning tasks on Teams and check that your child has completed the homework.
- Encourage your child to use the many ICT facilities around school to research and print pieces where required at breaks, lunch and after school if they do not have facilities at home.
- Please note: Art homework should not be uploaded to Teams unless specifically asked for. It should be a hard copy/print to be put into the sketchbook.

Subject: **BTEC TECH AWARD IN SPORT (L1/L2)**

The curriculum for Year: **22/23**

Term 1 Overview

Component 1

Learning Outcome B – *Examine equipment and technology required for participants to use when taking part in sport and physical activity*

- **B1:** Different types of sports clothing and equipment required for participation in sport and physical activity
- **B2:** Different types of technology and their benefits to improve sport and physical activity participation and performance
- **B3:** The limitations of using technology in sport and physical activity

Learning Outcome A - *Explore types and provision of sport and physical activity for different types of participant*

- **A1:** The limitations of using technology in sport and physical activity
- **A2:** Types and needs of sport and physical activity participants
- **A3:** Barriers to participation in sport and physical activity for different types of participant
- **A4:** Methods to address barriers to participation in sport and physical activity for different types of participant

Learning Outcome C - *Be able to prepare participants to take part in sport and physical activity*

- **C1:** Planning a warmup
- **C2:** Adapting a warm-up for different categories of participants and different types of physical activities
- **C3:** Delivering a warm-up to prepare participants for physical activity

Term 2 Overview

Component 1:

Learning Outcome A+B+C Practice Assessment

Pearson Set Assignment to be released and started first week in January. This is worth 30% of the overall course grade.

Component 2

Learning Outcome A - *Understand how different components of fitness are used in different physical activities*

- **A1:** Components of physical fitness
- **A2:** Components of skill-related fitness

Term 3 Overview

Component 2:

Learning Outcome B: *Be able to participate in sport and understand the roles and responsibilities of officials*

- **B1:** Techniques, strategies and fitness required for different sports
- **B2:** Officials in sport
- **B3:** Rules and regulations in sports

Learning Outcome C: *Demonstrate ways to improve participants sporting techniques.*

- **C1:** Planning drills and conditioned practices to develop participants' sporting skills
- **C2:** Drills to improve sporting performance

How will we assess progress?

Daily in lessons using recap and recall
 Do-Now starters
 Mock PSA's
 Tasks in lessons
 Coursework

Home learning

Catchup on tasks
 Mock tests
 P6
 Revision

Lessons uploaded on to teams for absent students to revisit

Knowledge Organisers

Issued at the start of each topic
 Issued each half term

Found on Teams

Subject specific websites that may be helpful

BBC Bitesize
 Brian Mac

What can you do as a parent to help

Ensure home learning is being completed.
 Open communication with teacher.
 Encourage intervention when it is required.
 Text sent home to increase parental awareness of when external assessments are sat.

Yr10: Careers information at Beckfoot Oakbank

[Beckfoot Oakbank School - Future Ready](#)

Students in Year 10 have plenty of opportunities to engage with career and future ready activities during tutor time, and through a variety of carefully planned assemblies and tailored Opens Minds classes to ensure all students in Year 10 understand the transition into Post 16 and Higher Education, as well as an understanding of changes in the world of work, Enterprise, and self-employment.

Students can also attend Careers Club every Tuesday where the focus is on ensuring students can explore a variety of career pathways, with the main focus being on Level 3 courses, academic pathways and job application processes, and CV writing

As well as signposting around school, students have access to an independent Careers Advisor, as well as a bespoke Year 10 Teams page which is regularly updated with career related opportunities



unifrog

Unifrog is a one-stop-shop for students across KS3, KS4 and KS5 where they can easily explore their interests, then find and successfully apply for their next best step after school.

Unifrog brings into one place every undergraduate university course, apprenticeship, and college course in the UK as well as other opportunities such as School Leaver programmes and MOOCs. Students can also write their personal statements and create CVs with Unifrog guiding them along the way.

Unifrog- How to log on:

1. All students have received a welcome email from Unifrog
2. If they haven't already, they need to follow the link on the email to register for a Unifrog account
3. For further visits type in www.unifrog.org
4. Enter username and password
5. EXPLORE!

[home - icould](#)



OY
OAK Year 10 Career
Club and Bulletin...

What is Oak Year 10 Career Club and Bulletin page?

This is a bespoke way we are using to communicate with Year 10 the types of career opportunities there are. We try to ensure we share a range of different career routes and online opportunities for students to engage with – take a look and see what we are sharing

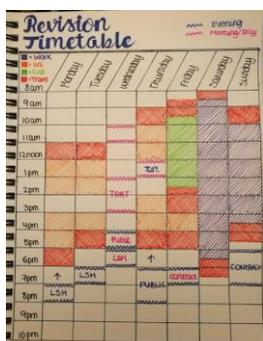
Useful websites: www.healthcareers.nhs.uk , www.gohigherwestyorks.ac.uk , <https://icould.com/explore>
<http://amazingapprenticeships.com/> , <http://ccskills.org.uk/careers> , <http://jobs.carnival.com/>

How to support learning

By doing home learning, your child will learn how to read and follow directions independently, manage and budget their time, complete their work neatly and to the best of their ability. It also helps them develop a sense of responsibility, pride in their work, and a work ethic that will benefit them well beyond their school years.

1. **Decide on the workspace:** Somewhere comfortable, quiet and accessible to you so you can provide encouragement and help. Some like the kitchen or dining room table while others prefer their room – but check in periodically and review their work when it's completed if this is the case.
2. **Setting up for success:** Make sure it is well lit, comfortable, stocked-up with school supplies, quiet and free from distractions.
3. **Supporting them:** Help them interpret instructions, and review completed work. Resist the urge to provide the right answers just to get it done! They'll grow in confidence if you help them develop the problem-solving skills they'll need to get through the task.
4. **Make it routine:** Be clear that schoolwork is a priority with ground rules like using the workspace and agreeing a regular time to get it done. Make it clear that there's no TV, phone calls, video game- playing, etc., until it's done and checked.
5. **Empower them:** Some might want to tackle the harder tasks first, while others prefer to get the easier tasks over with. By helping them create a strategy when they're young, they'll do it independently later. Allow short breaks if needed, then guide them back to it with fresh focus and energy.
6. **Instil organisation skills:** Encourage your child to use their Learning Planner, Microsoft Teams, a calendar or reminders on their phone to help get organised.
7. **Make links to the "real world":** Talk about how meeting deadlines is important in the world of work, or how their learning history relates to today's news.
8. **Seek help if required:** Encourage them to ask an adult for help or email their teacher together. Contact their Head of Year if you have ongoing concerns or would like them to attend Homework Hub sessions after school. The LRC is another excellent facility to support your child's learning beyond the school day. It is open Monday to Friday from 8:00am – 3:30pm. We are always open to your suggestions for workshops which support your child's progress.
9. **Praise them:** Recognise and reward their concentration, resilience and effort.
10. **Be a role model:** Whilst they work, do some reading, write letters, lists or emails. By showing that learning remains important and fun once school is over, you'll help them understand that building knowledge is something to enjoy throughout life.

How I revise for my exams



1. Create a revision plan/timetable



2. Work in 30-45 minute slots



3. Use a variety of techniques



4. Use past exam papers

Dates for 2023-24

[Download the 2023-24 Holiday Calendar here](#) School Holiday Calendar 2023 -24 >

Beckfoot Oakbank

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Aug 2023							Sep 2023							Oct 2023							Nov 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
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Dec 2023							Jan 2024							Feb 2024							Mar 2024						
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Apr 2024							May 2024							Jun 2024							Jul 2024							
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Key			
 	 	 	
Bank Holiday	Occasional Day	Training Day	Statutory

