



THE FOREST ACADEMY

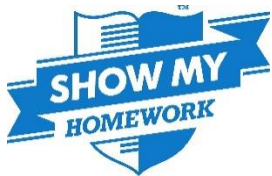
**Year 10
Curriculum Booklet**

Contents

Introduction	Page 3
Art	Page 4
Business	Page 6
Business BTEC Enterprise	Page 7
Computer Science	Page 9
Constructing the Built Environment	Page 11
Drama	Page 14
Economics	Page 15
English	Page 17
French	Page 18
Food Technology	Page 20
Geography	Page 23
History	Page 24
Maths	Page 26
Media	Page 28
Music	Page 30
PE (BTEC)	Page 32
PE (Core)	Page 33
Photography	Page 34
Religious Studies	Page 35
Science	Page 37
Sociology	Page 39
Spanish	Page 41
Inclusion	Page 43

Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Key Stage 4 curriculum. We do hope you will find it useful and that it will help you to become more involved in your child's education. At The Forest Academy we have a broad and balanced curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.



To support partnership with parents, all homework set can be viewed by visiting the "*Show My Homework*" link on the school's website. Parents can then log in using a parental pin (please email admin@theforestacademy.co.uk if you need a copy of this). This keeps parents fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact the school. Should you require any further information please do not hesitate to contact us.

Art

TERM	Main assessment task
<p><i>Autumn Term</i></p> <p><u>Mark Making</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Explore the formal elements of Art (tone, line, texture and pattern) • Explore a variety of mark making artists. • First and second hand observational drawings of natural objects. • Develop knowledge of using a variety of artistic mediums. • Develop work in to a final outcome. 	<ul style="list-style-type: none"> • Artist research • Annotations • Development of work • Final outcome
<p><i>Spring Term</i></p> <p><u>Mark Making</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Explore the formal elements of Art (tone, line, texture and pattern) • Explore a variety of mark making artists. • First and second hand observational drawings of natural objects. • Develop knowledge of using a variety of artistic mediums. • Develop work in to a final outcome. • 	<ul style="list-style-type: none"> • Artist research • Annotations • Development of work • Final outcome
<p><i>Summer Term</i></p> <p><u>Personal Identity</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Explore their identity through a body of work. • Understand how to draw a self-portrait. • Explore artists who have looked at portraits. • Develop a deeper understanding of colour theory. • Develop their work through photography and both manual and digital manipulation of their images. • Develop work in to a final outcome 	<ul style="list-style-type: none"> • Artist research • Annotations • Development of work • Final outcome.

Year 10 Course Description

The GCSE course covers five terms and work produced during this time will form a portfolio which counts towards the final grade awarded at the end of year 11.

The aim of the course is to ensure that a broad and balanced curriculum is taught. Students will be able to develop a higher level of skills and expertise in a range of Art and Design techniques. They will also gain a greater awareness of the visual world and certain aspects of the History of Art. Art and Design is a practical subject and lesson time will be almost exclusively spent in the creation of original art and design work. This will involve a lot of independent research and investigation, including continuous written documentation and analysis of students' own and others' work.

The work produced consists of a series of Art projects set by the Art and Design staff. The Artwork will be both two and three-dimensional; students will use a range of materials throughout the course.

A selection of work from the five terms will form the basis of the coursework. Unit 2 is an examination or controlled test that requires students to complete preparation work before the examination begins and complete an unaided 10 hour practical exam.

Assessment

The Examination Board and Syllabus is AQA. The completed coursework units will be marked out of 60 and the final examination work will be marked out of a possible 40 marks. At the end of the course all candidates' work is marked by the art department to receive a final grade, which is checked for fairness and accuracy by a moderator from the examining board.

Homework

Homework tasks are an essential part of the course and students will be expected to learn to work independently, demonstrating resourcefulness and self-motivation.

How Parents Can Help

- Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.
- Provide their child with access to the internet for research and developing ICT related projects.
- Assist in checking the quality of homework.
- Take students to art galleries during the holidays.

Business

TERM	Main assessment task
Autumn 1 <u>Topic 1.1</u>	<ul style="list-style-type: none"> Enterprise and entrepreneurship Understand why new business ideas come about and explain the risk and reward of business activity.
Autumn 2 <u>Topic 1.2</u>	<ul style="list-style-type: none"> Spotting a business opportunity Understand customer needs. Conduct and analyse market research.
Spring 1 <u>Topic 1.3</u>	<ul style="list-style-type: none"> Putting a business idea into practice Explain the aims and objectives of different types of businesses. Complete and analyse business calculations. Interpret business diagrams. Analyse the sources of finance available to a businesses.
Spring 2 <u>Topic 1.4</u>	<ul style="list-style-type: none"> Making the business effective Explain and analyse the features of different legal structures. Understand and analyse the marketing mix of businesses. Explain the role and importance of a business plan.
Summer 1 <u>Topic 1.5</u>	<ul style="list-style-type: none"> Understanding external influences on business Understand who business stakeholders are and their different objectives. Identify different technology used by businesses and analyse its influence on business activity. Explain the purpose of legislation. Explain and analyse the impact of the economic climate on businesses.
Summer 2 <u>Exam skills</u>	<ul style="list-style-type: none"> Consolidation of topic content and development of exam technique and skills

Year 10 Course Description

This course will introduce students to the dynamic world of Business. Teaching them how entrepreneurs turn ideas into profitable businesses at a local national and international scale. It will encourage students to become enterprising, think creatively and commercially in order to solve problems and explore successful Businesses.

Assessment

Assessment will include: Peer assessment in class; Exam questions set for homework; End of unit tests; Mock Exams; End of year test

Homework

Fortnightly homework is set related to topics they are studying, which will incorporate exam practice.

How Parents Can Help

- Students to complete homework in timed conditions
- Access to a textbook, revision guide and workbook

BTEC Technology Award Level 1/2 in Enterprise Y10

TERM	Main assessment task
Autumn 1 Size and Features of SME's (A1) Sectors and business models (A2) Aims and objectives of enterprises (A3) Skills and characteristics (A4)	<ul style="list-style-type: none"> Define SMEs and the market entrepreneurs operate in. Explain how and why enterprises and entrepreneurs are successful. Assess the activities enterprises undertake and the characteristics and skills of the entrepreneurs that run them.
Autumn 2 Market research methods (B1) Understanding customer needs (B2) Understanding competitor behaviour (B3) Suitability of research methods (B4)	<ul style="list-style-type: none"> Define market research and methods. Explain customer needs and competitor behaviour through market research. Assess the market research methods used by enterprises and their importance in understanding customer needs and competitor behaviour.
Spring 1 PEST (Political, Economic, Social, Technological) Analysis (C1) SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis (C2)	<ul style="list-style-type: none"> Explain how the outcomes of situational analyses may affect enterprises. Analyse research into internal and external factors for use in a PEST and SWOT analysis to help them understand how these factors affect enterprises.
Spring 2 Pearson-Set Assignment for Component 1: Exploring Enterprises	<ul style="list-style-type: none"> Study, research, prepare and complete the Pearson-Set Assignment for Component 1.
Summer 1 Choosing ideas for a micro-enterprise (A1) Plan for a micro-enterprise – ownership, aims (A2) Pricing of the product (A2) Resources required (A2)	<ul style="list-style-type: none"> Develop an idea and produce a plan for a microenterprise idea. Build their knowledge and understanding of the skills required to plan and prepare for a micro-enterprise idea.
Summer 2 Financial information (A2) Risk assessment (A2) Viability of the plan (A2)	<ul style="list-style-type: none"> Analyse and Create an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget.

Year 10 Course Description

This course will introduce students to Micro, Small and Medium Enterprises (SME's). Also, the entrepreneurs that run them. They will gain an understanding of the factors that contribute to a successful enterprise. i.e. the achievement of their aims. Students will undertake research to develop knowledge and understanding of how the activities undertaken by SMEs along with the characteristics and skills of the entrepreneurs who run them. They will develop relevant knowledge and understanding of different types of market research methods that are available to enterprises and make recommendations to the improvement of these methods in order to gain further information about their customer needs and competitor behaviour. Then to recommend actions and then to judge the impact.

Assessment

Assessment will include: Peer assessment in class; Exam questions set for homework; End of unit tests; Mock Exams

Note: For Component 1 there a Pearson-Set Assignment, which will be internally assessed and externally moderated during Spring 2.

Homework

Homework is set related to topics they are studying, which will incorporate assessment practice.

How Parents Can Help

- Students to complete homework in timed conditions
- Access to a textbook, revision guide and workbook
- Fully equipped to lessons

Computing Science

TERM	Main assessment task
<p>Autumn 1</p> <p><u>Topics taken from the AQA specification:</u> Fundamentals of algorithms – students will learn about the different type of algorithms and understand the importance of efficient/sort and search algorithms. Programming – This is a practical unit where the students learn how to program using the Python language.</p>	<ul style="list-style-type: none"> • End of topic test • Practical programming worksheets
<p>Autumn 2</p> <p><u>Topics taken from the AQA specification:</u> Programming - This is a practical unit where the students learn how to program using the Python language.</p>	<ul style="list-style-type: none"> • End of topic test
<p>Spring 1</p> <p><u>Topics taken from the AQA specification:</u> Fundamentals of data representation – This is a theory unit where student would learn converting binary, hexadecimal and denary numbers. They will also learn binary addition, sound, images and data compression. Computer systems – This unit includes hardware and software, computer classification, computer architecture and Boolean logic.</p>	<ul style="list-style-type: none"> • End of topic test
<p>Spring 2</p> <p><u>Topics taken from the AQA specification:</u> Fundamentals of computer networks – this is a technical theory unit, it explores how networks are set up, what the internet requires and the importance of protocols. Cyber security – this looks at cyber security threats, students would need to know what these threats are and understand how to prevent them from occurring.</p>	<ul style="list-style-type: none"> • End of topic test
<p>Summer 1</p> <p><u>Topics taken from the AQA specification:</u> Students would need to understand ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy Recap on programming – time to revisit the programming unit and upskill.</p>	<ul style="list-style-type: none"> • End of topic test • Programming project • Trace tables

Year 10 Course Description

We teach a GCSE Computer Science specification that's as inspiring to teach as it is to learn. This specification recognises the well-established methodologies of computing, alongside the technological advances which make it such a dynamic subject.

Assessment

All topics will have an end of topic test along with the TFA scheduled exams. This qualification is assessed at the end of year 11 the following way:

Paper 1: Written exam: 2 hours
90 marks
50% of GCSE

Paper 2: Written exam: 1 hour 45 minutes
90 marks
50% of GCSE

Homework

Students will have regular homework via SMHW. However, they will need to be practicing python programming on a regular basis and constantly revising in the spare time

How Parents Can Help

- Ensure that their child comes equipped to class
- Provide their child with time at home to practise the skills learnt in class through homework set
- Encourage and support their child with the research outside of school, including preparatory notes.

Constructing the Built Environment

TERM	Main assessment task
<p>Autumn 1</p> <p>1.1 The sector In this topic, learners will gain knowledge and understanding of the following areas in construction and the built environment sector.</p> <p>1.2 The Built Environment life cycle In this section learners will gain knowledge and understanding of the built environment life cycle.</p> <p>1.3 Types of building and structure In this section learners will gain knowledge and understanding of the features and characteristics of building structures.</p>	<ul style="list-style-type: none"> • buildings and structures • infrastructure and civil engineering products • building services engineering • professional and managerial roles and responsibilities associated with the built environment sector. • raw material extraction • manufacturing • construction • operation and maintenance • demolition • disposal, reuse or recycling. • different forms of infrastructure construction • low-rise: <ul style="list-style-type: none"> • residential dwellings • commercial buildings • industrial buildings • agricultural buildings • community buildings • religious buildings • recreational buildings.
<p>Autumn 2</p> <p>1.4 Technologies and materials In this section learners will gain knowledge and understanding of tools, technologies and materials used in the construction and built environment sector.</p> <p>1.5 Building structures and forms In this section learners will gain knowledge and understanding of the following building structures and forms.</p> <p>1.6 Sustainable construction methods In this section learners will gain knowledge and understanding of issues related to sustainable construction methods.</p>	<ul style="list-style-type: none"> • main elements and components of low-rise buildings • main materials involved in constructing walls, installing building services, fitting roofs and finishing interiors • renewable technologies and materials, including heat pumps, wind turbines and solar panels. <ul style="list-style-type: none"> • cellular constructions • rectangular frame constructions • portal frame constructions • heritage and traditional methods. • the environmental, financial, cultural and social benefits of sustainable construction methods • pollution : preserving natural environment & natural habitats • sustainable materials to create building frames, walls, roofs • waste disposal, re-use and recycling • planning permission, brownfield & greenfield sites.
<p>Spring 1</p> <p>1.7 Trades, employment and careers In this section, learners will gain knowledge and understanding of the construction trades.</p> <p>1.8 Health and safety In this section learners will gain knowledge and understanding of health and safety.</p>	<ul style="list-style-type: none"> • bricklaying • stonemasonry • plastering • carpentry and joinery • electrical installation • plumbing installation • painting and decorating • flooring and tiling. • risks for employees, employers and the public during construction and the built environment projects • following procedures and carrying out risk assessments • relevant legislation: Health and Safety at Work Act & Control of Substances Hazardous to Health (COSHH) regulations • using personal protective equipment (PPE) • safely working with gas, water and electricity • working at height and in enclosed spaces.

<p>Spring 2</p> <p>3.1 Interpreting technical sources of information In this section learners will gain knowledge, understanding and skills in interpreting a range of technical sources of information, using the symbols, conventions and terminology.</p> <p>3.2 Planning and organising work In this section learners will gain knowledge, understanding and skills in planning and organising work that meets specific requirements, including how work is sequenced, planned to meet deadlines and compliant with relevant health and safety practices.</p>	<ul style="list-style-type: none"> • specifications • building regulations • drawings • design briefs. <p>Practical evaluation Portfolio assessment</p>
<p>Summer 1</p> <p>3.3 Identifying resource requirements In this section learners will gain knowledge, understanding and skills in identifying resource requirements, for the three selected trade areas, to meet design requirements: sustainability, and limitations.</p> <p>3.4 Calculating the materials required In this section learners will gain knowledge, understanding and skills in calculating the materials required to complete construction tasks that meet design requirements.</p>	<p>Practical evaluation</p> <ul style="list-style-type: none"> • tools • equipment • personal protective equipment (PPE) • materials based on characteristics, qualities, <p>Portfolio assessment</p> <ul style="list-style-type: none"> • volume • area • perimeter • time • ratio.
<p>Summer 2</p> <p>3.5 Writing and setting success criteria In this section learners will gain knowledge, understanding and skills in writing and setting appropriate project success criteria to meet the requirements of set briefs.</p> <p>3.6 Prepare for construction tasks In this section learners will gain knowledge, understanding and skills in preparing materials and undertaking any other required preparations for each selected task.</p>	<p>Portfolio assessment</p> <ul style="list-style-type: none"> • levels of tolerance • timescales • quality. • the properties of common materials required to complete construction tasks (for the three selected trade areas).

Year 10 Course Description

This course has been designed to allow learners to develop the understanding and skills related to a range of job roles in construction. The units provide an overview of technical roles such as bricklayers, carpenters and electricians as well as professional roles such as site inspectors, project managers and architects and how they work together to complete construction projects. Each unit has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in construction. Each unit has an applied purpose, which acts as a focus for the learning in the unit. This approach is called applied learning and enables learners to learn in such a way that they develop:

- SKILLS REQUIRED FOR INDEPENDENT LEARNING AND DEVELOPMENT
- A RANGE OF GENERIC AND TRANSFERABLE SKILLS
- THE ABILITY TO SOLVE PROBLEMS
- THE SKILLS OF PROJECT-BASED RESEARCH, DEVELOPMENT AND PRESENTATION
- THE FUNDAMENTAL ABILITY TO WORK ALONGSIDE OTHER PROFESSIONALS IN A PROFESSIONAL ENVIRONMENT.

Assessment

Unit 1: This unit is externally assessed through a written examination available in January/February and May/June each year. Duration: 1 hour 30 minutes Number of marks: 80 Format: objective responses, short and extended answer questions based around applied situations. Learners may be required to use stimulus material to respond to questions. This assessment contributes 40% to the overall qualification grade.

Unit 3: A completed portfolio of evidence for three practical tasks. Pupils will complete three assessed practical tasks, which include. Carpentry Techniques / Electrical installations / Paper hanging operations.

Homework

Fortnightly home learning tasks which build upon knowledge and understanding of each task to include:

- 1.1 The sector
- 1.2 The built environment life cycle
- 1.3 Types of building and structure
- 1.4 Technologies and materials
- 1.5 Building structures and forms
- 1.6 Sustainable construction methods
- 1.7 Trades, employment and careers
- 1.8 Health and safety

How Parents Can Help

- Support with Home learning tasks.
- Check SMHW for information on what is being issued.
- Visit the WJEC website to gain an understanding of coursework structure and what is expected.
- <https://www.eduqas.co.uk/qualifications/constructing-the-built-environment>

Drama

TERM	Main assessment task
Autumn 1 <u>Component 2 - devising from stimulus</u>	<ul style="list-style-type: none"> Consistent tracking of year 10 throughout the devising process.
Autumn 2 <u>Component 2 - written analysis and evaluation of devised performance</u>	<ul style="list-style-type: none"> Students complete a written log in relation to their devised performance
Spring 1 <u>Component 3 – scripted performance</u>	<ul style="list-style-type: none"> Continued observation, feedback and marking of homework.
Spring 2 <u>Component 1 – exploration of set text</u>	<ul style="list-style-type: none"> Continued observation, feedback and marking of homework.
Summer 1 <u>Written exam based on the set text</u>	<ul style="list-style-type: none"> Continued observation, feedback and marking of homework.
Summer 2 <u>GCSE Component 2</u>	<ul style="list-style-type: none"> Continued observation, feedback and marking of homework.

Year 10 Course Description

In year 10 students will have the opportunity to have mock assessments in all aspects of the GCSE course across the year. We start the year off getting them to devise from a stimulus. Alongside this they will analyse the process and evaluate the final performance. They will need to learn two scripted performances for assessment. They will then start to study the set text used at GCSE practically as well as have the opportunity to sit a mock written exam. At the end of the year we will start the devising process of component 2 that will go towards their GCSE grade.

Assessment

Component 1 – written exam
 Component 2 – devised performance with written logs
 Component 3 – scripted performance

Homework

In year 10, homework allows students to consolidate and reinforce knowledge learnt within the lessons. Homework across GCSE will be portfolio/coursework improvements, research, reading sections of the play, line learning, extra rehearsals, watching shows and exam questions/ revision

How Parents Can Help

- Ensure that their child comes equipped to class.
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Encourage and support their child with reading of the play outside of school time.
- Buy the exam text
- Support and encouragement in extra rehearsals after school
- Encouragement to watch stage shows when possible including National Theatre Live streaming to cinemas.

Economics

TERM	Main assessment task
Autumn 1 <u>Topic 1.1</u>	<ul style="list-style-type: none"> • Introduction to GCSE Economics • Economic activity • The factors of production • Making choices • Markets and allocation of resources • Primary, secondary, and tertiary sectors • Specialisation • The difference between goods & services • Division of Labour and exchange • The costs of specialisation, DOL & exchange
Autumn 2 <u>Topic 1.2</u>	<ul style="list-style-type: none"> • Determinants of demand for goods or services • Causes of changes in demand • The demand curve • The factors which determine the supply of a good or service • Causes of changes in supply • The supply curve • How equilibrium price is determined by supply and demand • How markets supply & demand diagrams can illustrate a producer's revenue • Complements and substitutes • How changes in a particular market are likely to affect other markets • Price elasticity of demand • Factors affecting price elasticity of demand • Measuring price elasticity of demand • Price elasticity of supply • Factors affecting price elasticity of supply • Measuring price elasticity of supply
Spring 1 <u>Topic 1.3</u>	<ul style="list-style-type: none"> • Business objectives • Types of Costs • Types of Revenue • Profit • The importance of Cost, revenue & profit • Moral and Ethical consideration • The meaning and importance of productivity • That factors that influence productivity • The meaning of economies of scale • Types of economies of scale • Diseconomies of scale • Identifying Market Structures
Spring 2 <u>Topic 1.4</u>	<ul style="list-style-type: none"> • The main characteristics of a competitive market • The impact of competitive markets on price and choice • The economic impact of competition on producers and consumers • The main characteristics of a non-competitive market • The impact of non-competitive markets on price and choice • Monopoly • Oligopoly • The role and operation of the labour market • Determinants of wages through demand and supply • Gross and net pay – constituent parts and applied calculations

Summer 1 <u>Topic 1.5</u>	<ul style="list-style-type: none"> • The meaning of market failure as misallocation of resources • Defining externalities • Implications of misallocation of resources • Government intervention • Government Correction of market failure • Negative externalities – difference between two Positive externalities
Summer 2 <u>Exam skills</u>	<ul style="list-style-type: none"> • Applied Economics • Recap on key themes/ Retrieval tasks /Revision skills /Exam Skills /Past Papers
<p style="text-align: center;">Year 10 Course Description</p> <p>Economics department at The Forest Academy aims to provide students with the knowledge and skills to be successful global citizens. Through our sequences of learning experiences, students will continuously work out how the local, national and international economy works and how it can and will change in the future. The students will be prompted to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships within and between the main economic groups. The students will then utilize that knowledge and be equipped with the tools to think through a range of economic scenarios and propose justified solutions.</p> <p>At The Forest Academy, opportunities are given throughout KS4 to reinforce and revisit topics studied during the KS3 programmes of study (e.g. The Year 7 English topic of social problems and the Year 9 Geography topic of Economic Development), thus ensuring pupil progress. The department aims to provide students with the knowledge and skills that show and build from their prior KS2 & KS3 knowledge to be confident economists by the end of Year 11.</p> <p>We want our students to better understand the world of work and help them consider economic elements that will support them in choosing their future career path, whether they decide to continue studying Economics or not, e.g. by studying labour markets (wage differentials), the causes & consequences of unemployment, the benefits of specialisation & globalisation to name but a few.</p> <p>We encourage students to reflect upon moral, ethical and sustainable issues that arise as a result of economic activities, e.g. inequality, externalities, monopoly power.</p>	
<p style="text-align: center;">Assessment</p> <p>QUALITY FIRST TEACHING</p> <ul style="list-style-type: none"> • Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. • Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. • Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ☐ Opportunities to apply key concepts and address misconceptions <p>Assessment will include: Peer assessment in class; Exam questions set for homework; End of unit tests; Mock Exams; End of year test</p>	
<p style="text-align: center;">Homework</p> <p>Fortnightly homework is set related to topics they are studying, which will incorporate exam practice.</p>	
<p style="text-align: center;">How Parents Can Help</p> <ul style="list-style-type: none"> • Students to complete homework in timed conditions • Watch Economics stories on the news and discuss • Access to a textbook, revision guide and workbook 	

English

TERM	Main assessment task
Autumn 1 <u>An Inspector Calls</u>	<ul style="list-style-type: none"> Character or theme based question
Autumn 2 <u>Language Paper 1: Sections A and B</u>	<ul style="list-style-type: none"> AQA style Language Paper 1 Sections A and B timed response
Spring 1 <u>AQA Love and Relationship poems (Familial Love)</u>	<ul style="list-style-type: none"> Comparison of two poems
Spring 2 <u>A Christmas Carol by Charles Dickens</u>	<ul style="list-style-type: none"> Extract based question
Summer 1 <u>Language Paper 2: Sections A and B</u>	<ul style="list-style-type: none"> AQA style Language Paper 2 Sections A and B timed response
Summer 2 <u>Speaking and Listening Exam/AQA Love and Relationship poems (Romantic Love)</u>	<ul style="list-style-type: none"> Comparison of two poems Speaking and Listening Exam

Year 10 Course Description

English is a core subject that all students will study throughout their five years at secondary school. Within English, students develop reading, writing, speaking and listening skills. They learn how to effectively communicate in different settings and for different purposes, as well as exploring literature from different eras, cultures and experiences.

At Key Stage 4 students develop and consolidate the skills needed for GCSE and life beyond school.

These include:

- Reading and interpreting non-fiction and fiction writing.
- Developing writing skills and exploring how to manipulate writing for different purposes.
- Communicating with different people and in different scenarios.

Assessment

By the end of year 10, it is anticipated that students should be able to demonstrate they can:

- Analyse how language and structure are used in a range of forms and genres.
- Using quotations – included embedded – to support a range of ideas and thoughts.
- Write for a range of purposes, using language for effect and structure for coherency.

These skills will be assessed at the end of each half term and progress will be tracked in exercise books and through interim reports.

Homework

It is expected that regular homework will be given to students related to the topic they are studying, or connected to spelling, punctuation and grammar targets. Homework will be given once a week and will include a range of research, writing or reading tasks, spellings tests and quizzes.

How Parents Can Help

- Ensure that their child comes equipped to class.
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Encourage and support their child with reading (both fiction and non-fiction) outside of school time.
- Buy** the examination texts:
 - 'An Inspector Calls' by JB Priestley
 - 'A Christmas Carol' by Charles Dickens & AQA Love and Relationship poetry notes by CGP

French

TERM	Main assessment task
Autumn 1 <u>Theme: Identity and culture</u> 1. Revising family, describing people, places in town and activities 2. Talking about friends and what makes a good friend 3. Talking about family relationships 4. Making arrangements to go out 5. Describing a night out with friends 6. Talking about your life when you were younger 7. Discussing role models and using the present, perfect and imperfect tenses	<ul style="list-style-type: none"> • Assessment for Learning in class to check understanding of content. • Written activities, including homework. • Half-termly Module tests in all four skill areas and evaluation. Regular exam style assessments using past papers and sharing marking schemes with students
Autumn 2 <u>Theme: Identity and Culture</u> 1. Revising sport, music, technology, films and TV 2. Talking about sport 3. Talking about your life online 4. Talking about books and reading 5. Talking about television programmes 6. Talking about actors and films	<ul style="list-style-type: none"> • Assessment for Learning in class to check understanding of content. • Written activities, including homework. • Half-termly Module tests in all four skill areas and evaluation. Regular exam style assessments using past papers and sharing marking schemes with students.
Spring 1 <u>Theme: Identity and Culture</u> 1. Talking about food, meals and shopping for clothes 2. Describing your daily life 3. Talking about food for special occasions 4. Using polite language 5. Describing family celebrations 6. Describing festivals and traditions	<ul style="list-style-type: none"> • Assessment for Learning in class to check understanding of content. • Written activities, including homework. • Half-termly Module tests in all four skill areas and evaluation. Regular exam style assessments using past papers and sharing marking schemes with students.
Spring 2 <u>Local Area, Holiday and Travel</u> 1. Talking about where you live, weather, transport, asking the way and describing a town 2. Describing a region 3. Talking about your town, village or district 4. Discussing what to see and do and asking questions 5. Discussing plans and the weather 6. Describing community projects 7. Using the present, perfect and future tenses	a <ul style="list-style-type: none"> • Assessment for Learning in class to check understanding of content. • Written activities, including homework. • Half-termly Module tests in all four skill areas and evaluation. Regular exam style assessments using past papers and sharing marking schemes with students.
Summer 1 <u>Local Area, Holiday and Travel</u> 1. Talking about holidays (past, present and future) 2. Talking about an ideal holiday 3. Booking and reviewing hotels 4. Ordering in a restaurant 5. Talking about travelling 6. Buying souvenirs 7. Talking about holiday disasters 8. Using the conditional, reflexive verbs and the pluperfect tense	<ul style="list-style-type: none"> • Assessment for Learning in class to check understanding of content. • Written activities, including homework. • Half-termly Module tests in all four skill areas and evaluation. Regular exam style assessments using past papers and sharing marking schemes with students.

Summer 2

Theme: School

1. Revising school subjects
2. Talking about your school
3. Comparing school in the UK and French-speaking countries
4. Discussing school rules
5. Talking about getting the best out of school
6. Talking about a school exchange
7. Using past, present and future timeframes

- Assessment for Learning in class to check understanding of content.
- Written activities, including homework.
- Half-termly Module tests in all four skill areas and evaluation. Regular exam style assessments using past papers and sharing marking schemes with students.

Year 10 Course Description

In Year 10 students continue to build on what they know, understand and can already do at the end of Key Stage 3. Pupils will follow the Edexcel studio course book. Each topic consists of unit tests and students will be given written feedback. Mock exams in Year 10 and 11 also have detailed written feedback. Spelling tests for key vocabulary and core structures, reading and listening comprehensions, grammatical exercises. Students will be provided with their own Active Learn account which helps to refine their language skills ready for their GCSE exams. Students are also provided with MFL speaking booklets which contain essential information which supports their learning throughout this key stage.

Assessment

- Mock exams and practice papers
- Exam questions will also be practiced using mark schemes and model answers, homework will be given where peer and self-assessment can be practiced.
- French GCSE exam paper in listening, speaking, reading and writing (worth 25% each).
- Foundation or higher tier

Homework

Students will be given homework related to the topic they are studying on a regular basis. They will also be given spelling tests and quizzes that will enable them to self-assess their progress. Students will also be given the opportunity to immerse into the cultural, social and language aspects of French via a variety of cultural homework that will be provided to them.

How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the pupil has completed it.
- Buy a French dictionary and look up French websites.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).
- Watch French films with subtitles, listen to French songs with lyrics.

Food Technology

TERM	Main assessment task
<p>Autumn 1</p> <p>Intro to Food Preparation Expectations Exam board Specification Examination requirements</p> <p>and</p> <p>SECTION 1: Food Nutrition and Health</p>	<ul style="list-style-type: none"> • Class tests, questioning in class, demonstration of tasks. • Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. • Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. • Assessment will cover AO1, AO2 and AO4 questions on Nutrients, Healthy eating, dietary related health problems, nutritional needs of different age groups and nutritional analysis.
<p>Autumn 2</p> <p>SECTION 2: The science of food</p> <p>SECTION 3: Food spoilage</p>	<ul style="list-style-type: none"> • Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. • Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. • Assessment will cover AO1, AO2 and AO4 questions on heat transfer, cooking methods, changing properties of macronutrients, raising agents and uses of microorganisms. • Section 3 assessment will cover food spoilage, food storage, preparing food safely and food poisoning.
<p>Spring 1</p> <p>SECTION 4: Where food comes from/food provenance</p>	<ul style="list-style-type: none"> • Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. • Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. • Assessment will cover AO1, AO2 and AO4 questions on grown foods, GM crops, reared foods, caught foods, Waste food, packaging, food miles and carbon foot print, global food production, food processing, food fortification and modification. • Class tests, questioning in class, demonstration of tasks.

<p>Spring 2</p> <p>Students will research into:</p> <p>SECTION 5: Factors affecting food choices</p>	<ul style="list-style-type: none"> Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. Assessment will cover AO1, AO2 and AO4 questions on food choices, cultural, religious and moral food choices, food labelling, influences on marketing, sensory testing. Class tests, questioning in class, demonstration of tasks will be used for assessments
<p>Summer 1</p> <p>Students will explore</p> <p>Commodity: Butter, oils, margarine, sugar and syrup.</p> <p>GCSE NEA 1 Example task brief</p>	<ul style="list-style-type: none"> Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. NEA 1 old brief will be used to introduce the students to the expectation of a final GCSE NEA1 brief and specifications.
<p>Summer 2</p> <p>GCSE NEA 2 Example task brief</p>	<ul style="list-style-type: none"> Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. NEA 2 old brief will be used to introduce the students to the expectation of a final GCSE NEA 2 brief and specifications.
<p>PRACTICAL COOKING:</p> <p>Practical cooking: Savoury or sweet based on NEA brief.</p> <p>Practical cooking: Own dish reflecting GCSE NEA tasks like picnic dishes.</p> <p>Practical cooking: Pastries dishes like quiche, calzone, mini pizzas, etc.</p> <p>Practical cooking: Vegetarian dishes.</p> <p>Practical cooking: Multicultural dishes from different countries and cultures.</p> <p>Practical cooking: Swiss roll or meringue (if time permits).</p> <p>Practical cooking: Cooking with dairy (NEA example).</p> <p>Practical cooking: Meat free dishes (NEA example).</p> <p>Practical cooking: Dishes for special occasions (NEA example).</p> <p>Practical cooking: NEA 2 trial dishes.</p>	<p>Assessment will be based on:</p> <ul style="list-style-type: none"> Choose equipment appropriate to each task. To weigh and measure ingredients accurately. To work independently in an extremely competent and confident manner. To follow the order of work correctly. To use the right cooking methods. To demonstrate good knowledge in relation to cooking times and being able to make adjustments in practice as required. To show good knowledge in relation to seasoning. To present the present dishes in attractive manner with skillful garnishes. To produce accurate portion control in all dishes. Health and safety rules should be thoroughly practiced. To work independently without support and use range of high and medium level cooking skills. To show high standard of competence.

YEAR 10 KS4 GCSE FOOD PREPARATION AND NUTRITION

- GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. The specification is designed to create a balance between practical and theoretical knowledge and understanding.
- By studying Food Preparation and Nutrition, learners will:
- Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Assessment

Students will be assessed on the development of their skills, knowledge and understanding of a range of topics and the quality and acceptability of food products and designs they make. Each classwork, homework, class test, examination and food product made is individually assessed. These are graded as meeting or not meeting their targets. At the end of year students are given an overall grade based upon the average grade obtained throughout the year.

Homework

It is expected that regular homework, which will be given to students, is related to the topics. Homework will be given every other week. For example, if homework is given in week 1, it will be collected in week 2 and marked in accordance to school policy.

How Parents Can Help

- Ensure that their child has the right ingredients for practical lessons.
- Provide your child with an apron, a container and mathematical set for written and design work.
- Assist and monitor to make sure that your child's homework has always been completed.
- Encourage children to do revisions at home.

Geography

TERM	Main assessment task
Autumn 1 <u>Resource Management</u>	Written Assessment – providing Energy Security in the 21 st Century. Students will use a range of concepts, data sources and case studies to investigate the degree to which Britain will be able to satisfy its own energy requirements in the age of renewable energy.
Autumn 2 <u>Changing Cities</u>	Extended writing – providing sustainable cities for the 21 st Century. Pupils will be required to use a range of case studies, written sources and government statistics to explore the feasibility of supplying sustainable housing for the whole of Britain.
Spring 1 <u>Changing Cities (Coursework)</u>	Data Presentation – is inequality rising or falling in East London? Pupils will learn a range of graphical, mathematical and cartographic techniques and then use them to present data collected during their fieldwork assignment in East London.
Spring 2 <u>Weather and Climate</u>	Written Exam – Evaluate the impact of two Tropical Storm events (Developed vs. Developing countries). Pupils will write a report comparing the long and short term effects of two Tropical Storm events, and discuss the degree to which these were influenced by previous levels of development within the countries affected.
Summer 1 <u>Rivers</u>	Extended writing – how do rivers influence the development of past and present human settlements? Students will construct a case study for a chosen British river, discussing how its use and development by humans had changed over time.
Summer 2 <u>Rivers (Coursework)</u>	Data presentation – mapping the development of a river system in Epping Forest. Pupils will undertake a series of data collection exercises, and then present the results of these using a range of mathematical, graphical and cartographic techniques, as required by their exam specification.

Year 10 Course Description

Pupils in Year 10 will follow the Edexcel Specification A. This course covers a range of physical and Human Geography topics, as well as in-depth studies of both U.K. and global examples. We will also complete the two fieldwork elements of the course, considering redevelopment of an area of inner-city London, and a physical study of a local river system.

Assessment

Pupils will complete a range of assessments, with a significant focus on practicing exam questions in the style of the Edexcel board. Pupils will be able to use their performance to track their progress against both their target grades, and also the marking criteria of the exam board being used.

Homework

Homework tasks will be set on a weekly basis, and are designed to stretch all pupils' understanding of the lessons they have covered that week. Exam questions and research tasks will be used to build upon the content being covered in lessons, with the aim of promoting rapid progress towards the highest GCSE grades.

How Parents Can Help

Parents can encourage their children to take an interest in current affairs that may relate to their Geography topics, using news websites and other sources. They can also ensure that pupils have a full set of equipment for all lessons, including drawing tools and a scientific calculator.

History

TERM	Main assessment task
Autumn 1 <u>The Elizabethans – Queen, Government and Religion</u>	<ul style="list-style-type: none"> Extended writing activity – what were the greatest threats to Elizabeth as Queen of England? How did Elizabeth use the Church and Government to overcome threats against her, at home and abroad? To what degree did the failure of external groups improve Elizabeth's position as the dominant Protestant ruler of the time?
Autumn 2 <u>Exploration in Elizabethan England</u>	<ul style="list-style-type: none"> Decision Making Exercise – to what degree did exploration influence the development of Britain during the time of Elizabeth? What political, religious and social changes came about as a result of the Renaissance?
Spring 1 <u>The Cold War – origins and Crisis</u>	<ul style="list-style-type: none"> Source analysis – primary and secondary sources – what do primary and secondary sources tell us about the build-up to the Cold War
Spring 2 <u>Cold War- the 'second Cold War' and the fall of the Soviet Union</u>	<ul style="list-style-type: none"> Comparing and Analysing – Germany was one of several European countries at the time that was ruled by a Dictatorship. What did the government do to ensure that this political system maintained control? To what extent did this differ from the control structures seen in Britain and the United States?
Summer 1 <u>The Weimar Republic</u>	<ul style="list-style-type: none"> Extended writing activity – to what extent was World War 1 responsible for the rise and fall of the Weimar Republic? What could the leaders of the republic have done differently to build a stable political and social structure and stop the republic from collapsing?
Summer 2 <u>Hitler and the Weimar Republic</u>	<ul style="list-style-type: none"> Debating task and report – The Rise of Hitler. Pupils will use a range of primary and secondary sources to consider the reasons for Hitler's rise from a local activist to a national politician. To what extent did this relate to his ability to appeal to the general public, or was his success due to the failure of others to combat social and economic deprivation following the end of World War 1?

Year 10 Course Description

Pupils who select History as one of their GCSE options will follow the Edexcel (9-1) course. This is a wide-ranging syllabus, which uses a set of key themes to cover extended periods of the history of the United Kingdom, Europe and the wider world. Students in Year 10 will focus on the development of Germany through the 20th Century, from the end of World War 1, through the rise of Nazism and the Second World War. They will also consider the development and course of the Cold War in the second half of the 20th century.

Assessment

Pupils will be given formative assessments at the end of each unit they study, allowing them to see how they are progressing against their individual targets. Pupils will use exam questions for regular practice, to improve their exam skills and help them to prepare for the GCSE exam at the end of Year 11.

Homework

Homework tasks will be set on a weekly basis, and are designed to stretch all pupils' understanding of the lessons they have covered that week. This may include revision tasks, research tasks for use in lessons, or exam questions, which will be marked and then redrafted in subsequent lesson time.

How Parents Can Help

Parents can check that their child has a full set of equipment for each lesson, and that they are completing all of their homework assignments. Pupils should be supported to stay on top of any homework tasks, and should be encouraged to prepare for any examinations by revising in a timely and structured manner, using any revision materials or timetable given to them by their teacher.

Maths

TERM	Main assessment task
<p>Autumn 1</p> <p><u>Unit 1</u></p> <ul style="list-style-type: none"> Integers and place value Decimals Indices, powers and roots Factors, multiples and primes <p><u>Unit 2</u></p> <ul style="list-style-type: none"> Algebra: the basics Expressions and substitution into formulae 	<ul style="list-style-type: none"> End of Units test for all units Books marked on a regular basis with feedback Homework is set and marked weekly GCSE Mock Exam covering all material studied
<p>Autumn 2</p> <p><u>Unit 3</u></p> <ul style="list-style-type: none"> Tables, charts and graphs Pie charts Scatter graphs <p><u>Unit 4</u></p> <ul style="list-style-type: none"> Fractions, decimals and percentages Percentages 	<ul style="list-style-type: none"> End of Units test for all units Books marked on a regular basis with feedback Homework is set and marked weekly GCSE Mock Exam covering all material studied
<p>Spring 1</p> <p><u>Unit 5</u></p> <ul style="list-style-type: none"> Equations and inequalities Sequences Finding nth terms Generating Sequences <p><u>Unit 6</u></p> <ul style="list-style-type: none"> Properties of shapes, parallel lines and angle facts Interior and exterior angles of polygons 	<ul style="list-style-type: none"> End of Units test for all units Books marked on a regular basis with feedback Homework is set and marked weekly GCSE Mock Exam covering all material studied
<p>Spring 2</p> <p><u>Unit 7</u></p> <ul style="list-style-type: none"> Statistics, sampling and the averages Median, Mode, Range and Mean Averages from frequency Tables <p><u>Unit 8</u></p> <ul style="list-style-type: none"> Perimeter, area and volume Formula for rectangles, triangles, parallelograms and trapeziums Volume and Surface Areas of prisms Volume of spheres 	<ul style="list-style-type: none"> End of Units test for all units Books marked on a regular basis with feedback Homework is set and marked weekly GCSE Mock Exam covering all material studied

<p>Summer 1</p> <p><u>Unit 9</u></p> <ul style="list-style-type: none"> • Real-life graphs • Straight-line graphs <p><u>Unit 10</u></p> <ul style="list-style-type: none"> • Transformations • Rotations • Reflections • Translations • Enlargements 	<ul style="list-style-type: none"> • End of Units test for all units • Books marked on a regular basis with feedback • Homework is set and marked weekly • GCSE Mock Exam covering all material studied
<p>Summer 2</p> <p><u>Unit 11</u></p> <ul style="list-style-type: none"> • Ratio • Proportion • Currency conversion graphs <p><u>Unit 12</u></p> <ul style="list-style-type: none"> • Right-angled triangles: Pythagoras and trigonometry <p><u>Unit 13</u></p> <ul style="list-style-type: none"> • Probability • Forming probability trees • Calculating expected outcomes 	<ul style="list-style-type: none"> • End of Units test for all units • Books marked on a regular basis with feedback • Homework is set and marked weekly • GCSE Mock Exam covering all material studied

Year 10 Course Description

Mathematics in Year 10 follows the Edexcel GCSE SOW with sets 1-2 preparing for the Higher exam and Sets 3- 5 preparing for the Foundation exam. Each class at The Forest Academy benefits from a curriculum taught using a wide range of resources supported by a number of course textbooks targeted at a range of abilities. In line with the national changes, the students will be carrying out some “Challenge tasks” throughout the year to allow them to demonstrate their ability to use and apply their mathematical thinking skills

Assessment

The year 10 students are assessed after every unit. The units are monitored and averaged to give a ‘working at’ grade throughout the year. Class work and homework are monitored frequently. The top two sets are moving towards completing the Higher GCSE paper and the lower set will be doing the Foundation paper. The setting is flexible and there may be movement between groups throughout the year. It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment, including a scientific calculator which can be bought from the Maths Department for £8.

At the end of Year 10, the students will complete internal GCSE assessment papers so that all students will be aware of their current attainment before entering Year 11 this paper will also help decide whether the student should be doing the Higher or Foundation GCSE.

Homework

Homework is set at least once a week and should last for approximately 30 minutes. All homework will be set on the website HegartyMaths.com. This website provides instructional videos that help students if they are unsure with the content. The class teacher will also always record the homework set on Show My Homework.

How Parents Can Help

GCSE Revision Maths revision books can be bought from the Maths Department for £2.50 to help support students through their Maths lessons. The Khan Academy (free login, but does require registration at www.khanacademy.org)

Nrich (web resources for stretching and provoking thought at www.nrich.maths.org)

Media

TERM	Main assessment task
Autumn 1 Component Two Section A TV genre (Crime Drama or Sitcom); introduction to genre; Analysis of full-length product (Luther or The IT Crowd) – viewing/key codes Analysis of key sequences – specific elements of media language Analysis of representations – gender, ethnicity etc. Exploration of relevant contexts in relation to full-length product	<ul style="list-style-type: none"> Homework based upon media theories focus – media language & representations
Autumn 2 Industry issues in relation to full-length product Audience issues in relation to full length product Introduction to second product, view 10 minute sequence, initial comparison of ML & reps Detailed comparison of products, linked to contexts and industry Component Two Section B: Music video & online media: overview of topic & music Industry	<ul style="list-style-type: none"> Practical task – planning/filming a TV sequence in groups Exam practice – audiences and industry Exam focus – media language & representation
Spring 1 Component Two Section B: Music video & online media: overview of topic & music industry Analysis of contemporary video 1 (Taylor Swift or Katy Perry) – ML & rep (gender) Contexts of contemporary music videos, audience response Analysis of contemporary video 2 (Bruno Mars or Pharrell Williams) – ML & rep (ethnicity) Comparison of older video with contemporary video	<ul style="list-style-type: none"> Practical task – planning/filming a section of music video
Spring 2 Analysis of online, social and participatory media for Taylor Swift or Katy Perry Industry and audience issues for Taylor Swift or Katy Perry Analysis of online, social and participatory media for Bruno Mars or Pharrell Williams Industry and audience issues for Bruno Mars or Pharrell Williams	<ul style="list-style-type: none"> Exam focus – music: industry and audience Practical task – planning/filming of music video to demonstrate learning

Summer 1

Component One Section A:

Advertising & Marketing: Intro & analysis: Quality Street
Analysis: This Girl Can

Comparative analysis with other products

Practical application - plan/draft an advert

Film marketing: analysis of Bond posters

Component One Section B: Film Industry & Spectre

Film Audience & film marketing: Spectre poster

Component One Section B: Radio Industry & The Archers

(BBC, PSB); sense of evolving media product

Audience & The Archers: target audience,

global audience, responses, fandom

- Exam focus on advertising & marketing
- Practical task – poster design

Summer 2

Component One Section A: Magazines

Analysis: GQ ML & reps gender & ethnicity

Analysis: Pride ML & reps gender & ethnicity

Comparative analysis with other products

Practical: draft magazine work in holiday

- Exam practice

Year 10 Course Description

Media at year 10 is a 2 year GCSE course that students choose. Media students develop script writing, camera, sound recording, and editing skills as well as reinforcing their reading, writing, speaking and listening skills. They learn how to communicate in different formats such as music video and documentary as well as exploring media (such as music videos, documentaries, gaming, newspapers) from different eras, cultures and experiences.

At Key Stage 4 students develop and consolidate the skills needed for GCSE and life beyond school.

These include:

- Developing greater understanding for media and emerging technologies
- Developing practical skills and exploring how to manipulate media for different purposes and to develop possible revenue streams
- Communicating with different people and in different scenarios.

Assessment

By the end of year 10, it is anticipated that students should be able to demonstrate they can:

- Analyse how media is manipulated for target audiences and how media is used in a range of genres and contexts
- Develop practical media skills to enable the learner to create their own content and distribute content to specific target audiences,
- Develop their production skills across all spheres of production: Pre-Production, production and Post Production

These skills will be assessed at the end of each half term and progress will be tracked in exercise books and through Show My Homework.

Homework

It is expected that regular homework will be given to students related to the topic they are studying, or connected to the topics being delivered based upon the review guides which each student will have a copy of. Homework will be given once week and will include a range of research on media topics, whilst reinforcing their writing and reading.

How Parents Can Help

- Ensure that their child comes equipped to class.
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Encourage and support their child with watching the set TV programmes, and videos.

Music

TERM	Main assessment task
<p><i>Autumn Term</i></p> <p><i>Introduction to analysis, performance and composition</i></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> Analyse and exam music in depth, considering the historical context and music theory Develop their solo performance skills Explore the foundations of composition in preparation for their 'free composition'. Learn advanced music theory 	<ul style="list-style-type: none"> Performance Composition Listening and Appraising
<p><i>Spring Term</i></p> <p><i>Introduction to analysis, performance and free composition</i></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> Analyse and exam music in depth, considering the historical context and music theory Develop their solo performance skills Begin their free composition in s style of their choice. Learn advanced music theory 	<ul style="list-style-type: none"> Performance Composition Listening and Appraising
<p><i>Summer Term</i></p> <p><i>Ensemble performance, free composition and dictation</i></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> Utilise their skills as more advanced solo performers in order to begin working on their ensemble performance piece. Develop their solo performance skills Use their knowledge of advanced music theory to practice rhythmic and melodic dictation 	<ul style="list-style-type: none"> Performance Composition Listening and Appraising

Year 10 Course Description

The GCSE course covers 3 main areas: Performing, composition and listening/appraising.

Students will study a range of set works and explore the historical context in which these works were composed and examine the music theory behind these pieces.

Students will also produce 2 performance – one solo performance and one ensemble performance. They will also develop their composition skills using music technology by composing both a free composition in a style of their choice, as well as a composition from a given brief.

Assessment

The examination board is Edexcel and each area is awarded the following marks:

Performing (30%) out of 60

Composing (30%) out of 60

Listening and Appraising (40%) out of 80

Homework

Homework tasks are an essential part of the course and students will be expected to learn to work independently, demonstrating resourcefulness and self-motivation.

How Parents Can Help

- Practice outside of classroom lessons is essential in order for you child to progress. If this isn't possible at home, please support us by encouraging your child to practice after school in the Music department.
- Provide their child with access to the internet for research and developing ICT related projects.
- Assist in checking the quality of homework.
- Take students to musical performances during the holidays.

PE

TERM	Main assessment task
Autumn 1 <u>Health Fitness & Well-Being</u>	Students Will cover a variety of topics that look at the health and well-being of an athlete. This will include understanding how fitness components link to sporting performance. Students will complete an end of unit test that will be a mixture of multiple choice and extended answer questions. This makes up 60% of their overall grade.
Autumn 2 <u>Health Fitness & Wellbeing / Psychology of sport and physical activity</u>	
Spring 1 <u>Coursework & Exercise physiology</u>	Students will complete a coursework unit in which they will have to measure their performance on fitness tests and create a 6 week training plan with an evaluation to suggest ways to improve their weaker aspects of fitness. This makes up 10% of their overall grade
Spring 2 <u>Exercise physiology & Movement analysis</u>	
Summer 1 <u>Health training and exercise</u>	They will also be engaged in practical performance across a range of sports including: basketball, football, netball, badminton etc. Students will be graded across 3 sports. One of the sports will have to be an individual sport. This makes up 30% of their overall grade
Summer 2 <u>Social Cultural issues.</u>	
Year 10 Course Description	
This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables students to develop and apply their knowledge, while also developing a range of relevant practical, communication and technical skills.	
Assessment	
Students will carry out tasks/assignments throughout the course. The teacher will mark these, and students will receive feedback as to how they are getting on. They will also complete a number of end of unit written tests.	
Homework	
Assignments for coursework units and application of knowledge task for unit 1	
How Parents Can Help	
Encourage use of command words when completing assignment tasks and to watch sports they are studying to further their knowledge of the big picture.	

PE (Core)

TERM	Main assessment task
Autumn 1 <u>Badminton/Football / Rounders / Netball</u>	Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
Autumn 2 <u>Badminton/Football / Rounders / Netball</u>	
Spring 1 <u>Basketball / Handball / Table Tennis / Health related Fitness</u>	
Spring 2 <u>OAA / Handball / Table Tennis / Health related Fitness</u>	
Summer 1 <u>Athletics</u>	
Summer 2 <u>Ultimate Frisbee / Cricket / Volleyball</u>	

Year 10 Course Description

Students are taught the advanced skills and tactics required to be successful within a competition. Within this year all students are encouraged to adopt leadership roles within the lessons. This would include leading and/or managing a group of students as either a coach or manager focusing on skill refinement and tactical analysis within team games. This leadership focus develops lifelong skills such as communication, teamwork, mutual respect and sportsmanship. Students that demonstrate exceptional leadership skills are selected to assist with primary events and competitions.

Our curriculum focuses on encouraging lifelong participation in sport and fitness, this is done by developing their knowledge and understanding of what constitutes a healthy active lifestyle.

Assessment

How well students are able to lead sessions and their impact on the overall success of their teams. Students are assessed on knowledge and understanding of the effects of exercise on the body systems through demonstration and can recognise the importance of a healthy active lifestyle.

Homework

Research the skills and tactics used by successful athletes.

How Parents Can Help

Encourage them to join a sports club either in school or out of school and become a young leader in a sport they enjoy.

Photography

TERM	Main assessment task
Autumn ½ Spring 1 <u>Unit 1</u> Technical Portfolio (Component 1) - This Project will provide a broad introduction to the technical aspects of photography as well as the historical and contextual knowledge of the medium.	<ul style="list-style-type: none"> Students will create a portfolio of knowledge and skills gained through independent study and class workshops that they will utilise in their later studies.
Spring 2 Summer 1/2 <u>Unit 2</u> Independent project (Component 1) - This Project will be independently determined, following and building upon skills and knowledge from Unit 1.	<ul style="list-style-type: none"> Students will select one genre to explore and develop through a sustained project, culminating in the production of a final piece.

Year 10 Course Description

The GCSE course covers five terms and work produced during this time will form a portfolio which counts towards the final grade awarded at the end of year 11.

Our approach to photography is creative. Students will learn several processes and techniques but the main aim of the course is to help them to look harder and better at the world around them so that they can create images that reveal those worlds in new ways. Photography has a wonderful ability to surprise, delight and challenge the viewer. The camera sees things that our eyes cannot see. The ability to handle materials, techniques and processes effectively and safely underpins all the Assessment Objectives. It is important in enabling candidates to develop a personal language, to express ideas and link their intentions to outcomes in a confident and assured manner.

Students will be expected to demonstrate:

- The ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture
- Different ways of working with a camera.
- the ability to respond to an issue, theme, concept or idea, or working to a design brief showing in their work the use of viewpoint, composition, focus control, depth of field, movement and narrative
- Using appropriate techniques, technologies and equipment
- Showing an understanding of developing, printing, manipulation & production qualities of still and moving images

A selection of work from the five terms will form the basis of the coursework. Unit 2 is an examination or controlled test that requires students to complete preparation work before the examination begins and complete an unaided 10 hour practical exam.

Assessment

The Examination Board and Syllabus is AQA. The completed coursework units will be marked out of 60 and the final examination work will be marked out of a possible 40 marks. At the end of the course all candidates' work is marked by the art department to receive a final grade, which is checked for fairness and accuracy by a moderator from the examining board.

Homework

Homework tasks are an essential part of the course and students will be expected to learn to work independently, demonstrating resourcefulness and self-motivation.

How Parents Can Help

- Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.
- Provide their child with access to the internet for research and developing ICT related projects.
- Assist in checking the quality of homework.
- Take students to art galleries during the holidays.

Religious Studies

TERM	Main assessment task
<p>Autumn 1</p> <p><u>A Study of Muslim Beliefs</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> •Explore the diversity that exists within Islam, with a core focus on Sunni & Shi'a beliefs •Explore the fundamental articles of faith and roots of 'Usul ad Din' for Muslims •Explore the nature and relevance of religious scripture, belief in angels and life after death •Evaluate whether certain beliefs are outdated 	<p>All pupils are assessed formally both mid-way through a unit and at the end of the unit. There are four units studied for the Islam exam, thus eight formal assessments will be taking place in the classroom.</p> <p>In addition to this, all students are given various exam questions to complete throughout the study of a unit. The exam questions range from three-mark knowledge based questions to twelve-mark evaluation and analysis questions.</p> <p>Each mid topic and end of unit assessment will be split into four parts, a,b,c and d, assessing both A01 skills which focus on, knowledge and understanding as well as A02 skills which focus on analysing and evaluating aspects of religious and belief.</p> <p>All students will also be assessed on their ability to use sources of wisdom and authority in their exam responses.</p> <p>The exam structure has been identified below;</p> <p>A) Outline or State three... (3 marks) B) Explain/ Describe two... (4 marks) C) Explain two... (5 marks) Students will be expected to refer to SOWA for (c) responses. D) 'Life after death doesn't exist'(12 marks)</p> <p>Finally, close to the end of the academic year, students will complete a second mock exam where they will be assessed on the entire content delivered throughout the course of the year.</p>
<p>Autumn 2</p> <p><u>Marriage & Family Life</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> •Explore the significance and importance of marriage and divorce in Islam as well as non- religious attitudes to both •Evaluate the Muslim teachings on sexual relationships and the use of contraception before and during marriage •Learn and understand what it means to be part of the Ummah and how the Ummah supports the Muslim community 	
<p>Spring 1</p> <p><u>Living the Muslim Life</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> •Explore The Five Pillars of Islam and Ten Obligatory Acts in depth •Discuss the difference between greater and lesser jihad, as well as the conditions for war in Islam •Explore the nature of voluntary charity and tax on wealth 	
<p>Spring 2</p> <p><u>Matters of Life & Death</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> •Engage in discussions surrounding the nature of the origins of the universe and human life, looking at both religious and non-religious arguments •The nature and law surrounding abortion and euthanasia, as well as arguments, both pro- life and pro-choice •Explore the role of a Muslim as a steward of the Earth 	

Summer 1/2**Summer 2: Revision & Exam Practice**

Students will be given the opportunity to:

- Focus on revising the content learnt throughout the year
- Make detailed revision notes and complete revision cards
- Practice exam question
- Prepare for an end of topic mock exam.

Year 10 Course Description

Exam Board: Edexcel

Unit Code: 1RBO 1C – Islam & Ethics

Length of Exam: 1 hr 45 mins

GCSE Religious Studies provides the opportunity to study a truly fascinating subject. Students will be given an opportunity to debate big moral issues, understand and analyse a diverse range of opinions, as well as think for themselves about the meaning of life.

At Key Stage 4, Year 10 students are taught to:

- Explore their own beliefs and provide justified arguments to support them, using logical chains of reasoning
- Engage in debate about the relevance of religion in guiding moral behaviour in the 21st century
- Focus on written communication through essay writing using a structured format and using religious studies literacy place mats to enhance the use to religious terminology in written responses.

Assessment

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Identify and explain relevant key terms for each topic studied.
- Be confident in answering each question type; a), b), c) and d).
- Identify the expectations for each question type and how best to answer it
- Assertively use sources of wisdom and authority to justify religious arguments as well as challenge claims

Homework

It is expected that regular homework will be given at least once a week.

Homework will range from either researching a topic we will be studying, creating revision material for the GCSE exams, creating a presentation to deliver or completing exam questions.

How Parents Can Help

- Provide your child with access to the internet for research and developing ICT related projects
- Assist in checking the quality of the finished work.
- Discussing current affairs with your child to ensure they have thought about their opinion on the matter and can provide justified reasons
- Ensure that your child comes equipped to class
- Download past exam papers from the course provider's site
- Checking SMHW and remind your child of any work that needs to be completed.

Science (Combined and Separate Sciences)

TERM	Main assessment task
<p><i>Autumn Term 1</i></p> <p>Units completed – Combined Science</p> <ul style="list-style-type: none"> •Unit B3 : Organism Level Systems •Unit B7: Practical skill •Unit C3 : Chemical Reactions <p>Units completed - Separate Sciences</p> <ul style="list-style-type: none"> •Unit B3 : Organism Level Systems •Unit P3 : Electricity •Unit C3 : Chemical Reactions 	<p><u>End of Unit Test</u> Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching units.</p> <p><u>Deep marking Tasks</u> Assesses key skills and knowledge</p>
<p><i>Autumn Term 2</i></p> <p>Units completed – Combined Science</p> <ul style="list-style-type: none"> •Unit C7: Practical skill •Unit P3 : Electricity and Magnetism •Unit P7: Practical skill <p>Units completed - Separate Sciences</p> <ul style="list-style-type: none"> • Unit B4 : Community Level Systems •Unit C4 : Predicting and Identifying Reactions and Products •Unit P4 : Magnetism and Magnetic Fields 	<p><u>End of Unit Test</u> Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching units.</p> <p><u>Deep marking Tasks</u> Assesses key skills and knowledge</p>
<p><i>Spring Term 1</i></p> <p>Units completed - Combined Science</p> <ul style="list-style-type: none"> •Unit B4 : Community Level Systems •Unit B7: Practical skill •Unit C4 : Predicting and Identifying Reactions and Products <p>Units completed - Separate Sciences</p> <ul style="list-style-type: none"> •Unit B5 : Genes, Inheritance and Selection •Unit C5 : Monitoring and Controlling Chemical Reactions •Unit P5 : Waves in Matter 	<p><u>End of Unit Test</u> Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching units.</p> <p><u>Deep marking Tasks</u> Assesses key skills and knowledge</p>
<p><i>Spring Term 2</i></p> <p>Units completed – Combined Science</p> <ul style="list-style-type: none"> •Unit C7: Practical skill •Unit P4 : Waves and Radioactivity •Unit P7: Practical skill <p>Units completed - Separate Sciences</p> <ul style="list-style-type: none"> •Revisit B1 B2 B3 •Revisit C1 C2 C3 •Revisit P1 P2 P3 	<p><u>End of Unit Test</u> Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching units.</p> <p><u>Deep marking Tasks</u> Assesses key skills and knowledge</p>

<p>Summer Term 1</p> <p>Units completed – Combined Science</p> <ul style="list-style-type: none"> •Unit B5 : Genes, Inheritance and Selections •Unit C5 : Monitoring and Controlling Chemical Reactions <p>Units completed – Separate Sciences</p> <ul style="list-style-type: none"> •Unit B5 : Genes, Inheritance and Selection •Unit C5 : Monitoring and Controlling Chemical Reactions •Unit P5 waves and matter 	<p><u>End of Unit Test</u> Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching units.</p> <p><u>Deep marking Tasks</u> Assesses key skills and knowledge</p>
<p>Summer Term 2</p> <p>Units completed – Combined Science</p> <ul style="list-style-type: none"> •Unit P5 : Energy •Revision <p>Units Completed – Separate Sciences</p> <ul style="list-style-type: none"> •Revision •Practical Units 	<p><u>End of Unit Test</u> Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching units.</p> <p><u>Deep marking Tasks</u> Assesses key skills and knowledge</p>
<p style="text-align: center;">Year 10 Course Description</p> <p>There are two courses followed by year 10 students: Combined Science and Separate Sciences.</p> <p>OCR Combined Science Gateway Science Suite - Combined Science A (9-1) - J250</p> <p>OCR Separate Sciences Gateway Science Suite - Biology A (9-1) - J247 Gateway Science Suite - Chemistry A (9-1) - J248 Gateway Science Suite - Physics A (9-1) - J249</p> <p>This course provides the foundation for understanding the material world. Students are introduced to various key concepts in Biology, Chemistry and Physics, and develop their understanding of how these ideas can help describe diverse and complex natural phenomena. Students will complete a range of units in Biology, Chemistry and Physics, as well as developing key practical skills within each discipline.</p>	
<p style="text-align: center;">Assessment</p> <p>Students' progress in learning is closely monitored through regular assessments. Students will assess themselves and be assessed by teachers during lessons, through practicals, through homework and in end of unit tests. At the end of the year, there will be a Year 10 mock exam. Books and homework tasks are marked using the School's marking Policy.</p>	
<p style="text-align: center;">Homework</p> <p>Homework will be set once a week on SMHW to reinforce the learning done during the lesson or to prepare for topics that they are scheduled to be studied. This may include research tasks, exam questions or extended writing tasks.</p>	
<p style="text-align: center;">How Parents Can Help</p> <ul style="list-style-type: none"> • Check SMHW to see what homework has been set and ensure that the student has completed it. • Encourage your child to use the BBC Bitesize website to complete homework and revise regularly. • Encourage your child to attend homework club. • Encourage your child to ask the teacher after the lesson if they have not understood the work. • Show an interest in your child's work and ask them to teach you what they have learnt. 	

Sociology

TERM	Main assessment task
<p>Autumn 1</p> <p><u>Studying Society Unit</u> Introduction to Sociology. Students learn key concepts in Sociology, theoretical perspectives, cover the course outline and discover what the exam command words are.</p>	<ul style="list-style-type: none"> • Key words test • 1,2,3 and 4 marker exam questions • End of unit test on studying society consisting of 1,2,3,4 marker questions
<p>Autumn 2</p> <p><u>Research Methods Unit</u> Students learn different sociological research methods and examine the strengths and weaknesses of them. They make reference to sociological studies and learn theoretical approaches to research.</p>	<ul style="list-style-type: none"> • Mid way test • End of unit test • 1,2,3 and 4 marker exam questions
<p>Spring 1</p> <p><u>Families & Households Unit</u> Students learn the role of the family from a theoretical perspective (Functionalist, Marxist and Feminist view) and whether the division of labour in the household is equal.</p>	<ul style="list-style-type: none"> • Several 12 marker questions under examined conditions. For example "Discuss how far sociologists agree that roles and relationships within the family are symmetrical?" • Key words test • Mid way test
<p>Spring 2</p> <p><u>Families & Households Unit</u> Students learn family diversity, demographic changes in marriage, divorce and childbearing. Students apply their knowledge of sociological case studies to exam questions.</p>	<ul style="list-style-type: none"> • Several 12 marker questions under examined conditions • Key words test • End of unit test consisting of 1,2,3,4 and 12 marker questions. • Class presentations on all topics taught in the Family & Households unit.
<p>Summer 1</p> <p><u>Education unit</u> Students learn the role of the education system from a theoretical perspective (Functionalist, Marxist and Feminist view), different types of schooling and the disadvantages and advantages of them.</p>	<ul style="list-style-type: none"> • Several 12 marker questions under examined conditions. For example "Discuss how far the role of the education system supports the interests of capitalism?" • Key words test • End of unit test consisting of 1,2,3,4 and 12 marker questions.
<p>Summer 2</p> <p><u>Education unit</u> Students learn class, gender and ethnic differences in educational achievement and how political decisions affect educational policy.</p>	<ul style="list-style-type: none"> • Several 12 marker questions under examined conditions. For example "Discuss how far gender differences in educational achievement is due to the Feminist movement?" • Key words test • End of unit test consisting of 1,2,3,4 and 12 marker questions.

Year 10 Course Description

Sociology is a GCSE course that students opt for in year 10. Students learn about how individuals shape and are shaped by institutions around us (such as the education system and the family). Sociology teaches students about the life chances of different social groups including class, gender and ethnicity. The course aims to develop students' communicational and social skills through sociological debates.

Assessment

By the end of year 10, it is anticipated that students should be able to demonstrate they can:

- Define key sociological terms using current examples.
- Memorise quotations from sociologists, explain theoretical studies and apply them to exam questions.
- Write essays in a structured and coherent manner with clear use of evaluation and application.

Homework

It is expected that regular homework will be given to students related to the topic they are studying. Homework will be given once a week and will include research tasks, completion of mini exam questions and 12 marker essay questions. Students are also expected to create revision cards throughout the course for each unit taught and complete revision booklets.

How Parents Can Help

- Ensure that their child comes equipped to class including bringing their folders to each lesson.
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Access the AQA website to download past exam papers and mark schemes to test your child.

Spanish

TERM	Main assessment task
<p>Autumn 1</p> <p><u>Theme: Home, Town, Neighbourhood and Region</u></p> <ul style="list-style-type: none"> • hay; prepositions • use of unos/unas for some • poder + infinitive • expressions of quantity • irregular verbs ir/hacer • los/las que + verb; gustar • enhancing descriptions using que • demonstrative adjectives este, esta, estos, estas, ese, esa, esos, esas • interrogatives dónde and por qué 	<ul style="list-style-type: none"> • Teacher feedback in class and in books • Peer and self-assessment • Results from homework • Half-termly assessments in 3 out of 4 skills. • Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.
<p>Autumn 2</p> <p><u>Theme: My Studies</u></p> <ul style="list-style-type: none"> • tener que + infinitive • deber + infinitive • hay que + infinitive (compulsory subjects), porque to express reasons • perfect tense regular verbs (escoger/decidir/dejar - options) • Two verbs together e.g. ir a/esperar/gustar más • comparative and superlative in expressing opinions about subjects • use of tú and usted in informal/formal exchanges • transfer deber/poder/hay que/querer to school rules context • quantity words mucho/demasiado/bastante (including with plurals) perfect tense using regular and common irregular verbs (he hecho mis deberes) 	<ul style="list-style-type: none"> • Teacher feedback in class and in books • Peer and self-assessment • Results from homework • Half-termly assessments in 3 out of 4 skills. • Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.
<p>Spring 1</p> <ul style="list-style-type: none"> • use of 'lo' in 'lo que' and lo + adjective; building on si clauses with present and future • more complex two verb structures (tener la intención de/tener ganas de/tener el derecho de) • enhanced statements of possibility including subjunctive after conjunctions of time (cuando) • quisiera 	<ul style="list-style-type: none"> • Teacher feedback in class and in books • Peer and self-assessment • Results from homework • Half-termly assessments in 3 out of 4 skills. • Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.

<p>Spring 2</p> <p><u>Theme: Customs and Festivals in Spanish Speaking Countries/Communities</u></p> <ul style="list-style-type: none"> • perfect of verbs with être + agreement rules • reflexive verbs in perfect; perfect and imperfect tenses together • describing a past event/festival; actions and opinions 	<ul style="list-style-type: none"> • Teacher feedback in class and in books • Peer and self-assessment • Results from homework • Half-termly assessments in 3 out of 4 skills. • Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.
<p>Summer 1</p> <p><u>Revision of all themes covered so far</u></p>	<ul style="list-style-type: none"> • Teacher feedback in class and in books • Peer and self-assessment • Results from homework • Half-termly assessments in 3 out of 4 skills. • Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.
<p>Summer 2</p> <p><u>Revision of all themes covered so far</u></p>	<ul style="list-style-type: none"> • Teacher feedback in class and in books • Peer and self-assessment • Results from homework • Half-termly assessments in 3 out of 4 skills. • Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.
<p style="text-align: center;">Year 10 Course Description</p> <p>Exam board; Edexcel</p> <p>The students will be studying the following topics. They will be assessed in speaking, listening, reading, writing and translation for each theme and sub-theme. Topics covered include: Holidays, Sport and Leisure, Towns and Cities and Food and Festivals</p>	
<p style="text-align: center;">Assessment</p> <p>At the end of each module, Viva has a formal summative assessment. Students will be assessed in the 4 skills; listening, reading, writing and speaking skills. Translation and extended writing tasks are incorporated where students will receive detailed feedback once they have completed these. Self-assessment and peer-assessment is implemented through different activities such as tests, grammar exercises and some reading and listening tasks.</p>	
<p style="text-align: center;">Homework</p> <p>Students will be given homework related to the topic they are studying on a regular basis. They will also be given spelling tests and quizzes that will enable them to self-assess their progress. Students will also be given the opportunity to immerse into the cultural, social and language aspects of Spanish via a variety of cultural homework that will be provided to them.</p>	
<p style="text-align: center;">How Parents Can Help</p> <ul style="list-style-type: none"> • Check SMHW to see what homework has been set and ensure that the pupil has completed it. • Buy a Spanish dictionary and look up Spanish websites. • Encourage your child to ask the teacher after the lesson if they have not understood the work. • Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking). • Watch Spanish films with subtitles, listen to Spanish songs with lyrics 	

INCLUSION

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

Special Educational Needs and Disabilities (SEND)

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn they are taught in groups with low pupil to staff ratios allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in supporting student with specific learning needs.

English as an Additional Language department (EAL)

For students who are new to English we offer a short term intensive program. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime club provides an opportunity for students to get help with homework and use bilingual resources. Parental engagement (including providing translators) and celebration of different cultures is also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website.