



enjoylearnsucceed

Parent Guide to Year 10

2022 -23 Academic Year

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## **Key people**

My child's tutor is \_\_\_\_\_

Year Team Leader: Lottie Rhodes

Assistant Year team leader: TBC

SLT link: 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](http://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 8.15 am.

Breakfast is available in the atrium from 8am.

	Year 10
Arrive	8:15am – 8:20am
Tutor Period	8:20am – 8:50am
Period 1	8:50am – 9:50am
Period 2	9:50am – 10:50am
Break	10:50am – 11:10am
Period 3	11:10am – 12:10pm
Period 4	12:10pm – 1:10pm
Lunch	1:10pm – 1:40pm
Period 5	1:40pm – 2:40pm

The tutor period is an essential part of every day and 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.

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

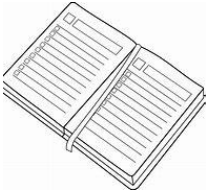

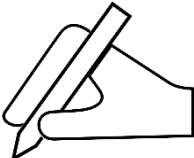

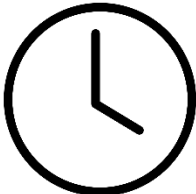
The first step on the road to success in school is attending every available day, lesson and minute of learning. **We want all students to have at least 97% attendance**, and not to drop anywhere near 90% (what the DfE defines as Persistently Absent). 90% might sound okay in some situations but it is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

**90% attendance means**  $\frac{1}{2}$  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. **Thank you for supporting your children to have excellent attendance and punctuality.**

## Expectations

	Have your planner at all times
	Have your timetable in your planner
	Have the correct equipment
	Wear the correct uniform at all times
	Attend every day on time for school and every lesson

## 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.

 <b><u>Individual Focus</u></b> I work in <b>silence</b> I try my <b>personal best</b> I am <b>resilient and don't give up easily</b> I am <b>resourceful</b>	 <b><u>Respectful whole class</u></b> I <b>speak clearly and politely</b> I am <b>actively listening</b> I am being <b>fair</b> to others I am <b>thinking</b> about what my teachers and others are saying	 <b><u>Learning with others</u></b> I <b>speak clearly and politely</b> I <b>contribute and participate</b> I am <b>actively listening</b> I <b>respect</b> others' point of view
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## Important dates for Year 10

What	When
Meet the tutor evening	15.9.22
Y10 assessment Point 1	Wc 9.1.23
Parents' evening	30.2.23
End of Year mock exams	Wc 19.6.23 - 3.7.23

## Subjects studied this year

English	4 hours per week	Maths	4 hours
Science	5 hours	Tutor	2.5 hours
PE	2 hours	Open Minds	1 hour
Options	3 hours each week per option		

## **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](http://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.

## 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 objectives 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 KS3 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

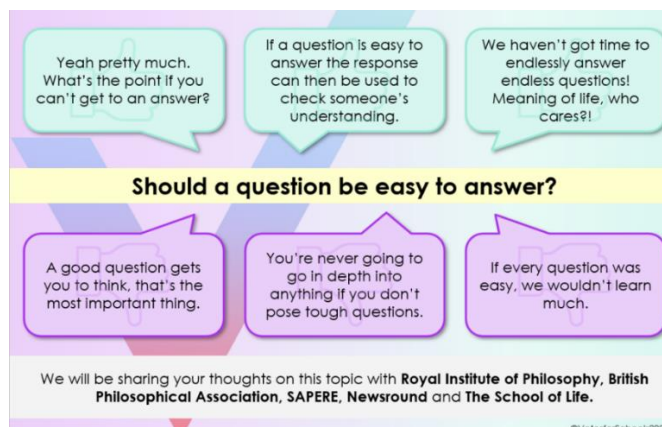
Theme 5: Healthy minds and healthy bodies

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.





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 importance of being 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 (online or paper copy)  
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**

mymaths.co.uk	school ID: oakbank	school password: obtuse	log in with your portal details
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 (Corbett Maths 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

The curriculum for Year 10

### Term 1 Overview

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

Assessment on all topics taught in this term and Biology 1 Cells from Year 9

### Term 2 Overview

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

Assessment Year 10 mocks in Week Beginning 9<sup>th</sup> Jan just on B1, B2, C1, C2, P1 and P2

### Term 3 Overview

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

End of Year 10 Assessments 2 weeks beginning 16<sup>th</sup> June

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)

### 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  
Mocks mid way and at the end of the academic year

### 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

Kerboodle resources are on the website [www.kerboodle.com](http://www.kerboodle.com)

**Username** is your oakbank username which is the same as your email address without the @beckfootoakbank.org

**Institute code** is **dy7**

If you have forgotten your email or do not have one then hit the button that says forgotten email and a way to reset it will be sent to your school email

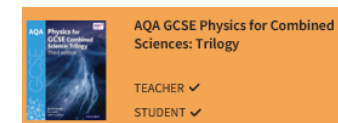
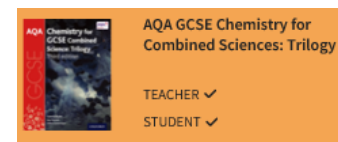
Select this book (see side image) on Kerboodle and then watch the video on how to use it by using this link

[Kerboodle Student: Using Kerboodle - Bing video.](#)

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.

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



## 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  
Mini tests half termly  
Termly assessments.

### 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/cjnw18q4ny3t>

### 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 21<sup>st</sup> 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

### 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 complete their weekly quizzes

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

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 2 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

### **Term 3 Overview**

Finish The Living World

Paper 1 Topic 3: Coastal Landscapes in the UK

- Physical processes – erosion, transportation, deposition, mass movement
- Formation of landforms – headlands and bays, crack to stump, wave cut platform, spit, bar
- Hard and soft engineering to prevent erosion

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>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography>

**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



## Term 1 Overview

### Christianity beliefs

#### Key beliefs

- The nature of God
- Different Christian beliefs about creation including the role of Word and Spirit
- Different Christian beliefs about the afterlife and their importance.

#### Jesus Christ and salvation

- Beliefs and teachings



### Christianity practices

#### Worship and festivals

- Different forms of worship and their significance
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.
- The role and meaning of the sacraments:
- The role and importance of pilgrimage and celebrations including:

#### The role of the church in the local and worldwide community

- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church

## Term 2 Overview

### Family and relationships (Theme A)

Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world.

#### Sex, marriage and divorce

- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments on divorce, including the sanctity of marriage vows and compassion.

#### Families and gender equality

- The nature of families, including:
- The purpose of families, including:
- Contemporary family issues including:
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.



### Islam beliefs

#### Key Beliefs

- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam.
- Tawhid (the Oneness of God).
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.



- Angels, their nature and role, including Jibril and Mika'il.
- Predestination and human freedom and its relationship to the Day of Judgement.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.

#### Authority

- Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.
- The holy books
- The imamate in Shi'a Islam: its role and significance.

### Term 3 Overview

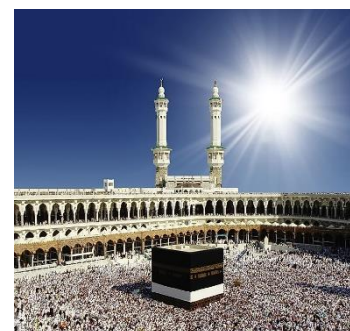
#### Islam practices

##### Worship

- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.
- Shahadah: declaration of faith and its place in Muslim practice.
- Salah and its significance: how and why Muslims pray.

##### Duties and festivals

- Sawm: the role and significance of fasting during the month of Ramadan and the Night of Power
- Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.
- Hajj: the role and significance of the pilgrimage to Makkah including origins.
- Jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.
- Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.



#### How will we assess progress?

*Daily in lessons using recall, starters, mini whiteboards*

*Exam practice questions weekly*

*Mini tests half termly*

*Formal exam-practice assessments*

*End of year assessments*

*Mock exams*

#### Home learning

*Home learning is done weekly and supports the work we are doing in class. It is usually a single A4 sheet which is completed and stuck in books. Copies are always posted on Teams.*

#### Knowledge Organisers

*Issued at the start of each topic in the booklet.*

#### Subject specific websites that may be helpful

- Oak National - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/religious-education>
- BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>
- BBC News Religions stories - <https://www.bbc.co.uk/news/topics/cjnw18q4ny3t>
- AQA Exam Board web pages for this qualification - <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

#### What can you do as a parent to help

Encourage and support the revision marathon as young people can get dispirited.

Ask them to share what they are revising and how much they have learned.

Check they are producing something – 1-2hours of Ethics revision per week.

Subject: Spanish

The curriculum for Year 10

### Term 1 Overview

#### Module 1: Holidays

- Discussing holiday activities and weather
- Discussing holiday preferences
- Discussing a past holiday
- Booking accommodation and dealing with problems
- An account of a past holiday

#### Module 2: School life

- Opinions about school subjects
- Describing school uniform
- Describing your school
- School rule and problems
- Plans for a school exchange
- Activities and achievements at school

### Term 2 Overview

#### Module 3: My family life

- Discussing socialising and family
- Describing people
- Discussing social media
- Making arrangements to go out
- Discussing reading preferences
- Describing relationships

### Term 3 Overview

#### Module 4: Interests and influences

- Discussing free time activities
- Discussing TV and films
- Discussing what you usually do in your free time
- Discussing sports
- Discussing what's trending
- Discussing different types of entertainment
- Discussing who inspires you

**How will we assess progress?**

Daily in lessons using recall, starters, mini whiteboards  
Homework checkers  
Common marking points  
Formal assessments in listening, speaking, reading, translation and writing  
GCSE style exam questions  
Mock exams

**Home learning**

Homework will be based on the Knowledge organisers issued for every topic.  
Homework checkers every week  
Online using ActiveLearn – see note below regarding Login  
All lessons and knowledge organisers are on Teams

**Knowledge Organisers**

There is a Knowledge Organiser for every topic  
All of these resources will be available on Teams and paper copies sent home

**Subject specific websites that may be helpful**

ActiveLearn – individual Logins will be issued in the first half term  
Quizlet  
Blooket  
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**

<b><u>HT1- Computer systems</u></b>	<b><u>HT2- Algorithms</u></b>
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**

<b><u>HT3- Units</u></b>	<b><u>HT4- Networks</u></b>
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**

<b><u>HT5- Storage</u></b>	<b><u>HT6- Moral, Legal, Ethical</u></b>
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](http://www.teachict.com)

[www.csunplugged](http://www.csunplugged)

[www.bbcbitesize.com](http://www.bbcbitesize.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		Year 11	
<b>R039 – Communicating designs</b> Students will be completing this coursework unit which is worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>Manual production of freehand sketches</li><li>Manual production of engineering drawings</li><li>Use of computer aided design</li></ul> <b>R038 – Principles of engineering design</b> 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: <ul style="list-style-type: none"><li>Design strategies, Iterative design process, Make &amp; evaluate</li></ul>		<b>R107 – Developing and presenting engineering designs.</b> Students will be completing this coursework unit which is worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>2D &amp; 3D speaker design ideas</li><li>Rendering techniques</li><li>Engineering drawings – orthographic &amp; exploded</li><li>Parts &amp; Tolerances.</li><li>Computer aided design – sketch up &amp; 2D design</li></ul> <b>R105 - Design briefs, design specifications and user requirements</b> Students will be preparing for the external theory assessment in June – worth 30% of their overall grade. Exam content covered: The design cycle, Materials & properties, Inclusive design & user needs, Ergonomics & anthropometric data, Production methods, Responsible design, Design for manufacture assembly <b>R108 – 3D design realisation</b> Students will start the last unit of coursework – worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>Design specification</li><li>Risk assessment</li><li>Quality assurance &amp; quality control</li></ul>	
Term 2 Overview			
Year 10		Year 11	
<b>Unit R039 submitted for first marking in JAN</b> <b>R038 – Principles of engineering design</b> 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: <ul style="list-style-type: none"><li>Engineering design specifications</li><li>Manufacturing considerations</li><li>Influences on engineering product design</li></ul> <b>R039 – Communicating designs – students work will be returned &amp; improved for second submission in June 2023</b> Students will be improving this coursework unit which is worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>Manual production of freehand sketches</li><li>Manual production of engineering drawings</li><li>Use of computer aided design</li></ul>		<b>R108 - 3D design realisation</b> Students will continue the last unit of coursework – worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>Manufacture of prototype</li><li>Computer aided manufacture</li><li>Evaluation against specification</li></ul> <b>R105 - Design briefs, design specifications and user requirements</b> Students will be preparing for the external theory assessment in June – worth 30% of their overall grade. Exam content covered: Tolerances, Engineering drawings, Standard components & stock forms, Life cycle analysis, Design briefs & specifications, Health & safety in the workplace, Legislation, New & emerging technologies	
Term 3 Overview			
Year 10		Year 11	
<b>R039 – Communicating designs – students work will be r improving for second submission in June 2023</b> Students will be improving this coursework unit which is worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>Manual production of freehand sketches</li><li>Manual production of engineering drawings</li><li>Use of computer aided design</li></ul> <b>R038 – Principles of engineering design</b> 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: <ul style="list-style-type: none"><li>Types of drawings used in engineering, Working drawings, Using CAD software, Methods of evaluating designs, Modelling methods, Methods of evaluating design outcomes</li></ul> <b>Final submission of R039 June 2023</b>		<b>R105 - Design briefs, design specifications and user requirements</b> Students will be preparing for the external theory assessment in June – worth 30% of their overall grade. <ul style="list-style-type: none"><li>Revision of all theory topics covered so far over both years 10&amp;11.</li></ul>	

## 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](http://www.bbc.com/education)  
[WWW.Technologystudent.com](http://WWW.Technologystudent.com)  
[www.D&Tonline.com](http://www.D&Tonline.com)

### 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		Year 11	
<p>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.</p> <p>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.</p> <p>They will begin to build up a portfolio of work and be clear and concise in their records.</p>		<p>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.</p> <p>They will be expected to evaluate all dishes and identify distinctive features and give clear descriptive and factual detail about their dishes. They will also build up a portfolio of work and be clear and concise in their records.</p> <p>This work will form a key part of their overall NEA in term 2. They will be issued with an external assignment brief which they will work towards completing in a controlled environment over 9 hours usually broken down into 6 hours written and 3 hours practical in term 2. Students starting points will be individual and discussed on a one-to-one basis and individual action points set. These actions must be worked on by the individuals to maximise their overall grade.</p> <p>Throughout there will be period 6 lessons set to support the groups development in year 11 it is expected that all individuals access these</p>	
Term 2 Overview			
Year 10		Year 11	
<p>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.</p> <p>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.</p> <p>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.</p> <p>They will begin to build up a portfolio of work and be clear and concise in their records.</p>		<p>In term 2 students will be expected to research and evaluate a variety of factors affecting planning and resourcing of ingredients. The students will make comprehensive notes throughout and use these class notes for the NEA.</p> <p>Within their externally set portfolio of work students are expected to, research and analyse a variety of areas.</p> <p>They will be expected to practice and develop dishes to meet nutritional standards, skills levels, environmental requirements and meet all health and safety requirements.</p> <p>The students will work to set times in production and write up dovetailed time plans for work.</p> <p>Students will use past work to build up their assignment for full submission and complete a practical assessment under controlled conditions where they will produce their chosen two dishes.</p> <p>Throughout their will be period 6 lessons set to support the groups development in year 11 it is expected that all individuals access these</p> <p>Unit 2 Exam NEA - The final deadline for Unit 2 is set by the examination board and students will complete all work by the end of this term</p> <p>Unit 1 Exam if missed in year 10 – Revision sessions planned throughout term 1 and 2 in period 6 to support study</p>	
Term 3 Overview			
Year 10		Year 11	
<p>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.</p> <p>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.</p> <p>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.</p>		<b>End of course</b>	



## 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](http://www.bbc.com/education)  
[www.bbcgoodfoodguide.com](http://www.bbcgoodfoodguide.com)  
[www.nutrition.org.uk](http://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) 2<sup>nd</sup> 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

<b>Key Stage 4</b>		<b>Subject: Photography</b>
The curriculum for AQA GCSE Art and Design Photography 2022.23		
<b>Term 1 Overview</b>		
<b>Year 10</b>		<b>Year 11</b>
<p>In term 1 students will study Photography portraiture and the theme of concealment.</p> <p>Within the portfolio of work students are expected to, research and analyse photographers and artists, develop, and extend ideas, record observations using a variety of different formats, experiment with media and materials while developing ideas and produce a final outcome linked back to their starting point and body of work.</p> <p>Students must include an element of observation drawing and cannot rely of photography alone to record their observations.</p> <p>Students will be expected to take a large range of photo independently.</p>		<p>In term 1 students will continue to extend their individual coursework project, the tile and theme of which they have set themselves.</p> <p>Within the portfolio of work students are expected to, research and analyse photographers and artists, develop, and extend ideas, record observations using a variety of different formats, experiment with media and materials while developing ideas and produce a final outcome linked back to their starting point and body of work.</p> <p>Students must include an element of observation drawing and cannot rely of photography alone to record their observations.</p> <p>Students starting points will be individual and guidance will be provided by the classroom teacher on a 1:1 basis.</p> <p>Students will be expected to take a large range of photo independently.</p>
<b>Term 2 Overview</b>		
<b>Year 10</b>		<b>Year 11</b>
<p>In term 1 students will chose from 2 different starting points messages or collections.</p> <p>Within the portfolio of work students are expected to, research and analyse photographers and artists, develop, and extend ideas, record observations using a variety of different formats, experiment with media and materials while developing ideas and produce a final outcome linked back to their starting point and body of work.</p> <p>Students must include an element of observation drawing and cannot rely of photography alone to record their observations.</p> <p>Students will be expected to take a large range of photo independently.</p>		<p>In term 2 students will be given their component 2 – externally set exam) stating points. These will be 7 titles issued by AQA the examination board. Students will select a starting point a produce a portfolio of work linked to this starting point.</p> <p>Within their externally set portfolio of work students are expected to, research and analyse photographers and artists, develop, and extend ideas, record observations using a variety of different formats, experiment with media and materials while developing ideas and produce a final outcome linked back to their starting point and body of work.</p> <p>The final outcome must be produced in exam conditions, and students are given 10 hours spread over a short period of days to complete this.</p> <p>The final deadline for both components is set by the examination board and students will complete all work by the end of this term</p>
<b>Term 3 Overview</b>		
<b>Year 10</b>		<b>Year 11</b>
<p>In term 3 students will begin their final individual coursework project, the title and theme of which they will set themselves.</p> <p>Within the portfolio of work students are expected to, research and analyse photographers and artists, develop, and extend ideas, record observations using a variety of different formats, experiment with media and materials while developing ideas and produce a final outcome linked back to their starting point and body of work.</p> <p>Students must include an element of observation drawing and cannot rely of photography alone to record their observations.</p> <p>Students starting points will be individual and guidance will be provided by the classroom teacher on a 1:1 basis.</p> <p>Students will be expected to take a large range of photo independently.</p>		End of course

## Key Stage 4 – Photography

### 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 Photography GCSE home learning.

### Knowledge Organisers

Students are issued with a GCSE Photography 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](http://www.bbc.com/education)  
[www.fineartamerica.com](http://www.fineartamerica.com)  
[www.digitalcameraworld.com](http://www.digitalcameraworld.com)  
[www.1854.photography](http://www.1854.photography)  
[www.iphonephotographyschool.com](http://www.iphonephotographyschool.com)  
[www.npg.org.uk](http://www.npg.org.uk)

### 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 take photos independently  
Support students who need to take photos in a variety of different location away from school  
Encourage students to use the websites above.

Key Stage 4		Subject: Textiles	
The curriculum for AQA GCSE Art and Design Textiles 2022.23			
Term 1 Overview			
Year 10		Year 11	
<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>		<p>In term 1 students will continue to extend their individual coursework project based on the theme of “identity” and following the students own chosen pathway within that title.</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>	
Term 2 Overview			
Year 10		Year 11	
<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>		<p>In term 2 students will be given their component 2 – externally set exam) stating points. These will be 7 titles issued by AQA the examination board. Students will select a starting point a produce a portfolio of work linked to this starting point.</p> <p>Within their externally set 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 media and materials while developing ideas and produce a final outcome linked back to their starting point and body of work. The final outcome must be produced in exam conditions, and students are given 10 hours spread over a short period of days to complete this.</p> <p>The final deadline for both components is set by the examination board and students will complete all work by the end of this term</p>	
Term 3 Overview			
Year 10		Year 11	
<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>		<p>End of course</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](http://www.bbc.com/education)  
[www.pinterest.com](http://www.pinterest.com)  
[www.embroiderersguild.com](http://www.embroiderersguild.com)  
[www.textileartist.org](http://www.textileartist.org)  
[www.hudtextiles.com/eveningschool](http://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.

<b>Key Stage 4 – Nurture Pathway</b>		<b>Subject: Home Cooking Skills</b>
The curriculum for BETC Home Cooking Skills 2022.23		
<b>Term 1 Overview</b>		
<b>Year 10</b>		<b>Year 11</b>
<p>In term one students will be introduced to expectations and health and safety requirements</p> <p>They will be issued with an assignment brief and all work will form supplementary evidence</p> <p>They will be introduced to a variety of cooking methods and expected to keep a record of all dishes.</p> <p>They will develop cooking skills that allow them to produce well balanced meals that can be cooked at home using fresh ingredients</p> <p>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</p> <p>They will be taught to use sensory analysis to improve and promote dishes to others both in the group and externally</p> <p>Their safety log booklet will be completed in this term</p>		<p>In term 1 students will be issued with the assignment brief and throughout the term will build up a portfolio of evidence. They will research alternative ingredients to meet dietary requirements and prepare dishes in class using alternatives</p> <p>They will plan and cook nutritious meals that can be cooked at home and develop their knowledge by researching ways to produce dishes economically.</p> <p>They will produce a poster on seasonality and be assessed on this as part of their overall assessment</p> <p>Throughout the term they will be evaluating dishes and sharing the recipes with others. Evidence must be recorded to support this</p> <p>Emails from family and friends, class presentation work, photographic evidence</p>
<b>Term 2 Overview</b>		
<b>Year 10</b>		<b>Year 11</b>
<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</p> <p>They will plan and produce dishes using seasonal foods and develop knowledge of cooking to a budget.</p> <p>Through the term they will keep their skills record updated and build up a portfolio to include</p> <p>A dish that meets the assignment brief</p> <p>Ways in which recipes could be shared</p> <p>How to make the dish cost effective and how to shop on a budget</p> <p>The nutritional standards the dishes meet</p>		<p>In term two students will concentrate on the way that food is presented and the impact of sensory appeal.</p> <p>All dishes in class must be presented as if it was to be sold to a customer and a record of photographic evidence kept. They will continue to evaluate their dishes and record.</p> <p>Students will research nutritional values of food and the impact of storage and importance of buying foods in season to maximise nutritional value. They will do a comparison of cooking meals from scratch in comparison to ready meals and takeaways</p> <p>They will plan and produce a two-course meal that meets all the requirements for assessment and present their dishes to others in the group</p> <p>Throughout they will demonstrate food safety and hygiene and be able to make a record of important safety points</p> <p>The final deadline for Level 1 and 2 work is set by the examination board and students will complete all work by the end of this term</p>
<b>Term 3 Overview</b>		
<b>Year 10</b>		<b>Year 11</b>
<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</p> <p>They will produce a personal hygiene and risk assessment in line with the assignment brief.</p> <p>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</p> <p>They will complete their portfolio of evidence by the end of this term</p>		End Of Course

## 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](http://www.bbc.com/education)  
[www.bbcgoodfoodguide.com](http://www.bbcgoodfoodguide.com)  
[www.haethystart.nhs.uk](http://www.haethystart.nhs.uk)  
[www.britishmeat.org.uk](http://www.britishmeat.org.uk)  
[www.foodideals.co.uk](http://www.foodideals.co.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 activates 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 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 from 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 March 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*

Coursework 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**

Coursework 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://fineartamerica.com/profiles/>  
<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 Assignments**

w/b 16.1.22 – 30.1.22

#### **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  
Letter 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](http://www.unifrog.org)
4. Enter username and password
5. EXPLORE!

[home - icould](#)



**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](http://www.healthcareers.nhs.uk) , [www.gohigherwestyorks.ac.uk](http://www.gohigherwestyorks.ac.uk) , <https://icould.com/explore>  
<http://amazingapprenticeships.com/> , <http://ccskills.org.uk/careers> , <http://jobs.carnival.com/>



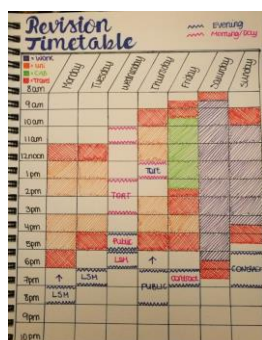
Beckfoot Oakbank **enjoylearnsucceed** Beckfoot Trust

## 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

## The 2022-23 School Year

Aug 2022							Sep 2022							Oct 2022							Nov 2022						
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
1	2	3	4	5	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14								3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21								10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28								17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

Dec 2022							Jan 2023							Feb 2023							Mar 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
				1	2	3							1			1	2	3	4	5			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28						27	28	29	30	31		
							30	31																			

Apr 2023							May 2023							Jun 2023							Jul 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
					1	2	1	2	3	4	5	6	7				1	2	3	4					1	2	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
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17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
																					31						

Key			
<span style="background-color: #e6f2ff;"> </span>	Bank Holiday	<span style="background-color: #e6ffe6;"> </span>	Occasional Day
<span style="background-color: #fff9c4;"> </span>	Training Day	<span style="background-color: #e6ffe6;"> </span>	Statutory



