



**THE FOREST ACADEMY**

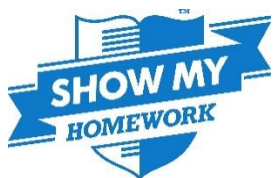
**Year 10  
Curriculum Booklet**

# 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 19
Food Technology	Page 22
Geography	Page 25
History	Page 26
Maths	Page 28
Media	Page 30
Music	Page 33
PE	Page 35
PE (Core)	Page 36
Photography	Page 37
Religious Studies	Page 38
Science	Page 40
Sociology	Page 42
Spanish	Page 44
Inclusion	Page 47

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

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

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

### 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.

<b>Assessment</b>
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.
<b>Homework</b>
Homework is set related to topics they are studying, which will incorporate assessment practice.
<b>How Parents Can Help</b>
<ul style="list-style-type: none"><li>• Students to complete homework in timed conditions</li><li>• Access to a textbook, revision guide and workbook</li><li>• Fully equipped to lessons</li></ul>



# Computing Science

TERM	Main assessment task
<b>Autumn 1</b> 2.1 Algorithms 2.1.1 Computational thinking 2.1.2 Designing, creating and refining algorithms 2.1.3 Searching and sorting algorithms	<ul style="list-style-type: none"> <li>• End of topic test</li> <li>• Algorithm worksheets</li> </ul>
<b>Autumn 2</b> 2.2 Programming fundamentals 2.2.1 Programming fundamentals 2.2.2 Data types 2.2.3 Additional programming techniques	<ul style="list-style-type: none"> <li>• End of topic test</li> <li>• Programming project</li> </ul>
<b>Spring 1</b> 2.3 Producing robust programs 2.3.1 Defensive design 2.3.2 Testing	<ul style="list-style-type: none"> <li>• End of topic test</li> <li>• Programming project</li> </ul>
<b>Spring 2</b> 2.4 Boolean logic 2.4.1 Boolean Logic 2.5 Programming languages and Integrated Development Environments 2.5.1 Languages 2.5.2 The Integrated Development Environment (IDE)	<ul style="list-style-type: none"> <li>• Topic test</li> <li>• Trace tables</li> </ul>
<b>Summer 1</b> 1.1 Systems architecture 1.1.1 Architecture of the CPU 1.1.2 CPU performance 1.1.3 Embedded systems 1.2 Memory and storage 1.2.1 Primary storage (Memory) 1.2.2 Secondary storage 1.2.3 Units 1.2.4 Data storage 1.2.5 Compression	<ul style="list-style-type: none"> <li>• Topic test</li> </ul>
<b>Summer 2</b> 1.3 Computer networks, connections and protocols 1.3.1 Networks and topologies 1.3.2 Wired and wireless networks, protocols and layers	<ul style="list-style-type: none"> <li>• Topic test</li> <li>• End of year test (covering content learnt in year 10)</li> </ul>

## 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. OCR specification: J277

Paper 1: J277/01: Computer systems

Written exam: 1 hour 30 minutes

80 marks

50% of GCSE

Paper 2: J277/02: Computational thinking, algorithms and programming

Written exam: 1 hour 30 minutes

80 marks

50% of GCSE

### **Homework**

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

	<ul style="list-style-type: none"> <li>• safely working with gas, water and electricity</li> <li>• working at height and in enclosed spaces.</li> </ul>
<p><b>Spring 2</b></p> <p><b>3.1 Interpreting technical sources of information</b> 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><b>3.2 Planning and organising work</b> 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"> <li>• specifications</li> <li>• building regulations</li> <li>• drawings</li> <li>• design briefs.</li> </ul> <p><b>Practical evaluation</b> <b>Portfolio assessment</b></p>
<p><b>Summer 1</b></p> <p><b>3.3 Identifying resource requirements</b> 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><b>3.4 Calculating the materials required</b> 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><b>Practical evaluation</b></p> <ul style="list-style-type: none"> <li>• tools</li> <li>• equipment</li> <li>• personal protective equipment (PPE)</li> <li>• materials based on characteristics, qualities,</li> </ul> <p><b>Portfolio assessment</b></p> <ul style="list-style-type: none"> <li>• volume</li> <li>• area</li> <li>• perimeter</li> <li>• time</li> <li>• ratio.</li> </ul>
<p><b>Summer 2</b></p> <p><b>3.5 Writing and setting success criteria</b> 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><b>3.6 Prepare for construction tasks</b> 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><b>Portfolio assessment</b></p> <ul style="list-style-type: none"> <li>• levels of tolerance</li> <li>• timescales</li> <li>• quality.</li> <li>• the properties of common materials required to complete construction tasks (for the three selected trade areas).</li> </ul>

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

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

<b>Summer 1</b> <u>Topic 1.5</u>	<ul style="list-style-type: none"> <li>• The meaning of market failure as misallocation of resources</li> <li>• Defining externalities</li> <li>• Implications of misallocation of resources</li> <li>• Government intervention</li> <li>• Government Correction of market failure</li> <li>• Negative externalities – difference between two      Positive externalities</li> </ul>
<b>Summer 2</b> <u>Exam skills</u>	<ul style="list-style-type: none"> <li>• Applied Economics</li> <li>• Recap on key themes/ Retrieval tasks /Revision skills /Exam Skills /Past Papers</li> </ul>
<p style="text-align: center;"><b>Year 10 Course Description</b></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. 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 &amp; 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 &amp; consequences of unemployment, the benefits of specialisation &amp; 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;"><b>Assessment</b></p> <p>QUALITY FIRST TEACHING</p> <ul style="list-style-type: none"> <li>• Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>• Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>• Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ☑ Opportunities to apply key concepts and address misconceptions</li> </ul> <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;"><b>Homework</b></p> <p>Fortnightly homework is set related to topics they are studying, which will incorporate exam practice.</p>	
<p style="text-align: center;"><b>How Parents Can Help</b></p> <ul style="list-style-type: none"> <li>• Students to complete homework in timed conditions</li> <li>• Watch Economics stories on the news and discuss</li> <li>• Access to a textbook, revision guide and workbook</li> </ul>	



# English

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

## 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 and dispositions needed for GCSE and life beyond school.

These include:

- Reading analytically, recognising layers of meaning, tone, and writer's purpose. Interpreting subtle implications.
- Writing with flair, structure, and deliberate effect. Using language precisely to shape meaning and atmosphere.
- Responding flexibly to unseen texts and prompts, applying transferable thinking across genres and forms.
- Writing fluently, with secure control of punctuation, grammar, and vocabulary—even in high-pressure conditions.
- Going beyond surface meaning to explore abstract ideas (e.g., power, guilt, transformation, injustice).
- Offering interpretations that are not just accurate but arguable, subtle, and original.
- Questioning character motivations, narrative bias, authorial choices, and the moral implications of texts.
- Using historical, cultural, political or philosophical context to deepen meaning—not just to tick a box.
- Structuring responses logically and persuasively, using sophisticated vocabulary and precise expression.

## 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 references – 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 fortnight 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 (you can purchase this from ParentPay) & AQA Love and Relationship poetry notes by CGP*

# French

TERM	Main assessment task
<b>Autumn 1</b> <u>Theme: Media and technology, My personal world</u> <b>Unit 1:</b> Talking about what you do online and using <b>Unit 1:</b> Talking about what you do online, using the present tense with –er verbs, discussing pros and cons <b>Unit 2:</b> Saying what you do to stay active, using the present tense for irregular verbs, listening and transcribing in French <b>Unit 3:</b> Talking about what you watch, forming and answering questions, preparing a roleplay <b>Unit 4:</b> Making plans to go out, using the near future tense, responding to invitations <b>Unit 6:</b> Taking part in an interview, asking questions in the perfect tense, using two tenses together (present and perfect)	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Mid-term learning assessment</li> <li>• Half-termly assessments in 2 out of 4 skills.</li> <li>• Writing and listening assessment</li> </ul>
<b>Autumn 2</b> <u>Theme: My personal world</u> <b>Unit 1:</b> Talking about your weekend routine, using reflexive verbs in the present, extending sentences using sequencers and connectives, <b>Unit 2:</b> Discussing friends and friendship, making adjectives agree, translating a passage into French <b>Unit 3:</b> Talking about what people look like, understanding position of adjectives, describing a photo <b>Unit 4:</b> Talking about positive role models, using direct object pronouns, using the present and perfect tense <b>Unit 5:</b> Talking about celebrations, using the perfect, present and near future tense, recognising adverbs.	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Mid-term learning assessment</li> <li>• Half-termly assessments in 2 out of 4 skills.</li> <li>• Reading and speaking assessment</li> </ul>
<b>Spring 1</b> <u>Theme: Studying and my future</u> <b>Unit 1:</b> Talking about school life/subjects, using comparative adjectives, giving opinions with reasons <b>Unit 2:</b> Discussing school rules, using impersonal verb structures followed by infinitives, expressing opinions, agreeing and disagreeing <b>Unit 3:</b> Talking about making progress at school, using irregular verbs in the present tense, pronouncing oi and oy <b>Unit 4:</b> Talking about what school used to be like when you were younger, using verbs in the imperfect tense, translating into French <b>Unit 5:</b> Talking about learning languages, using the imperfect, present and near future tenses, recognising a wider range of negatives.	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Mid-term learning assessment</li> <li>• Half-termly assessments in 2 out of 4 skills.</li> <li>• Writing and listening assessment</li> </ul>
<b>Spring 2</b>	

<p><u>Theme: Lifestyle and wellbeing</u></p> <p><b>Unit 1:</b> Talking about meals and mealtimes, using the partitive article (du, de la, des, de l') and en, spotting small words that can change meaning</p> <p><b>Unit 2:</b> Talking about good mental health, using modal verbs, giving advice</p> <p><b>Unit 3:</b> Describing illness and accidents, using the perfect tense of reflective verbs, booking a doctor's appointment</p> <p><b>Unit 4:</b> Saying what you will do to improve your life, using the simple future tense, giving more complex sentence structures</p> <p><b>Unit 5:</b> Talking about lifestyle changes, using the imperfect, present and simple future tenses, distinguishing between tenses when listening,</p>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Mid-term learning assessment</li> <li>• Y10 mock exam on modules 1-3</li> </ul>
<p><b>Summer 1</b></p> <p><u>Theme: Travel and tourism</u></p> <p><b>Unit 1:</b> Talking about your ideal holiday, using the conditional, extending spoken and written responses</p> <p><b>Unit 2:</b> Discussing what you can see/do on holiday, forming different types of questions, giving advice with il vaut la peine and il vaut mieux.</p> <p><b>Unit 3:</b> Talking about festivals, using the perfect and imperfect tenses together, creating more complex sentences using relative pronouns</p> <p><b>Unit 4:</b> Reviewing and booking holiday accommodation, using the perfect tense of modal verbs, identifying positive and negative opinions</p> <p><b>Unit 5:</b> Talking about staycation activities, using a range of tenses, using si + the present tense + the simple future tense.</p>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Mid-term learning assessment</li> <li>• Fix it lesson after mock exam</li> </ul>
<p><b>Summer 2</b></p> <p><u>Revision of Module 1-4</u></p> <p><u>Preparation for speaking exam writing conversation questions</u></p> <p><u>Grammar revision</u></p>	
<p style="text-align: center;"><b>Year 10 Course Description</b></p> <p>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.</p>	
<p style="text-align: center;"><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Mock exams and practice papers</li> <li>• Exam questions will also be practiced using mark schemes and model answers, homework will be given where peer and self-assessment can be practiced.</li> </ul>	

- 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>Intro to Food Preparation Expectations Exam board Specification Examination requirements</p> <p>and</p> <p><b>SECTION 1: Food Nutrition and Health</b></p>	<p>* Class tests, questioning in class, demonstration of tasks.</p> <p>*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.</p> <p>*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.</p> <p>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>
<p><i>Autumn 2</i></p> <p><b>SECTION 2: The science of food</b></p> <p><b>SECTION 3: Food spoilage</b></p>	<p>*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.</p> <p>*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.</p> <p>Assessment will cover AO1, AO2 and AO4 questions on heat transfer, cooking methods, changing properties of macronutrients, raising agents and uses of microorganisms.</p> <p>Section 3 assessment will cover food spoilage, food storage, preparing food safely and food poisoning.</p>
<p><i>Spring 1</i></p> <p><b>SECTION 4: Where food comes from/food provenance</b></p>	<p>*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.</p> <p>*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.</p> <p>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.</p> <p>*Class tests, questioning in class, demonstration of tasks.</p>
<p><i>Spring 2</i></p> <p>Students will research into:</p> <p><b>SECTION 5: Factors affecting food choices</b></p>	<p>*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.</p> <p>*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.</p> <p>Assessment will cover AO1, AO2 and AO4 questions on food choices, cultural, religious and moral food choices, food labelling, influences on marketing, sensory testing.</p> <p>*Class tests, questioning in class, demonstration of tasks will be used for assessments</p>
<p><i>Summer 1</i></p> <p>Students will explore</p> <p><b>Commodity: Butter, oils, margarine, sugar and syrup.</b></p>	<p>*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.</p> <p>*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.</p>



- 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, 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.

#### Past papers links

[file:///N:/My%20Settings/Downloads/C560UA0-1-140618%20\(31\).pdf](file:///N:/My%20Settings/Downloads/C560UA0-1-140618%20(31).pdf)

[file:///N:/My%20Settings/Downloads/C560UA0-1-100619%20\(20\).pdf](file:///N:/My%20Settings/Downloads/C560UA0-1-100619%20(20).pdf)

[file:///N:/My%20Settings/Downloads/C560UA0-1-171120%20\(13\).pdf](file:///N:/My%20Settings/Downloads/C560UA0-1-171120%20(13).pdf)

[file:///N:/My%20Settings/Downloads/C560U20-1B-010921%20\(4\).pdf](file:///N:/My%20Settings/Downloads/C560U20-1B-010921%20(4).pdf)

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# Geography

TERM	Main assessment task
<b>Autumn 1</b> <u>Coastal landscapes – Paper 1</u>	Written assessment – a range of past exam questions sat under timed conditions in order to replicate the summer exams at the end of Year 11. Knowledge of coastal landscapes, influences to the coast and defences will be covered
<b>Autumn 2</b> <u>Resource management: Energy – Paper 2</u>	Written assessment – a range of past exam questions sat under timed conditions in order to replicate the summer exams at the end of Year 11. Knowledge of the exploitation of resources globally, renewable vs non-renewable energies and future uncertainties within countries will be covered.
<b>Spring 1</b> <u>Changing Cities: Birmingham – Paper 2</u>	Written assessment – a range of past exam questions sat under timed conditions in order to replicate the summer exams at the end of Year 11. Knowledge of the historical background of Birmingham and how it has changed, along with the inequalities faced and solutions to becoming a more sustainable city will be covered.
<b>Spring 2</b> <u>Changing Cities: Mexico City – Paper 2</u>	Written assessment – a range of past exam questions sat under timed conditions in order to replicate the summer exams at the end of Year 11. Knowledge of the historical background of Mexico City and how it has changed, its inequalities and challenges faced with solution, along with a comparison to Birmingham will be covered
<b>Summer 1</b> <u>Weather Hazards and Climate Change – Paper 1</u>	Written assessment – a range of past exam questions sat under timed conditions in order to replicate the summer exams at the end of Year 11. Knowledge of global weather patterns and in depth explanations of patterns with a focus on tropical storms and droughts will be covered
<b>Summer 2</b> <u>Global Development – Paper 2</u>	Written assessment – a range of past exam questions sat under timed conditions in order to replicate the summer exams at the end of Year 11. Knowledge of global development differences and the factors which influence development with a focus on India will be covered

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

**Summer 2****Hitler and the Weimar Republic**

- 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 20<sup>th</sup> 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, of 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><b>Autumn 1</b>  <b>Foundation</b>  <u>Unit 1</u></p> <ul style="list-style-type: none"> <li>• Straight line graphs</li> <li>• Real life graphs</li> </ul> <p><u>Unit 2</u></p> <ul style="list-style-type: none"> <li>• Transformations</li> </ul> <p><b>Higher</b>  <u>Unit 1</u></p> <ul style="list-style-type: none"> <li>• Quadratic equations and inequalities</li> <li>• Simultaneous equations</li> </ul> <p><u>Unit 2</u></p> <ul style="list-style-type: none"> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year (including GCSE Mock Exam)</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>
<p><b>Autumn 2</b>  <b>Foundation</b>  <u>Unit 3</u></p> <ul style="list-style-type: none"> <li>• Ratio</li> <li>• Proportion</li> </ul> <p><u>Unit 4</u></p> <ul style="list-style-type: none"> <li>• Right angled trigonometry</li> </ul> <p><u>Unit 5</u></p> <ul style="list-style-type: none"> <li>• Probability</li> </ul> <p><b>Higher</b>  <u>Unit 3</u></p> <ul style="list-style-type: none"> <li>• Transformations</li> <li>• Constructions and Loci</li> </ul> <p><u>Unit 4</u></p> <ul style="list-style-type: none"> <li>• Multiplicative reasoning</li> </ul> <p><u>Unit 5</u></p> <ul style="list-style-type: none"> <li>• Similarity and congruence</li> </ul>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year (including GCSE Mock Exam)</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>
<p><b>Spring 1</b>  <b>Foundation</b>  <u>Unit 6</u></p> <ul style="list-style-type: none"> <li>• Multiplicative reasoning</li> </ul> <p><u>Unit 7</u></p> <ul style="list-style-type: none"> <li>• Plans and elevations</li> </ul> <p><b>Higher</b>  <u>Unit 6</u></p> <ul style="list-style-type: none"> <li>• Trigonometric graphs</li> <li>• Further trigonometry</li> </ul> <p><u>Unit 7</u></p> <ul style="list-style-type: none"> <li>• Collecting data</li> </ul>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year (including GCSE Mock Exam)</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>

<p><b>Spring 2</b> <b>Foundation</b> <u>Unit 8</u></p> <ul style="list-style-type: none"> <li>• Constructions, Loci and Bearings</li> </ul> <p><u>Unit 9</u></p> <ul style="list-style-type: none"> <li>• Expanding and factorising with quadratics</li> <li>• Quadratic graphs</li> </ul> <p><b>Higher</b> <u>Unit 8</u></p> <ul style="list-style-type: none"> <li>• Cumulative frequency graphs</li> <li>• Box plots</li> <li>• Histograms</li> </ul> <p><u>Unit 9</u></p> <ul style="list-style-type: none"> <li>• Further quadratics</li> </ul>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year (including GCSE Mock Exam)</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>
<p><b>Summer 1</b> <b>Foundation</b> <u>Unit 10</u></p> <ul style="list-style-type: none"> <li>• Circles, cylinders, spheres and cones</li> </ul> <p><u>Unit 11</u></p> <ul style="list-style-type: none"> <li>• Fractions and reciprocals</li> <li>• Indices and standard form</li> </ul> <p><b>Higher</b> <u>Unit 10</u></p> <ul style="list-style-type: none"> <li>• Circle theorems</li> <li>• Circle geometry</li> </ul> <p><u>Unit 11</u></p> <ul style="list-style-type: none"> <li>• Changing the subject</li> <li>• Algebraic fractions</li> <li>• Algebraic proof</li> <li>• Functions</li> </ul>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year (including GCSE Mock Exam)</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>
<p><b>Summer 2</b> <b>Foundation and Higher</b></p> <ul style="list-style-type: none"> <li>• Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year (including GCSE Mock Exam)</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>

### Year 10 Course Description

Mathematics in Year 10 follows the Edexcel GCSE SOW with sets 1-3 preparing for the Higher exam and Sets 4-7 preparing for the Foundation exam. Each class at The Forest Academy benefits from a curriculum taught using a wide range of resources. By the end of Year 10, all students will have been taught almost all of the GCSE curriculum, with the last remaining topics being taught at the start of Year 11

### Assessment

The year 10 students are regularly assessed throughout the year. Class work and homework are monitored frequently. The top three sets are moving towards completing the Higher GCSE paper and the lower sets 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 £5. 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 once a week and should last for approximately 60 minutes. All homework will be set on the website [sparxmaths.com](http://sparxmaths.com). This website provides instructional videos that help students if they are unsure with the content. This will also be recorded on Satchel:One.

### How Parents Can Help

Support students with the completion of their Sparx homework. Furthermore, The Khan Academy (free login, but does require registration at [www.khanacademy.org](http://www.khanacademy.org)) and Nrich (web resources for stretching and provoking thought at [www.nrich.maths.org](http://www.nrich.maths.org)) are excellent sources for stretch and challenge. They can also start completing past papers (which can be found at [mathsgenie.co.uk](http://mathsgenie.co.uk))

## Media

TERM	Main assessment task
<b>Autumn 1</b> 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"> <li>Homework based upon media theories focus – media language &amp; representations</li> </ul>
<b>Autumn 2</b> 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"> <li>Practical task – planning/filming a TV sequence in groups</li> <li>Exam practice – audiences and industry</li> <li>Exam focus – media language &amp; representation</li> </ul>
<b>Spring 1</b> 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)	<ul style="list-style-type: none"> <li>Practical task – planning/filming a section of music video</li> </ul>

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	
<b>Spring 2</b> 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"> <li>• Exam focus – music: industry and audience</li> <li>• Practical task – planning/filming of music video to demonstrate learning</li> </ul>
<b>Summer 1</b> 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	<ul style="list-style-type: none"> <li>• Exam focus on advertising &amp; marketing</li> <li>• Practical task – poster design</li> </ul>
<b>Summer 2</b> 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	<ul style="list-style-type: none"> <li>• Exam practice</li> </ul>

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

### **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 GCSE

TERM	Main assessment task
<b>Autumn 1</b> <u>Health Fitness &amp; 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.
<b>Autumn 2</b> <u>Health Fitness &amp; Wellbeing / Psychology of sport and physical activity</u>	
<b>Spring 1</b> <u>Coursework &amp; Exercise physiology</u>	
<b>Spring 2</b> <u>Exercise physiology &amp; Movement analysis</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
<b>Summer 1</b> <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
<b>Summer 2</b> <u>Social Cultural issues.</u>	
<b>Year 10 Course Description</b>	
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.	
<b>Assessment</b>	
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.	
<b>Homework</b>	
Assignments for coursework units and application of knowledge task for unit 1	
<b>How Parents Can Help</b>	
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
<b>Autumn 1</b> <u>Football / Basketball / Netball/ Handball/ Table Tennis</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
<b>Autumn 2</b> <u>Basketball / Netball/ Handball / Rugby / Football/ Table Tennis</u>	
<b>Spring 1</b> <u>Badminton / Health related Fitness / Rugby/ Netball/ Football/ Basketball/Handball</u>	
<b>Spring 2</b> <u>Badminton / Health related Fitness / Rugby/ Netball/ Football/ Basketball/Handball</u>	
<b>Summer 1</b> <u>Athletics</u>	
<b>Summer 2</b> <u>Cricket / Volleyball / Rounders/ Softball/Short tennis</u>	

### Year 10 Course Description

Student 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
<b>Autumn ½ Spring 1</b> <b>Unit 1</b> 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"> <li>Students will create a portfolio of knowledge and skills gained through independent study and class workshops that they will utilise in their later studies.</li> </ul>
<b>Spring 2 Summer 1/2</b> <b>Unit 2</b> 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"> <li>Students will select one genre to explore and develop through a sustained project, culminating in the production of a final piece.</li> </ul>

## 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><b>Autumn 1</b></p> <p><u>A Study of Muslim Beliefs</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>•Explore the diversity that exists within Islam, with a core focus on Sunni &amp; Shi'a beliefs</li> <li>•Explore the fundamental articles of faith and roots of 'Usul ad Din' for Muslims</li> <li>•Explore the nature and relevance of religious scripture, belief in angels and life after death</li> <li>•Evaluate whether certain beliefs are outdated</li> </ul>	<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><b>Autumn 2</b></p> <p><u>Marriage &amp; Family Life</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>•Explore the significance and importance of marriage and divorce in Islam as well as non- religious attitudes to both</li> <li>•Evaluate the Muslim teachings on sexual relationships and the use of contraception before and during marriage</li> <li>•Learn and understand what it means to be part of the Ummah and how the Ummah supports the Muslim community</li> </ul>	
<p><b>Spring 1</b></p> <p><u>Living the Muslim Life</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>•Explore The Five Pillars of Islam and Ten Obligatory Acts in depth</li> <li>•Discuss the difference between greater and lesser jihad, as well as the conditions for war in Islam</li> <li>•Explore the nature of voluntary charity and tax on wealth</li> </ul>	
<p><b>Spring 2</b></p> <p><u>Matters of Life &amp; Death</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>•Engage in discussions surrounding the nature of the origins of the universe and human life, looking at both religious and non-religious arguments</li> <li>•The nature and law surrounding abortion and euthanasia, as well as arguments, both pro- life and pro- choice</li> <li>•Explore the role of a Muslim as a steward of the Earth</li> </ul>	

**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><b>Autumn Term 1</b></p> <p>Units completed – Combined Science</p> <ul style="list-style-type: none"> <li>•Unit B3 : Organism Level Systems</li> <li>•Unit B7: Practical skill</li> <li>•Unit C3 : Chemical Reactions</li> </ul> <p>Units completed - Separate Sciences</p> <ul style="list-style-type: none"> <li>•Unit B3 : Organism Level Systems</li> <li>•Unit P3 : Electricity</li> <li>•Unit C3 : Chemical Reactions</li> </ul>	<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><b>Autumn Term 2</b></p> <p>Units completed – Combined Science</p> <ul style="list-style-type: none"> <li>•Unit C7: Practical skill</li> <li>•Unit P3 : Electricity and Magnetism</li> <li>•Unit P7: Practical skill</li> </ul> <p>Units completed - Separate Sciences</p> <ul style="list-style-type: none"> <li>• Unit B4 : Community Level Systems</li> <li>•Unit C4 : Predicting and Identifying Reactions and Products</li> <li>•Unit P4 : Magnetism and Magnetic Fields</li> </ul>	<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><b>Spring Term 1</b></p> <p>Units completed - Combined Science</p> <ul style="list-style-type: none"> <li>•Unit B4 : Community Level Systems</li> <li>•Unit B7: Practical skill</li> <li>•Unit C4 : Predicting and Identifying Reactions and Products</li> </ul> <p>Units completed - Separate Sciences</p> <ul style="list-style-type: none"> <li>•Unit B5 : Genes, Inheritance and Selection</li> <li>•Unit C5 : Monitoring and Controlling Chemical Reactions</li> <li>•Unit P5 : Waves in Matter</li> </ul>	<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><b>Spring Term 2</b></p> <p>Units completed – Combined Science</p> <ul style="list-style-type: none"> <li>•Unit C7: Practical skill</li> <li>•Unit P4 : Waves and Radioactivity</li> <li>•Unit P7: Practical skill</li> </ul> <p>Units completed - Separate Sciences</p> <ul style="list-style-type: none"> <li>•Revisit B1 B2 B3</li> <li>•Revisit C1 C2 C3</li> </ul>	<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>



<ul style="list-style-type: none"> <li>•Revisit P1 P2 P3</li> </ul>	
<b>Summer Term 1</b>  Units completed – Combined Science <ul style="list-style-type: none"> <li>•Unit B5 : Genes, Inheritance and Selections</li> <li>•Unit C5 : Monitoring and Controlling Chemical Reactions</li> </ul> Units completed – Separate Sciences <ul style="list-style-type: none"> <li>•Unit B5 : Genes, Inheritance and Selection</li> <li>•Unit C5 : Monitoring and Controlling Chemical Reactions</li> <li>•Unit P5 waves and matter</li> </ul>	<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. <u>Deep marking Tasks</u> Assesses key skills and knowledge
<b>Summer Term 2</b>  Units completed – Combined Science <ul style="list-style-type: none"> <li>•Unit P5 : Energy</li> <li>•Revision</li> </ul> Units Completed – Separate Sciences <ul style="list-style-type: none"> <li>•Revision</li> <li>•Practical Units</li> </ul>	<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. <u>Deep marking Tasks</u> Assesses key skills and knowledge

#### Year 10 Course Description

There are two courses followed by year 10 students: Combined Science and Separate Sciences.

OCR Combined Science

Gateway Science Suite - Combined Science A (9-1) - J250

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

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.

#### Assessment

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.

#### Homework

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.

#### How Parents Can Help

- 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
<b>Autumn 1</b>  <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.	<ul style="list-style-type: none"> <li>• Key words test</li> <li>• 1,2,3 and 4 marker exam questions</li> <li>• End of unit test on studying society consisting of 1,2,3,4 marker questions</li> </ul>
<b>Autumn 2</b>  <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.	<ul style="list-style-type: none"> <li>• Mid way test</li> <li>• End of unit test</li> <li>• 1,2,3 and 4 marker exam questions</li> </ul>
<b>Spring 1</b>  <u>Families &amp; 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.	<ul style="list-style-type: none"> <li>• Several 12 marker questions under examined conditions. For example "Discuss how far sociologists agree that roles and relationships within the family are symmetrical?".</li> <li>• Key words test</li> <li>• Mid way test</li> </ul>
<b>Spring 2</b>  <u>Families &amp; 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.	<ul style="list-style-type: none"> <li>• Several 12 marker questions under examined conditions</li> <li>• Key words test</li> <li>• End of unit test consisting of 1,2,3,4 and 12 marker questions.</li> <li>• Class presentations on all topics taught in the Family &amp; Households unit.</li> </ul>
<b>Summer 1</b>  <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.	<ul style="list-style-type: none"> <li>• Several 12 marker questions under examined conditions. For example "Discuss how far the role of the education system supports the interests of capitalism?"</li> <li>• Key words test</li> <li>• End of unit test consisting of 1,2,3,4 and 12 marker questions.</li> </ul>
<b>Summer 2</b>  <u>Education unit</u> Students learn class, gender and ethnic differences in educational achievement and how political decisions affect educational policy.	<ul style="list-style-type: none"> <li>• Several 12 marker questions under examined conditions. For example "Discuss how far gender differences in educational achievement is due to the Feminist movement?"</li> <li>• Key words test</li> </ul>

- 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><b>Autumn 1</b></p> <p><u>Theme: My personal world</u> <u>Media and technology</u></p> <p><b>Unit 1</b> Mi vida digital, talking about life on line Revising present tense, using expressions of frequency</p> <p><b>Unit 2</b> Disfrutamos al máximo, sports and free-time activities, irregular present tense verbs, opinion verbs and expressions.</p> <p><b>Unit 3</b> nos juntamos, arranging to go out, near future tense, planning a cinema visit</p> <p><b>Unit 4</b> el fin de semana pasado, saying what you did at the weekend, using the preterite tense, pronouncing the letter 'c' correctly</p> <p><b>Unit 5</b> un día fatal, talking about days that went wrong, using direct object pronouns, recognising and using three tenses.</p>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Mid-term learning assessment</li> <li>• Half-termly assessments in 3 out of 4 skills.</li> <li>• Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.</li> </ul>
<p><b>Autumn 2</b></p> <p><u>Travel and tourism</u></p> <p><b>Unit 1</b> En ruta, discussing travel plans, using comparatives, using 'se puede/n + infinitive.</p> <p><b>Unit 2</b> La cultura en la calle, talking about festivals in the Spanish-speaking world, using the superlative, using 'if' clauses with the present tense.</p> <p><b>Unit 3</b> Mis últimas vacaciones, saying what you did on holiday, using acabar de+infinitive, using a range of structures to give opinions in the past.</p> <p><b>Unit 4</b> ¿Dónde te quedaste? describing where you stayed, using the imperfect tense, giving and spotting positive/negative opinions.</p> <p><b>Unit 5</b> Mi Aventura por Latinoamérica, talking about holidays using different tenses, using suelo+ infinitive, using strategies to work out meaning.</p>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Mid-term learning assessment</li> <li>• Half-termly assessments in 3 out of 4 skills.</li> <li>• Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.</li> </ul>
<p><b>Spring 1</b></p> <p><u>Media and technology, My personal world</u></p> <p><b>Unit 1</b> esta es mi gente, describing people, using the present continuous to describe a picture, using ser for physical descriptions and estar for location.</p> <p><b>Unit 2</b> ¿A quién sigues?, talking about who you admire, saying how long you have been doing something, using the personal 'a'.</p> <p><b>Unit 3</b> Amigos para siempre, talking about friendships and relationships, using reflexive verbs, using the pronouns me and te before a verb.</p> <p><b>Unit 4</b> Así soy yo, talking about your identity and what matters to you, using para + infinitive, listening for gist.</p>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Mid-term learning assessment</li> <li>• Half-termly assessments in 3 out of 4 skills.</li> <li>• Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.</li> </ul>

<b>Unit 5</b> Necesito ayuda, ¿qué puedo hacer? Taking about problems and giving advice, using estar to express moods, using podrías and deberías + infinitive.	
<p><b>Spring 2</b></p> <p><u>Lifestyle and wellbeing</u></p> <p><b>Unit 1</b> ¿Llevamos una vida sana? Describing healthy daily routines, using indefinite adjectives, using tener + nou</p> <p><b>Unit 2</b> ¿Somos lo que comemos? Talking about mealtimes and food trends, using direct object pronouns, practising listening skills.</p> <p><b>Unit 3</b> Los tiempos cambian, comparing old and new habits, using the imperfect tense to say what you used to do, using ya no + verb</p> <p><b>Unit 4</b> Qué mal estoy, talking about illnesses and injuries, using reflexive verbs in the preterite tense, giving advice using debes, tienes que and necesitas.</p> <p><b>Unit 5</b> Mi salud, de la cabeza a los pies, future plans for health and wellbeing, using the simple future tense, using 'if' clauses.</p>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Mid-term learning assessment</li> <li>• Half-termly assessments in 3 out of 4 skills.</li> <li>• Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.</li> </ul>
<p><b>Summer 1</b></p> <p><u>Studying and my future</u></p> <p><b>Unit 1</b> un día en el insti, talking about a typical day at school, using the relative pronouns que, donde, cuando, translating into English effectively.</p> <p><b>Unit 2</b> ¿Qué tal tus estudios? Talking about your studies, using loque, talking about the opinions of others</p> <p><b>Unit 3</b> ¿Cómo cambiarías tu instituto? Talking about how you would change your school, using the conditional tense, using impersonal verbs with an infinitive</p> <p><b>Unit 4</b> La gente de mi insti, talking about students and teachers at school, using negatives, forming questions.</p> <p><b>Unit 5</b> Describing a school trip in the past, using adjectives and adverbs, identifying false friends</p>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Mid-term learning assessment</li> <li>• Half-termly assessments in 3 out of 4 skills.</li> <li>• Writing and speaking assessments on alternate terms. Regular assessment using exam style questions, giving students access to mark schemes.</li> </ul>
<p><b>Summer 2</b></p> <p><u>Complete module 5</u></p> <p><u>Start preparing for speaking exams</u></p> <p><u>Writing answers to questions for modules 1-5</u></p> <p><u>Practising other parts of the speaking exam</u></p> <p><u>Revising vocabulary and grammar from 1-5</u></p>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>•</li> </ul>
<p style="text-align: center;"><b>Year 10 Course Description</b></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;"><b>Assessment</b></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.

#### **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 Spanish 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 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.