

Croft Road  
Hurworth-on-Tees  
Darlington  
DL2 2JG  
T: 01325 720424/721188

E: enquiries@hurworth.swiftacademies.org.uk  
W: www.hurworth.swiftacademies.org.uk

**Chief Executive:** Mr D Judson, BEd, NPQH  
**Head of School:** Mrs R Somerville, BA Hons, MA

## Curriculum Overview Year 10

Dear Parents/Carers,

**At Hurworth it is our aim to provide a broad, balanced and challenging curriculum that ignites students' love of learning and successfully unlocks the true potential of each individual.** We believe that students are empowered by what they know and that, if immersed in a knowledge-rich curriculum, they are more likely to become the best versions of themselves.

In this letter, you will find an overview of the work that your child will be studying during this half term. We've included key details on what they will be looking at in each subject, homework tasks, how they'll be assessed, as well as opportunities for you to support your child's education by using the Knowledge Organisers provided by each subject, doing additional research on new topics or using departmental Read and Watch lists to further encourage their curiosity and enthusiasm to learn. The aim is for this to make it easier for you to work with the school supporting your child as they begin their GCSE journey.

All lessons last for one hour. In Year 10, all students study the following subjects:

**English Language and Literature, Maths, Separate or Combined Science, Core PE and SMSC.**

They will have also chosen their own Option subjects from:

**Spanish, Design and Technology, History, Geography, Religious Studies, Music, Art, Computer Science, Health and Social Care, Engineering (GCSE and VCERT), Business Studies, PE, Sports Studies, iMedia, Enterprise and Marketing and Hospitality and Catering.**

The information for each subject is categorised as follows:

- **Topics taught** - This is an overview of the topics Year 10 will be covering this half term.
- **Learning Outcomes** - This explains what areas students will be looking at, and the skills they will be developing during the half term.
- **Homework tasks** - This provides an outline of when students will be receiving homework for each subject.
- **Assessment** - This explains how students will be assessed on their understanding of this topic.
- **How I can support my child** - This gives suggestions of how you can offer your child support, as well as ways students can explore this area in more detail if they wish.

Further information for all subjects can be found on our school website, including our yearly learning journeys, links to departmental Read and Watch lists and all exam specifications.

## Art

<b>Topics Taught:</b>	Close Ups
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Become familiar with a range of different medium and application techniques</li> <li>• Have an understanding of self-evaluation and refinement to improve work</li> <li>• Continue to develop observational skills</li> <li>• Build knowledge on building a GCSE project preparing them for the personal project later in the year</li> </ul>
<b>Homework:</b>	<ul style="list-style-type: none"> <li>• Ongoing throughout the project, students will be asked to research artists, find inspirational images and complete unfinished work from lessons.</li> <li>• Your child will have access to the art room every lunch and afterschool most evenings. They are welcome to complete all tasks during this time.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Assessment is ongoing throughout GCSE, students will be given regular targets on how to improve their work and presentation.</li> <li>• There will be two deadlines for sketchbook progression this half term. Sketchbooks will be assessed holistically using the AQA marking scheme. After each deadline individual targets will be set and a discussion on what is required to improve.</li> </ul>
<b>How I can support my child:</b>	<p>Encourage your child to:</p> <ul style="list-style-type: none"> <li>• Practice their drawing skills at home</li> <li>• Research artists and collate images that will inspire their own artwork</li> <li>• Watch YouTube videos that explore application techniques or their chosen artist</li> <li>• Visit museums and galleries</li> <li>• Complete work swiftly at home or school to ensure that deadlines are managed</li> </ul>
<b>Exam Specification:</b>	<a href="#">AQA (9-1) Art and Design, 8201</a>

## Biology – Separate Science

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Science Lab Licence</li> <li>• Genetics</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• How do we carry out a Biology practical investigation?</li> <li>• What is meiosis?</li> <li>• What is the structure of DNA?</li> <li>• How does protein synthesis occur?</li> <li>• How did Mendel's work develop knowledge of alleles?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do we carry out a genetic cross including codominance and sex-linkage?</li> <li>• What characteristics do we inherit from our parents?</li> <li>• How do DNA mutations effect living organisms?</li> <li>• How do organisms demonstrate variation?</li> </ul>
<b>Homework:</b>	<ol style="list-style-type: none"> <li>1. Identifying dangers in the lab task</li> <li>2. Introduction to Science theory test</li> <li>3. Educake Retrieval Quizzes</li> <li>4. Genetics Steps to Science Success task</li> </ol>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Genetics end of unit assessment</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Direct your child to YouTube clips from educational provides such as fuseschool, freesciencelessons and cognito.</li> <li>• Discuss the learning outcomes with your child and ask them to teach you the content they have been learning.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Edexcel (9-1) Biology 1B10 F/H</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Revision Guides</li> <li>• YouTube Videos</li> <li>• Freesciencelessons</li> <li>• FuseSchool</li> <li>• Cognito</li> <li>• BBC Bitesize</li> <li>• Physicsandmathstutor.com</li> </ul>

### Business Studies

<b>Topics Taught:</b>	<ol style="list-style-type: none"> <li>1.1 - The purpose and nature of business</li> <li>1.2 - Business ownership</li> <li>1.3 - Business aims and objectives</li> <li>1.4 - Stakeholders</li> </ol>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Understand the purpose of business.</li> <li>• Understand why people start businesses &amp; the characteristics that make them successful.</li> <li>• Recall the Factors of Production with examples.</li> <li>• Understand the concept of Opportunity Cost.</li> <li>• Understand that businesses are classified into different sectors (Primary, Secondary, Tertiary).</li> <li>• Understand the internal functions of a business. (Operations, Marketing, Human Resources &amp; Finance).</li> <li>• Understand that businesses operate in a dynamic environment.</li> <li>• Understand the features of a Sole Trader.</li> <li>• Understand the feature of a Partnership.</li> <li>• Understand the features of a Private limited company (Ltd).</li> <li>• Understand the feature of a Public limited company (PLC).</li> <li>• Understand the difference between aims and objectives.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the purpose of setting objectives.</li> <li>• Understand market share &amp; how to calculate it.</li> <li>• Understand what a stakeholder is.</li> <li>• Recall the main stakeholders of a business.</li> </ul>
<b>Homework:</b>	<ul style="list-style-type: none"> <li>• Report on an Entrepreneur of your choice.</li> <li>• Report on a Business of your choice.</li> <li>• Create a revision resource for 1.2 - Business ownership</li> <li>• Revision clock on 1.3 Business aims and objectives</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• End of topic “mini” assessments</li> </ul>
<b>AQA</b>	<ul style="list-style-type: none"> <li>• Testing students at home using digital copy of the GCSE Business textbook on Teams.</li> <li>• Discuss current affairs relating to Business</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#">AQA (9-1) Business Studies 8132</a></li> </ul>

### Chemistry – Separate Science

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Ionic bonding</li> <li>• Covalent bonding</li> <li>• Types of substance</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• What are atoms?</li> <li>• What is an ion?</li> <li>• What is an ionic bond?</li> <li>• Why do ionic compounds have certain properties?</li> <li>• What is a covalent bond?</li> <li>• How can we explain the properties of carbon allotropes?</li> <li>• What are the properties of metals?</li> <li>• What is an alloy?</li> <li>• Why are alloys useful?</li> </ul>
<b>Homework:</b>	<ul style="list-style-type: none"> <li>• Identifying dangers in the lab task</li> <li>• Introduction to Science theory test</li> <li>• Educake Retrieval Quizzes</li> <li>• Ionic bonding, Covalent bonding and Types of substance Steps to Science Success task</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Ionic Bonding, Covalent Bonding and Types of Substance end of unit assessment.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Direct your child to YouTube clips from educational providers such as fuseschool, freesciencelessons and cognito.</li> <li>• Discuss the learning outcomes with your child and ask them to teach you the content they have been learning.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Edexcel (9-1) Chemistry 1CH0 F/H</a></li> </ul>

<p><b>Revision</b></p> <p><b>Materials:</b></p>	<ul style="list-style-type: none"> <li>• Revision Guides</li> <li>• YouTube Videos <ul style="list-style-type: none"> <li>○ Freesciencelessons</li> <li>○ FuseSchool</li> <li>○ Cognito</li> </ul> </li> <li>• BBC Bitesize</li> <li>• Physicsandmathstutor.com</li> </ul>
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### Combined Science

<p><b>Topics Taught:</b></p>	<ul style="list-style-type: none"> <li>• Science Lab Licence</li> <li>• Genetics</li> <li>• Ionic bonding</li> <li>• Covalent bonding</li> <li>• Types of substance</li> <li>• Waves</li> </ul>
<p><b>Learning Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• How do we carry out a Biology, Chemistry and Physics practical investigation?</li> <li>• What is meiosis?</li> <li>• What is the structure of DNA?</li> <li>• How did Mendel's work develop knowledge of alleles?</li> <li>• What characteristics do we inherit from our parents?</li> <li>• How do DNA mutations effect living organisms?</li> <li>• How do organisms demonstrate variation?</li>   <li>• What are atoms?</li> <li>• What is an ion?</li> <li>• What is an ionic bond?</li> <li>• Why do ionic compounds have certain properties?</li> <li>• What is a covalent bond?</li> <li>• How can we explain the properties of carbon allotropes?</li> <li>• What are the properties of metals?</li> <li>• What is an alloy?</li> <li>• Why are allows useful?</li>   <li>• How do we carry out a Physics practical investigation?</li> <li>• What is a wave?</li> <li>• How do transverse and longitudinal waves differ?</li> <li>• How do we calculate wave speed?</li> <li>• How does light behave at a boundary?</li> <li>• How can we investigate refraction?</li> </ul>
<p><b>Homework:</b></p>	<ul style="list-style-type: none"> <li>• Identifying dangers in the lab task</li> <li>• Introduction to Science theory test</li> <li>• Educake Retrieval Quizzes</li> <li>• Genetics Steps to Science Success task</li> <li>• Ionic bonding, Covalent bonding and Types of substance Steps to Science Success task</li> <li>• Waves Steps to Science Success task</li> </ul>

<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Genetics end of unit assessment.</li> <li>• Ionic Bonding, Covalent Bonding and Types of Substance end of unit assessment.</li> <li>• Waves end of unit assessment.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Direct your child to YouTube clips from educational providers such as fuseschool, freesciencelessons and cognito.</li> <li>• Discuss the learning outcomes with your child and ask them to teach you the content they have been learning.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Edexcel (9-1) Combined Science 1SC0 F/H</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Revision Guides</li> <li>• YouTube Videos <ul style="list-style-type: none"> <li>○ Freesciencelessons</li> <li>○ FuseSchool</li> <li>○ Cognito</li> </ul> </li> <li>• BBC Bitesize</li> <li>• Physicsandmathstutor.com</li> </ul>

### Computer Science

<b>Topics Taught:</b>	1.1 Systems Architecture 1.2 Memory and Storage
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Recognise the factors that affect CPU Performance</li> <li>• Explain the purpose Embedded Systems</li> <li>• Identify the purpose of RAM and ROM</li> <li>• Explain the purpose of Virtual Memory</li> <li>• Describe the different secondary storage technologies</li> <li>• Identify the different units of memory</li> <li>• Carry out binary conversion</li> <li>• Demonstrate binary addition</li> <li>• Carry out hexadecimal conversion</li> </ul>
<b>Homework:</b>	Read revision guide / watch video which explains knowledge required for next lesson and create brief notes to evidence.
<b>Assessment:</b>	Formative assessment every five lessons to inform intervention. End of unit summative assessments based on past exam questions.
<b>How I can support my child:</b>	Ensuring that notes are created before lessons based on watching video or reading relevant knowledge in revision guide.
<b>Exam Specification:</b>	<a href="#">OCR (9-1) Computer Science J277</a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• CGP Complete revision and practice book</li> <li>• CGP Revision Cards</li> <li>• Class materials on OneNote.</li> <li>• Seneca</li> </ul>

### Design Technology - VCert

<b>Topics Taught:</b>	Drawing Techniques Controller – Part 1 Investigating & Designing
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Understand primary, secondary data</li> <li>• Understand and apply ergonomics and anthropometrics</li> <li>• Investigating human factors within designing</li> <li>• Communication of design ideas</li> <li>• Designing and making principles</li> </ul>
<b>Homework:</b>	<ul style="list-style-type: none"> <li>• Ergonomics – Cornell notes</li> <li>• Drawing Booklet</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Theory 1 Quiz</li> <li>• Verbal feedback/low stakes assessment</li> <li>• Live marking</li> </ul>
<b>How I can support my child:</b>	Encourage students to revisit knowledge organisers and practice drawing skills at home to help embed skills and knowledge taught in the classroom.
<b>Exam Specification:</b>	NCFE Level 1/2 Technical Award in Creative Design and Production
<b>Revision Materials:</b>	Students have been provided with read and watch list and knowledge organisers to aid revision.

### Engineering – VCert

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Orthographic Drawing</li> <li>• Introduction to Model Engineering</li> </ul>
<b>Learning Outcomes:</b>	<p><b>Orthographic Drawing</b></p> <ul style="list-style-type: none"> <li>• To develop students' ability to draw using orthographic projection. To teach students how to draw accurately using a drawing board and technical drawing equipment.</li> <li>• To teach students how to dimension an object to British Standards.</li> </ul> <p><b>Introduction to Model Engineering</b></p> <ul style="list-style-type: none"> <li>• To introduce students to 'model engineering'.</li> <li>• To introduce students to a range of materials, tools, equipment and machinery used in engineering.</li> <li>• To teach students how to plan for production and to accurately check the quality of their work.</li> </ul>
<b>Homework:</b>	A range of quizzes to be completed using Microsoft Forms via Teams.

<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Orthographic Drawing Key Task</li> <li>• Stealth Fighter Plane Practical Key Task</li> <li>• Evaluation of Stealth Fighter Plane Key Task</li> </ul>
<b>How I can support my child:</b>	Encourage students to revisit knowledge organisers to help embed skills and knowledge taught in the classroom.
<b>Exam</b>	NCFE Level 1/2 Technical Award in Engineering
<b>Specification:</b>	
<b>Revision</b>	Students have been provided with read and watch list and knowledge organisers to aid revision.
<b>Materials:</b>	

### English Literature

<b>Topics Taught:</b>	J. B. Priestley's 'An Inspector Calls'
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• A whole text study and analysis of 'An Inspector Calls'</li> <li>• Building on students' prior knowledge of how writers present character and ideas in literature – students will develop their own personalised responses and interpretations of the text.</li> <li>• Developing prior knowledge of social and historical significance of context.</li> <li>• Building on students' prior knowledge of how texts present different themes; exploration of the class system in early twentieth century Britain.</li> <li>• Establishing a solid foundation of the significance of morality drama within literature to enable strong connections to texts.</li> <li>• Improving the students' reading and writing skills to produce personalised and analytical responses to the texts.</li> </ul>
<b>Homework:</b>	A range of retrieval and knowledge consolidation strategies to further embed key concepts of the play including context, character, central themes and key quotations.
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Verbal feedback/low stakes assessment</li> <li>• Live marking</li> <li>• End of assessment GCSE style question on character or theme in the play.</li> <li>• Practice exam questions will be used to test and refine knowledge, exam technique and exam preparation</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Utilise the 'An Inspector Calls' Knowledge Organisers to test key vocabulary and knowledge.</li> <li>• Watch film and play versions of the play.</li> <li>• Use BBC Bitesize to encourage the student's retrieval of knowledge on key characters, context, form and proficient knowledge of the play itself.</li> </ul>
<b>Exam</b>	<ul style="list-style-type: none"> <li>• <a href="#">Edexcel (9-1) English Literature 1ET0</a></li> </ul>
<b>Specification:</b>	



<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>Bespoke resources provided by class teacher including Knowledge Organisers, model essay responses, exam papers and YouTube links.</li> </ul>
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### **Enterprise and Marketing**

<b>Topics Taught:</b>	Topic Area 1: Characteristics, risk and reward for enterprise Topic Area 2: Market research to target a specific customer
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>1.1 Characteristics of successful entrepreneurs</li> <li>1.2 Potential rewards for risk taking</li> <li>1.3 Potential drawbacks for risk taking</li> <li>2.1 The purpose of market research</li> <li>2.2 Primary market research methods</li> <li>2.3 Secondary market research sources</li> <li>2.4 Types of data</li> <li>2.5 Types of market segmentation</li> <li>2.6 The benefits of market segmentation to a business</li> </ul>
<b>Homework:</b>	<ul style="list-style-type: none"> <li>Report on an Entrepreneur of your choice</li> <li>Topic 1 revision</li> <li>Market research worksheet</li> <li>Topic 2 revision</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>Topic 1 mini assessment</li> <li>Topic 2 mini assessment</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>Testing at home using revision material</li> <li>Discuss current affairs relating to business</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li><a href="#"><u>OCR Level 1 /2 Cambridge National in Enterprise &amp; Marketing J837</u></a></li> </ul>

## Geography

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Urban Issues &amp; Challenges</li> <li>• Hazards</li> </ul>
<b>Learning Outcomes:</b>	<p>Urban Issues &amp; Challenges</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the global patterns of urbanisation</li> <li>• Evaluate the challenges and opportunities in Lagos, Nigeria</li> <li>• Evaluate the challenges and opportunities in Newcastle, UK</li> <li>• Explore the future of urbanisation; sustainability.</li> </ul> <p>Hazards</p> <ul style="list-style-type: none"> <li>• Gain an understanding of plate tectonic theory</li> <li>• Students should be able to offer a range of effects and responses to Christchurch and Nepal Earthquakes</li> <li>• Gain an understanding of the global atmospheric circulation model</li> <li>• Students should be able to offer a range of causes, effects and responses to Haiyan tropical storm</li> <li>• Evidence for, effects of and strategies to mitigate against climate change</li> <li>• Students will gain an understanding of extreme weather events in the UK</li> </ul>
<b>Homework:</b>	<ul style="list-style-type: none"> <li>• Key words</li> <li>• Seneca quizzes</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Seneca HOMEWORK quizzes</li> <li>• End of topic walk through assessment followed by End of topic formal assessment</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Ensure students are signed into seneca</li> <li>• Ensure students are keeping up to date with current affairs.</li> </ul>
<b>Exam Specification:</b>	<a href="#">AQA (9-1) Geography 8035</a>

## Health and Social Care

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Principles of care in health &amp; social care settings</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Understand the rights of service users in health and social care settings</li> <li>• Understand the benefits to service users' health and wellbeing when their rights are maintained</li> <li>• Understand what person-centred values are and how they are applied by service providers</li> <li>• The benefits of applying the person-centred values</li> </ul>

	<ul style="list-style-type: none"> <li>The effects on service users' health and wellbeing if person-centred values are not applied</li> </ul>
<b>Homework:</b>	Students will be set specific deadlines for tasks to be completed. This will be directly linked to work undertaken in class.
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>Verbal feedback</li> <li>Live marking</li> <li>Practice exam questions will be used to test and refine knowledge, exam technique and exam preparation</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>Encouraging students to complete retrieval tasks</li> <li>Testing key vocabulary</li> <li>Testing key knowledge</li> <li>Reading newspaper articles related to health and social care settings which cover how service users are looked after</li> <li>Watching service-based documentaries (e.g. Ambulance, 24 hours in A &amp; E, Hospital, Childrens' Ward)</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li><a href="#">OCR Level 1 / 2 Cambridge National in Health &amp; Social Care J835</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>My Revision Notes: Level 1/Level 2 Cambridge National in Health and Social Care Judith Adams</li> <li>Level 1/Level 2 Cambridge National in Health and Social Care (J835) Exam Practice Workbook Judith Adams</li> <li>Health &amp; Social Care Revision Guide and Workbook Rebecca Baker</li> </ul>

### History

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>Paper 1B AQA 8145 Conflict and Tension 1918-1939 The League of Nations</li> <li>Paper 1B AQA 8145 Conflict and Tension 1918-1939 The causes of World War Two</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Develop knowledge and understanding, and apply this knowledge and understanding in terms of causation, change and consequence, as well as evaluating interpretations</li> <li>Demonstrate knowledge and understanding in relation to causation and consequence. Write structured analytical narrative account of key events. Understand, analyse and evaluate a range of sources</li> <li>Develop extended writing skills – producing clear line of argument, focused explanation and analysis and substantiated judgements in relation to GCSE questions</li> </ul>
<b>Homework:</b>	Answering examination questions relating to conflict and tension unit (to help knowledge retrieval)
<b>Assessment:</b>	End of unit assessments (League of Nations and causes of World War Two). Question types: How do you know? How useful? Write an account. How far?
<b>How I can support my child:</b>	Encourage wider reading. Use retrieval strategies for revision. Questioning using knowledge organisers
<b>Exam Specification:</b>	<a href="#">AQA (9-1) History 8145 (B08 - 1AB &amp; 1BB, 2AA &amp; 2BA)</a>
<b>Revision Materials:</b>	Teacher's revision materials, HW revision booklet (Conflict and Germany),

## Hospitality and Catering

<b>Topics Taught:</b>	Unit 1 L01 – Understanding the Environment in which Hospitality and Catering Providers Operate. Unit 1 L02 – Understand how H&C Providers Operate Unit 1 L04 – Know How Food Can Cause Ill Health.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Food related causes of ill health</li> <li>• Food safety legislation</li> <li>• Symptoms of food induced ill health</li> <li>• Roles and responsibilities of an Environmental Health Officer</li> <li>• Hospitality and Catering establishments and how they operate</li> <li>• Ratings in the hospitality Industry</li> </ul>
<b>Homework:</b>	<ul style="list-style-type: none"> <li>• Food storage task</li> <li>• Allergies and intolerances</li> <li>• Research role of the EHO</li> <li>• Food regulations task</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Baseline assessment</li> <li>• End of topic tests</li> <li>• Verbal feedback/low stakes assessment</li> </ul>
<b>How I can support my child:</b>	Encourage your child to cook at home especially combining more than one element on a plate to create an entire meal Encourage to watch TV programmes such as “The Hotel Inspector” or “The Savoy”.
<b>Exam Specification:</b>	WJEC Level 1/2 Vocational Award Hospitality & Catering (Technical Award)
<b>Revision Materials:</b>	Students have been provided with read and watch list and knowledge organisers to aid revision.

## Creative iMedia

<b>Topics Taught:</b>	R094 – Visual identity
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Recognise the component features of visual identity</li> <li>• Investigate the concepts of graphic design</li> <li>• Recognise layout conventions</li> <li>• Identify the contents of pre-production documents</li> </ul>
<b>Homework:</b>	Revision guide-based activities to supplement preparation for R094 Non-Examined Assessment (NEA)
<b>Assessment:</b>	Non-Examined Assessment (NEA) will take place October to February.
<b>How I can support my child:</b>	Encourage students to revisit lesson videos and knowledge and create revision documents to support.
<b>Exam Specification:</b>	<a href="#">OCR Level 1 /2 Cambridge National in Creative iMedia J834</a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Revision guide.</li> <li>• Class materials on OneNote.</li> </ul>

## Maths

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Angles &amp; Circle Theorems</li> <li>• Ratio &amp; Proportion</li> <li>• Probability</li> <li>• Formulae &amp; Sequences</li> <li>• Surds (higher only)</li> </ul>
<b>Learning Outcomes:</b>	<p>Students continue their studies through the GCSE curriculum and build upon the knowledge and skills developed to date. Building upon core methods, the development of fluency, reasoning and problem solving is again structured into every topic area and all topics are again assessed by GCSE style questions. Clear written methods and good number skills are expected in every topic and students are expected to be able to link different areas of the subject to help solve problems with algebra now embedded throughout all topics with both familiar and unfamiliar contexts.</p> <p>Students will work towards either the Foundation or Higher tier; the decision will be based upon the performance over the last three years, which could change depending upon the level of progress being made.</p>
<b>Homework:</b>	<p>Compulsory homework is set weekly on Sparx giving students further practise of work covered in class as well as revisiting areas from earlier in the curriculum; these tasks will take up to one hour. There are extra tasks if your child would like to develop further and achieve additional green clicks on ClassCharts. Your child needs to use their homework book to write bookwork codes, workings and answers. Homework is tailored to your child's ability level. The deadline for all homework is <b>Wednesday</b> for every student. Emails are sent automatically to parents/guardians.</p>

<b>Assessment:</b>	Weekly homework and end of unit assessments.
<b>How I can support my child:</b>	Encourage and support your child to complete their homework tasks to the best of their ability, this may involve watching help videos, making notes and having multiple attempts at a question.
<b>Exam</b>	<a href="#">Edexcel (9-1) Mathematics 1MA1 F/H</a>
<b>Specification:</b>	
<b>Revision</b>	Knowledge organiser available.
<b>Materials:</b>	

### Music

<b>Topics Taught:</b>	<p>'Introduction to GCSE Music'</p> <ul style="list-style-type: none"> <li>• Learning the basics of composition: notation, chord sequences, melody writing, adding harmony.</li> <li>• Familiarisation with Sibelius software and how to use it. Begin work on composition 1 – controlled assessment.</li> <li>• Find and work on either a solo or ensemble performance piece.</li> <li>• Introduction to the keywords, expanding on the range of vocabulary from KS3.</li> <li>• Introduction to Study Piece 1: Mozart's Clarinet Concerto.'</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Students will develop their knowledge and understanding of music theory, building the skills needed for creative and stylish composition work.</li> <li>• Students will learn how to use the music software Sibelius.</li> <li>• Students will develop their independent practice skills to prepare for solo and ensemble performances on their chosen instrument/voice.</li> <li>• Students will begin to focus on the keywords and study pieces required for the listening and appraising paper.</li> </ul>
<b>Homework:</b>	<ul style="list-style-type: none"> <li>• Minimum 1 hour per week instrumental/vocal practise</li> <li>• Revision of musical keywords</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• COMPOSITION: Students will complete a task sheet with a series of exercises to build up relevant composition skills and to familiarise themselves with Sibelius software.</li> <li>• PERFORMANCE: Students will be required to do one musical performance throughout the first half term to show their current standard and ability.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Ensure your child is regularly practising their chosen instrument/voice. Encourage them to listen to different versions of the same piece (using YouTube) for comparison and ideas.</li> <li>• Assist with learning subject-specific vocabulary to ensure an understanding of the keywords.</li> </ul>
<b>Exam</b>	<a href="#">AQA (9-1) Music 8271</a>
<b>Specification:</b>	
<b>Revision</b>	<ul style="list-style-type: none"> <li>• Keyword booklet</li> </ul>

<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Fact sheet for each of the study pieces</li> </ul>
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### Physics – Separate Science

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Science Lab Licence</li> <li>• Waves</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• How do we carry out a Physics practical investigation?</li> <li>• What is a wave?</li> <li>• How do transverse and longitudinal waves differ?</li> <li>• How do we calculate wave speed?</li> <li>• How does light behave at a boundary?</li> <li>• How can we investigate refraction?</li> <li>• How do our ears allow us to hear sound?</li> <li>• What is the difference between infrasound and ultrasound?</li> </ul>
<b>Homework:</b>	<ul style="list-style-type: none"> <li>• Identifying dangers in the lab task</li> <li>• Introduction to Science theory test</li> <li>• Waves Steps to Science Success task</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Waves end of unit test</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Direct your child to YouTube clips from educational provides such as fuseschool, freesciencelessons and cognito.</li> <li>• Discuss the learning outcomes with your child and ask them to teach you the content they have been learning.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Edexcel (9-1) Physics 1PH0 F/H</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Revision Guides</li> <li>• YouTube Videos <ul style="list-style-type: none"> <li>○ Freesciencelessons</li> <li>○ FuseSchool</li> <li>○ Cognito</li> </ul> </li> <li>• BBC Bitesize</li> <li>• Physicsandmathstutor.com</li> </ul>

## PE - GCSE

<b>Topics Taught:</b>	Health, Fitness and Well-Being
<b>Learning Outcomes:</b>	<b>Health, Fitness and Well-Being:</b> Students should develop knowledge and understanding of health, fitness and well-being and their effect on performance in physical activity and sport.
<b>Homework:</b>	Set 'nuggets' on Century Tech PE
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Non-Negotiable Knowledge Checker</li> <li>• End of Topic Assessment (Exam Questions)</li> </ul>
<b>How I can support my child:</b>	Promote use of the Century Tech PE online learning platform. Encourage wider reading around the subject. Encourage watching or participating in physical activity/sport.
<b>Exam Specification:</b>	<a href="#">AQA (9-1) GCSE Physical Education 8582</a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Class Folders</li> <li>• Century Tech PE</li> <li>• GCSE Simplified</li> <li>• Past exam questions</li> </ul>

## Religious Studies

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Paper 1: Christian Beliefs</li> <li>• Paper 2: Islamic beliefs</li> <li>• Theme A: Religion and the Family</li> <li>• Theme B: Religion and Life</li> <li>• Theme E: Crime and Punishment</li> <li>• Theme F: Human Rights and Social Justice</li> </ul>
<b>Learning Outcomes:</b>	<p>The nature of God:</p> <ul style="list-style-type: none"> <li>• God as omnipotent, loving and just, and the problem of evil and suffering</li> <li>• the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>• Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</li> <li>• Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</li> </ul> <p>Jesus Christ and salvation</p> <p>Beliefs and teachings about:</p> <ul style="list-style-type: none"> <li>• the incarnation and Jesus as the Son of God</li> <li>• the crucifixion, resurrection and ascension</li> <li>• sin, including original sin</li> <li>• the means of salvation, including law, grace and Spirit</li> <li>• the role of Christ in salvation including the idea of atonement.</li> </ul>
<b>Homework:</b>	HOMEWORK is set via senecalearning.com Assignments are set every Thursday and students have a week to complete the work.
<b>Assessment:</b>	Students complete assessed questions every Thursday of Week 1. We call this 'Blue Thursday' as we complete all assessed questions on blue paper. We use an assessment strategy which focusses on reducing cognitive leading to support students who feel anxious about assessments.



<b>How I can support my child:</b>	We have a range of texts and programmes which can support further study via our watch and read lists. These are available via the school website.
<b>Exam Specification:</b>	<a href="#">AQA (9-1) Religious Studies A 8062</a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• If students want to practice their knowledge retrieval, they can purchase the quiz books that we use in class:</li> <li>• Knowledge Quiz: Religious Studies - Christianity (Knowledge quizzes) by Dawn Cox</li> <li>• Knowledge Quiz: Religious Studies - Islam (Knowledge quizzes Dawn Cox</li> </ul>

### Spanish

<b>Topics Taught:</b>	Holidays, Festivals & Celebrations
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• To be able to discuss holiday activities, past holidays, future holiday plans and dream holiday plans.</li> <li>• To know about key festivals and celebrations in the Spanish speaking world and express whether or not you would like to attend and experience this.</li> <li>• To confidently communicate across the present, past and future.</li> <li>• To develop techniques for developing vocabulary knowledge.</li> </ul>
<b>Homework:</b>	Vocabulary practice published on ClassCharts every week.
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Listening/ Reading/ Speaking/ Writing</li> <li>• Vocabulary checks</li> </ul>
<b>How I can support my child:</b>	Encourage your child to engage with the homework.
<b>Exam Specification:</b>	<a href="#">AQA (9-1) Spanish 8698</a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Vocabulary lists, Blooket and Memrise (see ClassCharts). Speaking questions practice.</li> </ul>

## Sport Studies

<b>Topics Taught:</b>	R185 Performance and Leadership
<b>Learning Outcomes:</b>	<p>Topic Area 1: Key components of performance.</p> <p>Topic Area 2: Applying practice methods to support improvement in a sporting activity.</p> <p>Topic Area 3: Organising and planning a sports activity session.</p> <p>Topic Area 4: Leading a sports activity session.</p> <p>Topic Area 5: Reviewing your own performance in planning and leading of a sports activity session.</p>
<b>Homework:</b>	To ensure coursework deadlines are met
<b>Assessment:</b>	OCR set assignment briefs
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Encourage wider reading around the subject.</li> <li>• Encourage watching or participating in physical activity/sport.</li> <li>• Encourage deadlines are met</li> </ul>
<b>Exam Specification:</b>	<a href="#">OCR Level 1 / 2 Cambridge National in Sport Studies J829</a>

## SMSC

<b>What is SMSC?</b>	<p>SMSC stands for Social, Moral, Spiritual and Cultural. Our SMSC lessons cover our PSHCE (Personal, Social, Health and Citizenship Education) and our compulsory Religious Studies offer.</p> <p>Our SMSC curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking whilst giving students opportunities to develop their understanding of democracy and justice, rights and responsibilities and identities and diversity.</p> <p>To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. SMSC can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.</p>
<b>Learning Outcomes:</b>	We use a spiral curriculum in PSHCE and SMSC. This means that students revisit the same key themes of Being Me, Relationships,

	<p>Risk, Health, Diversity and the Wider World in an age and stage appropriate way each year.</p> <p>This half term students will be looking at the theme 'Being Me'. You can find out more about our SMSC curriculum learning journey on the school website.</p>
<b>Assessment:</b>	<p>Students complete a baseline assessment at the start of each topic. This shows the teacher what their current understanding of an issue is. At the end of the topic, the students revisit this baseline and demonstrate what they have learnt and more importantly explain how they can use what they have learnt.</p>
<b>How I can support my child:</b>	<p>We know it can be difficult to have conversations about PSHCE topics with your child. To support you, we have Safe Media lists on our school website. These lists are suggestions of clips you could watch with your child to prompt discussion. We also signpost a range of services and organisations which can help.</p> <p>If you need any further support or have any questions, then please get in touch with your child's Head of Year.</p>

**Please note: your child's Head of Year and Mentor will be in contact with you throughout the academic year should this be necessary. Please do not hesitate to contact either of these members of staff should you have any queries or concerns regarding your child.**