

Hoe Valley School



Year 10 Curriculum Overview A Guide for Parents 2024 - 2025



Inspiring a Love of Learning



HOE VALLEY SCHOOL

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Head Teacher: Mrs J Davies

Dear Parent and Carer,

Welcome back to the start of term. The following pages are to give you an overview of the Programmes of Study for Year 10 and how you might support your child during the year.

The vision for Year 10 this year is “A vision without action is merely a dream” This is a deliberate shift in mentality from Year 9 where the emphasis is on pupils taking responsibility for their learning and engaging with their GCSE curriculum to make sure they are making optimum progress.

To be successful this year pupils are expected to consistently maintain high expectations inside and outside the classroom. They need to establish positive routines, making sure each day they are equipped correctly for school, and have a quiet space at home for independent study away from any distractions. As a year group, we have also talked about the importance of attendance, embracing failure and becoming resilient learners.

Their class teachers while closely supported by their form tutor and Head of Year will guide students through their studies. It is incredibly important that students are reflective learners and seek support where they require it and act on feedback given.

More information on the principles, which underpin the Key Stage 4 curriculum, are on our website or in the School’s curriculum policy. There is also further information on our pathways for our higher attainers, students with specific learning need or those who speak English as an additional language.

Above all, Year 10 students are encouraged to work hard and enjoy their learning. Parents and guardians must be partners in this important stage in their child’s educational journey. I really hope year 10 is a successful and exciting year and I look forward to the challenge ahead.

Yours sincerely,

Mrs Noor
Head of Year 10

Core Subjects

- English
- Maths
- Science

English

“Today a reader, tomorrow a leader”

Subject Lead: Ms Taylor-Wareham

Useful Websites:

<https://www.bbc.com/bitesize/examspecs/zcbchv4>

<https://www.bbc.com/bitesize/examspecs/zxqncwx>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
Language	Fiction reading	Fiction writing	Non-fiction writing and reading
Skills Focus	Comprehension; use of language features; writing in a range of forms	Use of language features; writing in a range of forms; SPaG; paragraphing accurately	Use of language features; writing in a range of forms; SPaG; paragraphing accurately; presentation skills
Exam Focus	English Language Paper 1	English Language Paper 1	English Language Paper 2; Spoken Language study
Assessment	Fiction reading	Fiction writing task.	End of Year Exam
Literature	Poetry Anthology: Power and Conflict	Dr Jekyll and Mr Hyde	Poetry Anthology: Power and Conflict
Skills Focus	Language and structural analysis; linking to context; making comparisons	Language and structural analysis; linking to context; explaining characters and themes	Language and structural analysis; linking to context; making comparisons
Exam Focus	English Literature Paper 2 Section B	English Literature Paper 1 Section B	English Literature Paper 2 Section B
Assessment	Comparative essay	Reading analysis task.	End of Year Exam

What three things should I be doing to support my child at home?

1. Encourage them to read their current reading book for at least two hours a week and talk to them about their opinion on the writing.
2. Encourage them to read non-fiction articles/publications that interest them.
3. Read and discuss the viewpoint of the person writing. What is their message or viewpoint? Is it one-sided or balanced?

Maths

Higher Tier

“Every problem has a solution”

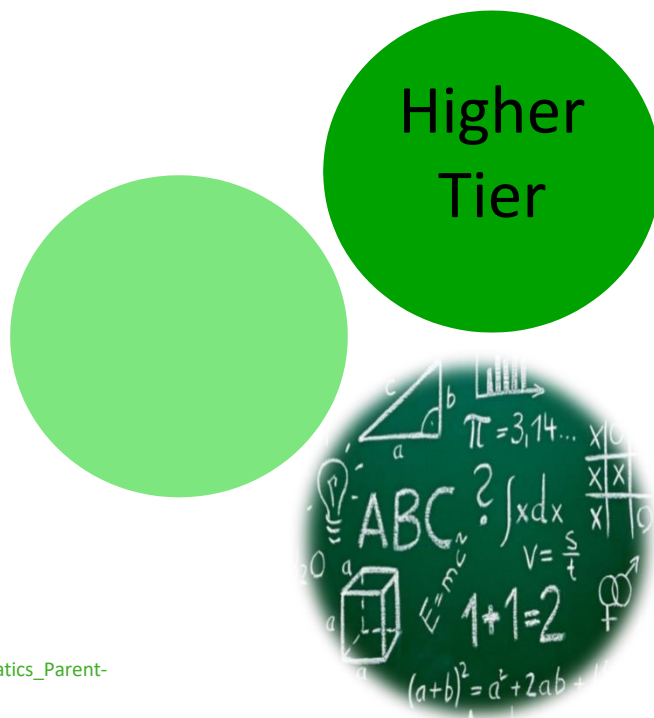
Subject Lead: Mrs Stapleton

Useful Websites:

- www.gcsepod.com
- <https://corbettmaths.com/contents/>
- <http://drfrost.org>

Exam Board: Edexcel (Pearson)

http://staugs.co.uk/wp-content/uploads/2018/03/GCSE_9-1_Mathematics_Parent-Student_Guide.pdf



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Area and Volume graphs	Similarity &	Similarity and Congruence
Skills Focus	Perimeter of Straight Line Shapes Area of Straight Line Shapes Surface Area of Straight Line Shapes Volume of Straight Line Shapes Volume of a Circle, Area and Circumference of Circles, Arc Lengths and Sector Areas, Surface Area of Cylinders, Cones, Spheres and Frustums. Volume of Cylinders, Cones, Spheres and Frustums. Convert Between Metric Units of Area and Volume Graphing Rates of Change , Real-Life Graphs, Line Segments, Distance-time Graphs, Velocity-time Graphs, Equation of a Line, Gradient of a Line Y-Intercept, Parallel and Perpendicular Lines, Quadratic Graphs, Cubic Graphs, Reciprocal Graphs and Circle Graphs	Cumulative Frequency Sampling Histograms Box Plots Further Statistics Sampling Capture & release Cumulative frequency Stem & leaf Box plots histograms	Solving Quadratic Equations Completing The Square Simultaneous Equations Linear Inequalities Congruency rules Similar shapes Length, are and volume
Assessment	No formal assessment	Unit 6 - 8 Assessment (year 10 so far)	No formal assessment
2nd Half: Topic	Transformations and Constructions	Equations and Inequalities Equations and Graphs	Multiplicative reasoning
Skills Focus	Reflection, Rotation, Translation And Enlargement, Bearings, Scale Drawings, Plans, Elevations, Nets Loci, Constructing Angles & Triangles Perpendicular and Angle Bisectors	Solving simultaneous equations graphically Graph of inequalities Quadratic and cubic graphs	Bounds Speed, Distance, Time Density, Mass, Volume Force, Pressure, Area Direct And Inverse Proportion Converting Between Units Of Measure Ratios With Fractions Compound Interest Growth And Decay
Assessment	Unit assessment on graphs	No formal assessment	2 x 1 hr Assessments Probably past GCSE papers

Maths

Foundation
Tier

“Every problem has a solution”

Subject Lead: Mrs Stapleton

Useful Websites:

www.gcsepod.com

<https://corbettmaths.com/contents/>

<http://drfrost.org>

Exam Board: Edexcel (Pearson)

http://staugs.co.uk/wp-content/uploads/2018/03/GCSE_9-1_Mathematics_Parent-Student_Guide.pdf



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Averages and Range Perimeter, Area and Volume	Ratio & Proportion	Multiplicative reasoning Construction, Loci and Bearings
Skills Focus	Stem and Leaf Diagrams Mode, Mean, Range Frequency Tables Types of Data Perimeter of Straight Line Shapes Area of Straight Line Shapes Surface Area of Straight Line Shapes Volume of Straight Line Shapes Convert Between Metric Units of Area and Volume	Sharing in a Ratio Ratio for Converting Measures Comparing using Ratios Percentages and Ratios Direct and Inverse Proportion	, Speed, Distance, Time, Density, Mass, Volume Force, Pressure, Area, Direct and Inverse Proportion, Converting Between Units of Measure, Ratios with Fractions, Compound Interest, Growth and Decay, Plans, Elevations and Nets, Scale Drawings & Maps, Constructing Triangles, Constructing Perpendicular and Angles, Bisectors, Loci and Bearings Plans, Elevations and Nets Scale Drawings & Maps Constructing Triangles Constructing Perpendicular and Angles Bisectors Loci Bearings
Assessment	Units 6-8 from Year 9 (Unit 6 from Yr 9)	Assessment on units 9-11 (graphs, transformations & ratio)	No formal assessment
2nd Half: Topic	Transformations	Right Angled Triangles Multiplicative Reasoning	
Skills Focus	Coordinates Real-Life Graphs Distance-Time Graphs Proportion and Graphs Gradient Y-intercept Equation of a Line Translation Reflection Rotation Enlargement	Pythagoras Trigonometry (SOHCAHTOA) Speed, distance, time Density, mass, volume Direct proportion Pressure, force, area Calculating Probability, Probability of 2 Events, Experimental Probability, Venn Diagrams, Tree Diagrams	End of year revision
Assessment	No formal assessment	No formal assessment	2 x 1 hr Assessments on the whole year Probably past GCSE papers

What three things should I be doing to support my child at home?

1. Encourage them to practise exam questions.
2. Practise interleaving skills e.g. a geometry question with algebra and ratio.
3. Learn and practise using key formulas.

Science

“Discover the unknown, create the future”

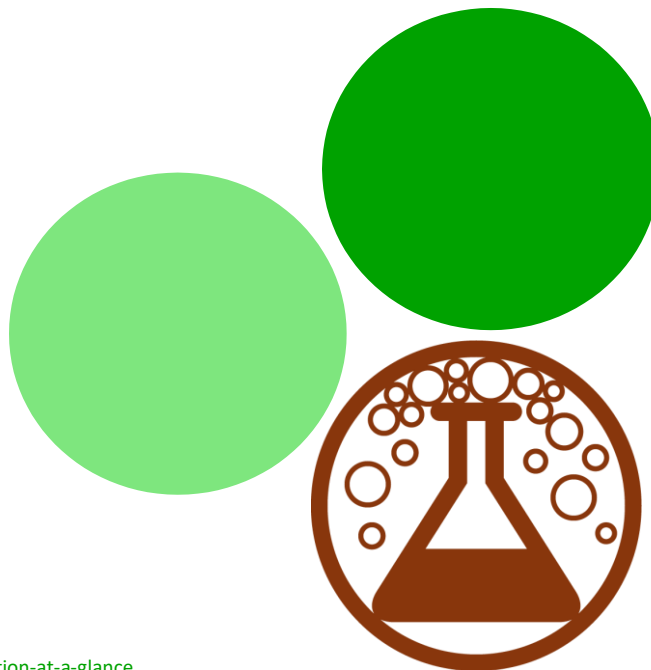
Subject Lead: Miss English

Useful Websites:

Subscribe to the Youtube Channel - “Free Science Lessons”
<https://www.youtube.com/watch?v=vw6Ww-N1ZFg>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance>
<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance>
<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
Biology	AQA GCSE Biology B4 - Bioenergetics	AQA GCSE Biology B5 - Homeostasis	AQA GCSE Biology B6 (Part 1) - Inheritance
Skills Focus	To be able to describe the process of photosynthesis and how to increase the rate. To be able to describe aerobic and anaerobic respiration and the effects of exercise	To be able to describe and explain how the body maintains a constant internal environment through the nervous system and hormones.	To be able to describe which characteristics are inherited and which are due to the environment. To be able to explain how different genetic diseases are inherited
Assessment	End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks.
Chemistry	AQA GCSE Chemistry C4 - Chemical Changes	AQA GCSE Chemistry C5 - Energy changes and C6 - Rate of chemical change	AQA Chemistry C7 - Organic chemistry
Skills Focus	To be able to describe reactions of substances with acids. To be able to carry out a titration.	To be able to identify exothermic and endothermic reactions. To be able to describe and explain which factors affect the rate of chemical reactions	To be able to describe the formation of crude oil and describe how crude oil can be separated into useful fractions. To be able to describe the production and uses of polymers
Assessment	End of topic test, extended response questions and weekly prep tasks	End of topic test, extended response questions and weekly prep tasks	End of topic test, extended response questions and weekly prep tasks
Physics	AQA GCSE Physics P4 - Atomic structure	AQA GCSE Physics P5 - Forces and their effects	AQA GCSE Physics P6 - Waves
Skills Focus	To be able to describe radioactive decay and the properties, uses and dangers of ionising radiation	To be able to describe and explain the effects of forces on objects. To be able to interpret graphs to describe motion	To be able to describe and explain the uses of waves. To be able to identify transverse and longitudinal waves
Assessment	End of topic test, extended response questions and weekly homework tasks.	End of topic test, extended response questions and weekly homework tasks.	End of topic test, extended response questions and weekly homework tasks.

What three things should I be doing to support my child at home?

1. Sharing with them anything you read in the papers related to Science.
2. Encourage your child to watch documentaries in Science.g. Horizon.
3. Ensure they are engaged in active revision for assessments i.e. creating revision materials to help them learn and not just reading.

Other Subjects

- Art
- Business Studies
- Computer Science
- Cambridge Nationals in IT
- Design & Technology
- Drama
- French
- Geography
- German
- History
- Hospitality & Catering
- Latin
- Media Studies
- Music
- PE
- PSHE & Citizenship
- RE
- Spanish
- Textiles
- Travel & Tourism
- Work Ready
- Community

Art

“Make your mark”

Subject Lead: Mrs Kelly

Useful Websites:

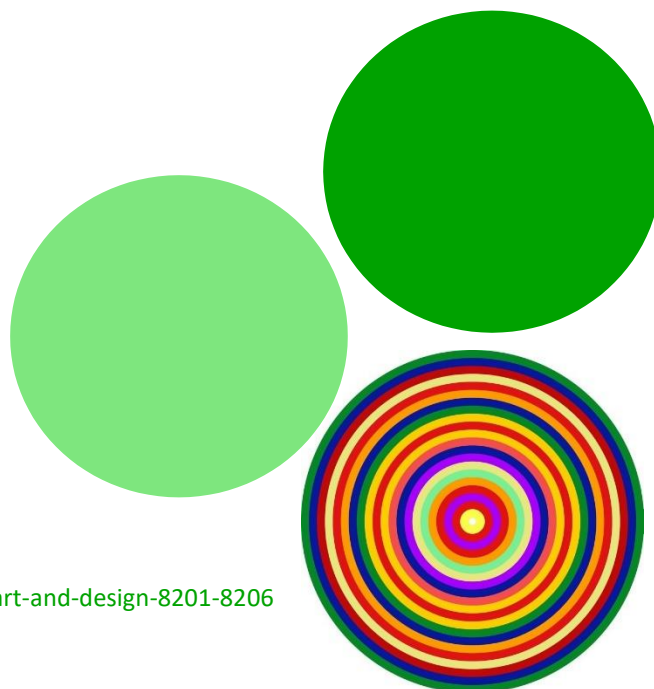
<http://www.tate.org.uk/> (the art and artists)

<http://www.serpentinegalleries.org/learn>

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Sea-life Portfolio- Gelli prints	My Environment	Evolution Piece
Skills Focus	Students will review and complete any sea-life workshop pieces presenting on boards. They will then complete a Gelli printing workshop	Students will explore a variety of mediums and techniques, including sculpture, printing, photography, and various drawing techniques to develop their project	Students will hone their project management skills, and refine their ideas and use of media.
Assessment	Gelli Print board	Idea Development Piece	Further Experimentation
2nd Half: Topic	Where in the world	My Environment	Developing and explaining outcomes
Skills Focus	Students will create abstract art based on maps and typography learning collage and digital techniques based on where in the world they are from	Students will learn to develop their work to produce an outcome which is a natural culmination of their project	Students will become familiar with GCSE marking criteria and assessment grids, and be able to mark their own work related to A02
Assessment	Val Britton response	Personal Outcome - My world	My world critical study

What three things should I be doing to support my child at home?

1. Students should be spending a lot of time on their coursework, both in school and at home. Clearing a space for them to work, or looking through their sketchbook with them helps to keep young artists motivated.
2. Visiting galleries is a great way to broaden their understanding of art concepts and genres.
3. Allowing your child to watch YouTube art tutorials is a quick and easy way to immediately access a range of techniques and knowledge.

Business Studies

“Work today, succeed tomorrow.”

Subject Lead: Mrs Sweryt

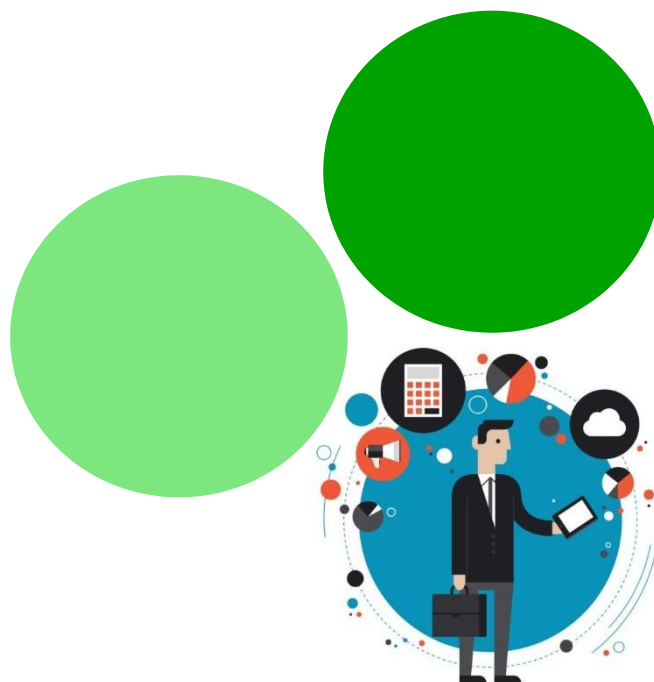
Useful Websites:

<https://www.bbc.co.uk/news/business>

<https://www.tutor2u.net/business>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/business/gcse/business-8132/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Influences on Business	Marketing	Marketing - Review of Unit 1 - 4
Skills Focus	The importance of external influences on business and how businesses change in response to these influences. Students need to be aware of the influences on business have on the four functional areas of business: business operations human resources marketing finance	Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. The purpose of marketing, its role within business and how it influences business activity	Students complete work on Marketing Unit and undertake an end of unit assessment to test knowledge and practise exam techniques. Students will revisit Year 9 units and Year 10 units to prepare for the end of year assessments
Assessment	Multiple choice and longer answer questions	Multiple choice and longer answer questions	
2nd Half: Topic	Influences on Business continued	Marketing continued	Review of Units 1 - 5
Skills Focus	The importance of external influences on business and how businesses change in response to these influences. Students need to be aware of the influences on business have on the four functional areas of business: business operations human resources marketing finance	Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. The purpose of marketing, its role within business and how it influences business activity	Students complete a review of units and practise examination techniques for end of year assessments
Assessment	Multiple choice and longer answer questions completed on a weekly basis	Multiple choice and longer answer questions completed on a weekly basis	End of Year Assessments

What three things should I be doing to support my child at home?

1. Encourage them to listen, watch or read the news on a daily basis.
2. Ensure that they complete prep on time.
3. Ask their opinion on different businesses. Why are they successful? Who are their market?

Computer Science

"Challenge yourself, challenge the boundaries, challenge the future"

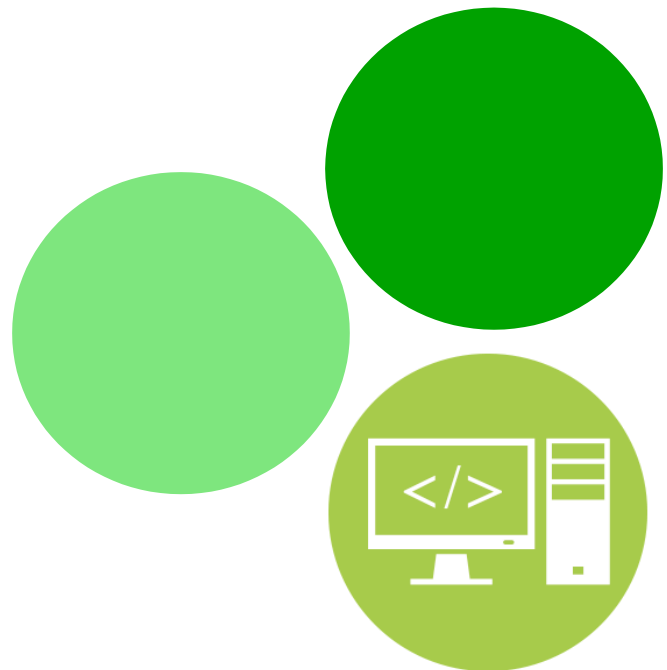
Subject Lead: Mr Cummins

Useful Websites:

www.python.org
www.bbc.co.uk/education
www.w3schools.com/

Exam Board: OCR

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/specification-at-a-glance/>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Systems Architecture, Memory and Storage, Systems Software	Computational Thinking and Programming Fundamentals	Defensive Design, Boolean Logic, Translators, Compilers and IDEs
Skills Focus	Understand architecture of the CPU, CPU performance, Embedded systems, Primary and Secondary storage, Units and Data storage and types of Systems software	Designing, creating and refining algorithms, searching and sorting algorithms, programming fundamentals such as selection, iteration and sequencing. Boolean Logic	Defensive design, maintainability, the purpose of testing, identify syntax and logic errors, refining algorithms. The purpose of translators. The characteristics of a compiler and an interpreter. Common tools and facilities available in an IDE
Assessment	Knowledge Based Assessment	Knowledge Based Assessment	Knowledge Based Assessment
2nd Half: Topic	Computer Networks, Connections and Protocols, Network Security	Additional Programming Techniques and Data Types	Programming Project
Skills Focus	Understand Networks and topologies, wired and wireless networks, protocols and layers, network security	Different types of data types, String Manipulation Methods, basic file handling open, read, write close and SQL	Students apply what they have learnt from Year 9 and 10 to follow the Software Development Life Cycle for a programming project
Assessment	Knowledge Based Assessment	Knowledge Based Assessment	Knowledge Based Assessment

What three things should I be doing to support my child at home?

1. Encourage your child to visit the websites recommended and complete any tasks and activities that are available
2. Ask your child what they have been learning during their Computer Science lessons and to explain any Computer Science terms to you even if you already know them! An example of a question could be 'what does CPU stand for and what does it do?'
3. Explore google classrooms together and encourage students to respond to the questions and comments posted by teachers

Cambridge Nationals in IT

"Challenge yourself, challenge the boundaries, challenge the future"

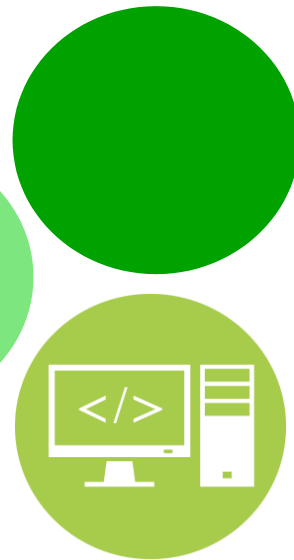
Subject Lead: Mr Cummins

Useful Websites:

<https://www.ocr.org.uk/blog/understanding-the-cambridge-national-in-it-r050-exam/>

Exam Board: OCR

<https://www.ocr.org.uk/Images/610951-specification-cambridge-nationals-it-j836.pdf>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Using Augmented Reality to present information	Data manipulation using spreadsheets	IT in the digital world
Skills Focus	Augmented Reality (AR), Designing an Augmented Reality (AR) model prototype,	Recapping previous taught content	Recapping previous taught content
Assessment	Knowledge Based Assessment	Knowledge Based Assessment	Knowledge Based Assessment
2nd Half: Topic	Using Augmented Reality to present information	Data manipulation using spreadsheets	IT in the digital world
Skills Focus	Project based	Project based	Recapping previous taught content
Assessment	Non- exam assessment	Non- exam assessment	Knowledge Based Assessment

What three things should I be doing to support my child at home?

1. Encourage your child to visit the websites recommended and complete any tasks and activities that are available.
2. Ask your child what they have been learning during their IT lessons and to explain any IT terms to you even if you already know them!
3. Explore google classrooms together and encourage students to respond to the questions and comments posted by teachers.

Design & Technology

“Skills for Life”

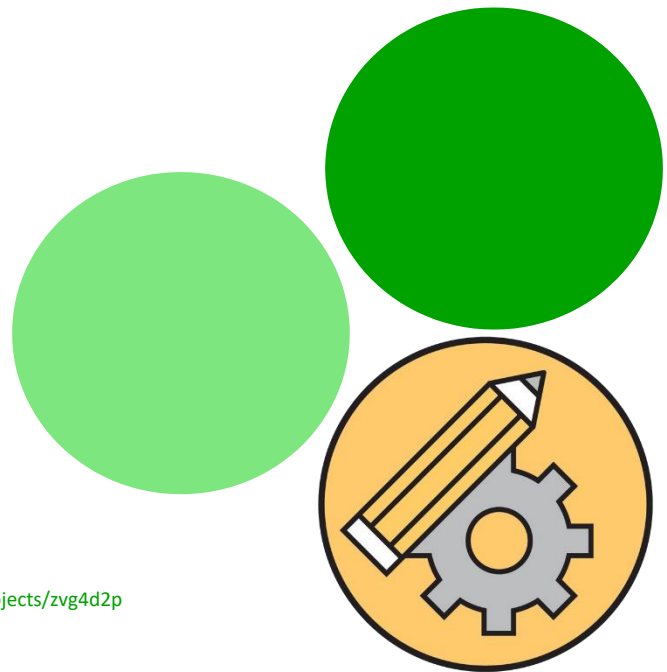
Subject Lead: Mrs August

Useful Websites:

<http://www.hobbycraft.co.uk/> (for ideas about making)
www.technologystudent.com www.designandtech.com
www.instrucables.com <https://www.bbc.com/bitesize/subjects/zvg4d2p>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/design-and-technology/gcse>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Apprentice challenge	Mini NEA	Practical: Development of iteration and model making Theory: Revision for Mock Exams
Skills Focus	Working in teams, students will design, develop, make and promote an idea for a new wooden toy or puzzle	Students will be completing a project context similar to the GCSE Year 11 NEA. Students will be learning about how we produce energy and mechanical systems such as levers	Students will continue to develop essential workshop skills ready for the start of their NEA. Students will be learning about the processes designers go through when designing and making products
Assessment	End of Unit Assessment Research and Design folder	End of Unit Assessment Research and Design folder	End of Unit Assessment
2nd Half: Topic	Apprentice challenge	Mini NEA	NEA Theory: Revision for Mock Exams
Skills Focus	Teams will present their work as a sales pitch to a ‘buyer’ in the style of ‘The apprentice or Dragon’s den programmes	Students will be using gained knowledge to make a final project piece of their developed final design. Students will be learning about forces and stresses. They will also look at the environmental impact of products	Starting in June, this will form 50% of their GCSE. This will assess students ability to research, develop and design their own product
Assessment	End of Unit Assessment Prototypes and finished piece	End of Unit assessment Prototypes and evaluation	Your project will be assessed as a whole

What three things should I be doing to support my child at home?

1. Students should be spending a lot of time on their coursework, both in school and at home. Clearing a space for them to work, or looking through their sketchbook with them helps to keep young artists motivated.
2. Visiting galleries is a great way to broaden their understanding of art concepts and genres.
3. Allowing your child to watch YouTube art tutorials is a quick and easy way to immediately access a range of techniques and knowledge.

Drama

“Dream, achieve, succeed”

Subject Lead: Mrs Young

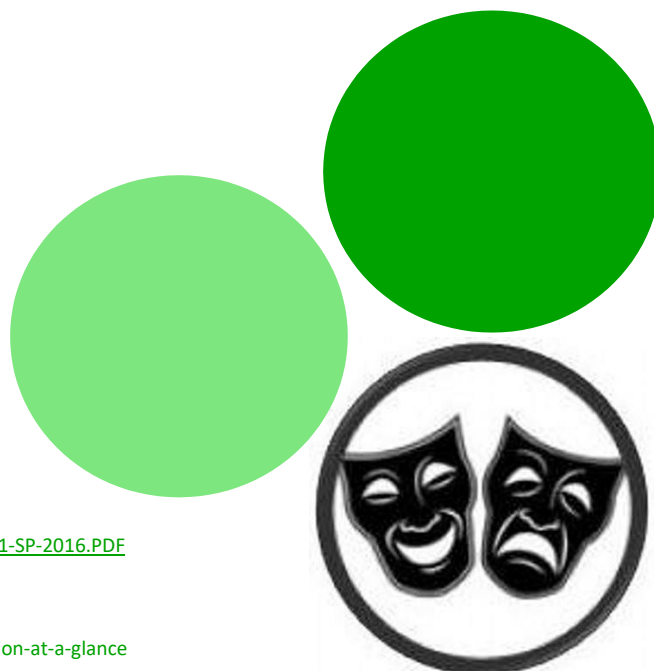
Useful Websites:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/introduction>

<https://filestore.aqa.org.uk/resources/drama/specifications/AQA-8261-SP-2016.PDF>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	“Blood Brothers” - Comp. 1	Component 2: Devised Performance and Portfolio	“Blood Brothers” - Comp. 1 c
Skills Focus	“Blood Brothers”: Script work: page to stage Physical and Vocal Design - Costume / Lighting / Set / Sound / Props / Staging	Devising / Communication / Research / Experimentation / Refining / Rehearsing / Written	“Blood Brothers”: Live theatre watch and exam performance
Assessment	Understanding of play text demonstrated through a mix- ture of practical and theory workshops (in preparation for Year 11 written exam)	Performance to a live audience. Teacher assessed (AQA moderated)	Understanding of play text demonstrated through a mixture of practical and theory workshops (in preparation for Year 11 written exam)
2nd Half: Topic	Practitioner Workshops	Component 2: Devised Portfolio complete	Component 3: Scripted Mock
Skills Focus	Brecht - Epic Theatre Frantic Assembly - Physical Theatre Stanislawski - Naturalism Artaud - Theatre of the Absurd Berkoff - Total Theatre	Written - complete coursework Script work: Prepare for Component 3	Mock up of Scripted unit explore a text and perform under exam conditions Coursework catch up- tie up loose ends
Assessment	Performances in the style of each practitioner	Written coursework completed. Teacher assessed (AQA moderated)	Mock exam

What three things should I be doing to support my child at home?

1. Watch as much Live Theatre as possible.
2. Test your child on their Drama terminology - glossary / revision cards.
3. Encourage and support after school rehearsals when requested by teacher.

Purchase: https://www.amazon.co.uk/Blood-Brothers-Play-Guide-Drama/dp/1911208705/ref=sr_1_2?keywords=blood+brothers+aqa&qid=1570622426&sr=8-2

French

“ Confident, effective, global communicators”

Subject Lead: Mrs Boniface

Useful Websites:

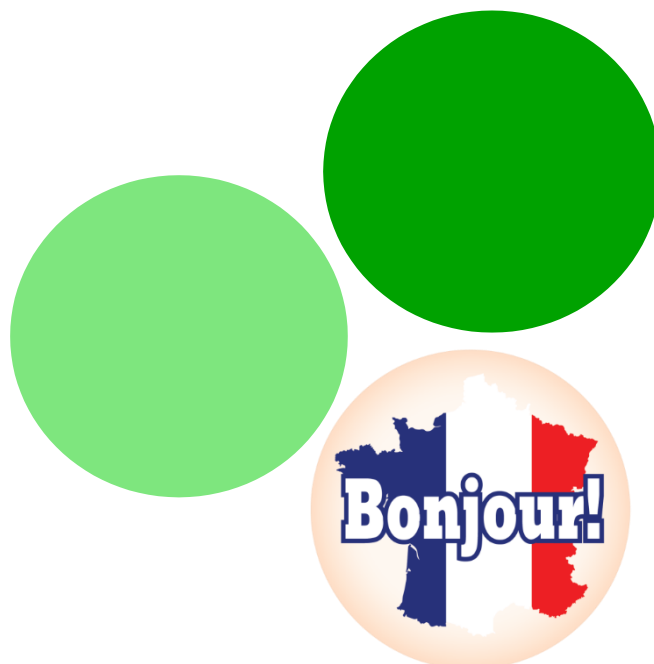
www.quizlet.com

<https://www.bbc.co.uk/bitesize/subjects/z9dqxb>

<https://www.newsinslowfrench.com/>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	En pliene Forme Healthy living Revision modules 1,2,3	Les Vacances	My neighborhood
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation	Listening, reading, speaking and writing. Exam skills. Translation	Listening, reading, speaking and writing. Exam skills. Translation
Assessment	Regular vocabulary testing. Speaking to be assessed via small groupwork with FLA	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA
2nd Half: Topic	En Pliene Forme	Les Vacances	Consolidation
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.
Assessment	Regular vocabulary testing. L/R/Wr assessed in class. Speaking with FLA	Regular vocabulary testing. L/R/Wr assessed in class. Speaking with FLA	Mock , Reading, Writing Assessment. Mock Speaking Exam

What three things should I be doing to support my child at home?

1. Help them test vocab regularly; revisiting vocabulary on a regular basis is an effective way to learn it. Add synonyms and antonyms where possible to topic-specific vocabulary lists.
2. Encourage your child to do timed practice questions at home, particularly for writing, working on the 'minute a mark' rule.
3. <https://www.newsinslowfrench.com/> Encourage your child to listen to the news in French and to retell the gist of what they have heard.

Geography

“Geography is the subject which holds the key to our future.” - Michael Palin

Subject Lead: Mrs Sparke

Useful Websites:

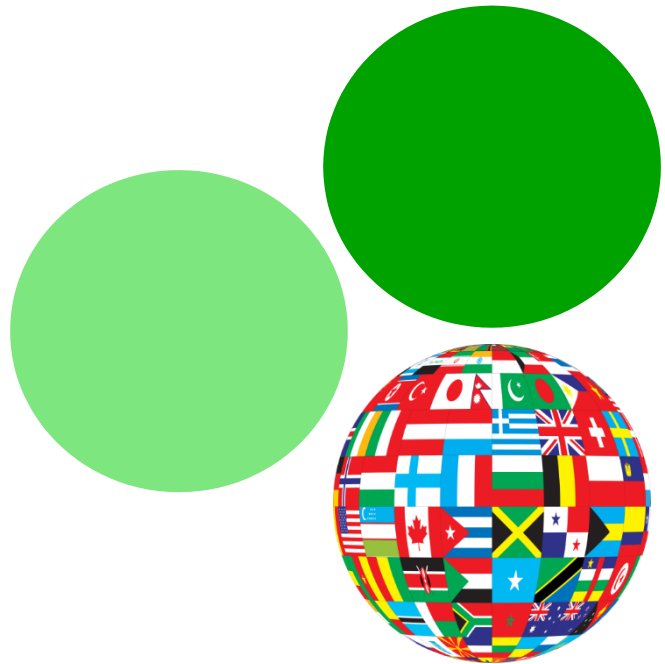
GCSE Pod

Seneca Learning

<https://www.bbc.com/bitesize/examspecs/zsytxsg>

Exam Board: Edexcel - Specification A

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Topic 1: Coastal landscapes	Topic 2: Weather Hazards and climate change	Costal revision and field trip
Skills Focus	Characteristics of the UK landscape and processes of change. Analysis of OS maps, photo and source interpretation, extended writing	A study of what drives our climate and why it varies across the world, focusing on two case studies of cyclones and droughts	
Assessment	GCSE exam questions - short and long answer questions.	GCSE exam questions - short and long answer questions.	
2nd Half: Topic	Topic 5: Global development	Topic 2: Weather Hazards and climate change	Revision of key content and skills
Skills Focus	Study of human development around the world, the human development index and measures of inequality and corruption. Students will also look at the effects of geopolitics and technology. Skills include analysis of data, construction of an argument, extended writing	A study of what drives our climate and why it varies across the world, focusing on two case studies of cyclones and droughts	Content from all units covered in addition to exam skills, map skills, numeracy and literacy skills
Assessment	GCSE exam questions - short and long answer questions.	GCSE exam questions - short and long answer questions.	GCSE exam questions - short and long answer questions.

What three things should I be doing to support my child at home?

1. Encourage them to keep up to date with, and on top of their homework, which is set once a week. Encourage them to seek help in person or directly to their teachers on Google Classroom if they are stuck.
2. Encourage your child to focus on their self-directed revision. Both GCSE Pod and Seneca Learning are applications used in school but can also be used at home.
3. Watch the news with your child. Keeping up to date with developments in a variety of countries around the world will help them improve at Geography.

German

“Confident, effective, global communicators”

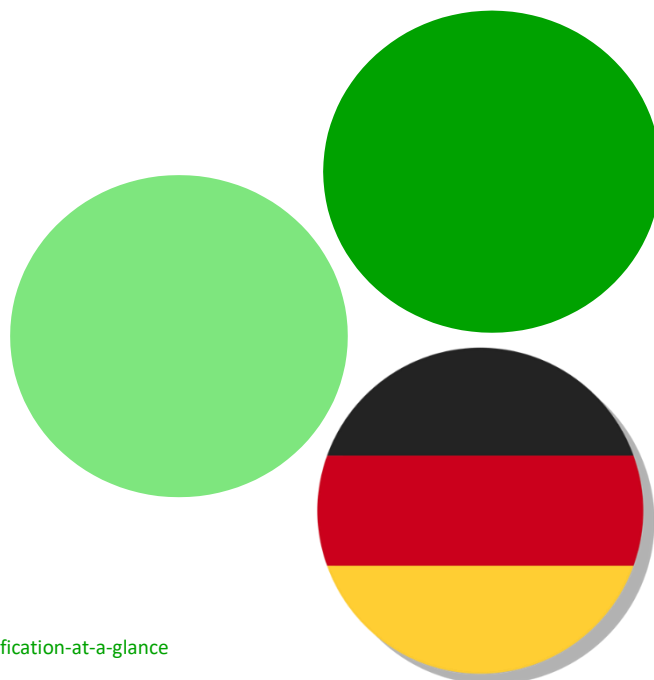
Subject Lead: Mrs Boniface

Useful Websites:

www.quizlet.com
<https://www.bbc.co.uk/bitesize/subjects/z8j2tfr>
<https://www.newsinslowgerman.com/>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/languages/gcse/german-8668/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Revision of modules 1,2,3 Module 4: Lifestyle and wellbeing	Module 5: my neighbourhood	Module 6: Travel and Tourism Consolidation
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.
Assessment	Regular vocabulary testing. Speaking to be assessed via small group work with FLA	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA
2nd Half: Topic	Module 4: consolidation Christmas in Germany	Module 6: travel and tourism	Module 7: introduction My neighbourhood My personal world Revision for EOY exams
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation	Listening, reading, speaking and writing. Exam skills. Translation	Listening, reading, speaking and writing. Exam skills. Translation
Assessment	Regular vocabulary testing. L/R/Wr assessed in class. Speaking with FLA	Regular vocabulary testing. L/R/Wr assessed in class. Speaking with FLA	Mock, Reading, Writing Assessment. Mock Speaking Exam

What three things should I be doing to support my child at home?

1. Help them test vocab regularly; revisiting vocabulary on a regular basis is an effective way to learn it. Add synonyms and antonyms where possible to topic-specific vocabulary lists.
2. Encourage your child to do timed practice questions at home, particularly for writing, working on the 'minute a mark' rule.
3. <https://www.newsinslowgerman.com/> Encourage your child to listen to the news in German and to retell the gist of what they have heard.

History

“The more you know about the past, the better prepared you are for the future!” - Theodore Roosevelt

Subject Lead: Mrs Urban-Marks

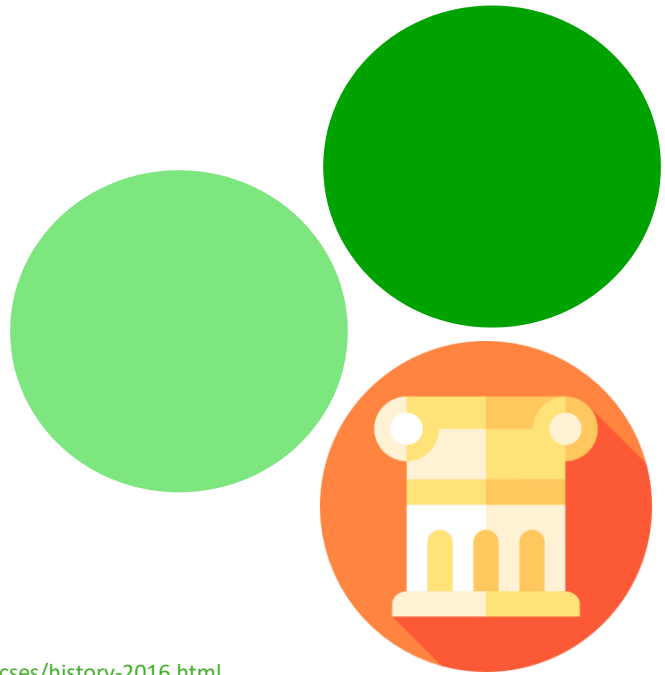
Useful Websites:

www.bbc.co.uk/history

Exam Board: Edexcel

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

www.bbc.co.uk/education/levels/z4kw2hv



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Nazi Germany - The Weimar Government 1918 - 1929	Nazi Control and Dictatorship 1933 - 1939	Revision Medicine through Time
Skills Focus	Description / Explanation / Argument / English	Description / Explanation / Argument / English	Inference / Explanation / Source analysis / Interpretations
Assessment	GCSE Exam Questions	GCSE Exam Questions	GCSE Exam Questions
2nd Half: Topic	Hitler's Rise to Power 1919 - 33	Life in Nazi Germany 1933 - 1939	Revision Elizabeth - British Depth Study
Skills Focus	Description / Explanation / Argument / English	Description / Explanation / Argument / Source analysis / English	Inference / Explanation / Source analysis / Interpretations
Assessment	GCSE Exam Questions	GCSE Exam Questions	GCSE Exam Questions

What three things should I be doing to support my child at home?

1. Encourage them to keep up to date with, and on top of their homework, which is set once a week. Encourage them to seek help in person if they are stuck.
2. Encourage your child to check their work (including key spellings, punctuation etc.) and respond to the feedback in their History book (answering questions and correcting mistakes). This is the best way for them to develop their skills and progress in the subject.
3. Read with your child. Developing their literacy is one of the quickest ways to improve their work in History.

Hospitality & Catering

“Skills for Life”

Subject Lead: Mrs August

Useful Websites:

<http://www.bbcgoodfood.com>

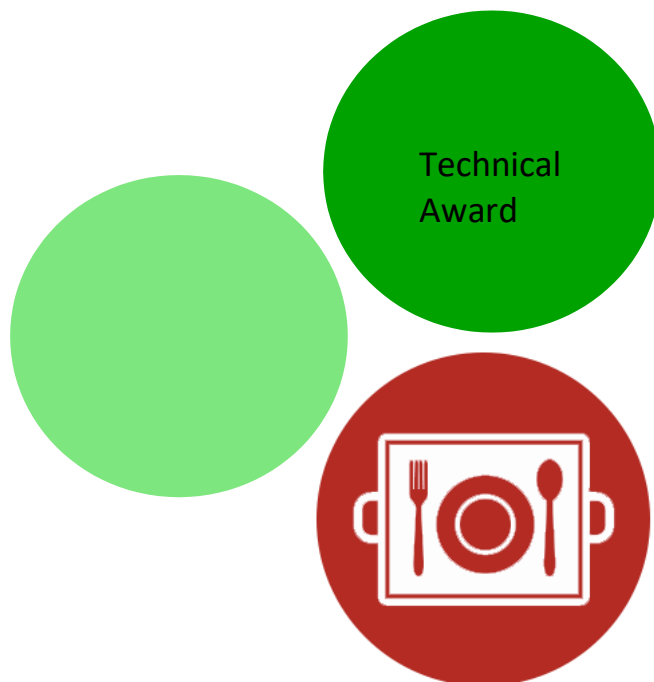
<http://www.deliaonline.com>

<https://www.jamieoliver.com/>

<http://meatandeducation.redmeatinfo.com/>

Exam Board: Educas

<https://www.eduqas.co.uk/media/0dzipjezk/wjec-level-1-2-award-in-hospitality-and-catering-specification-2016-e-29-11.pdf>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Recapping health and safety in the Food Room.	Understand how hospitality and catering provisions operate	Preparing for theory test
Skills Focus	Learning how food can cause ill health Recapping practical skills	Learning about the operations of hotels, restaurants and other provisions. Focusing on key dishes suitable for upcoming NEA	Recap and revise theoretical knowledge in preparation for theory exam Side dishes
Assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment	Theory exam Practical assessment
2nd Half: Topic	Understand the environment in which Hospitality and Catering provisions operate	Understand how hospitality and catering provisions meet health and safety requirements	NEA
Skills Focus	Learning about the different sectors of the hospitality and catering industries Learning to make different desserts	Learning about health and safety requirements in the workplace Focusing on key dishes suitable for upcoming NEA	Start NEA mock Presentation techniques
Assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment

What three things should I be doing to support my child at home?

1. Practising dishes made in school at home.
2. Encourage your child to watch programmes such as The Great British Bake Off or Masterchef.
3. Ensure they are engaged in active revision for assessments i.e. creating revision materials to help them learn and not just reading.

Latin

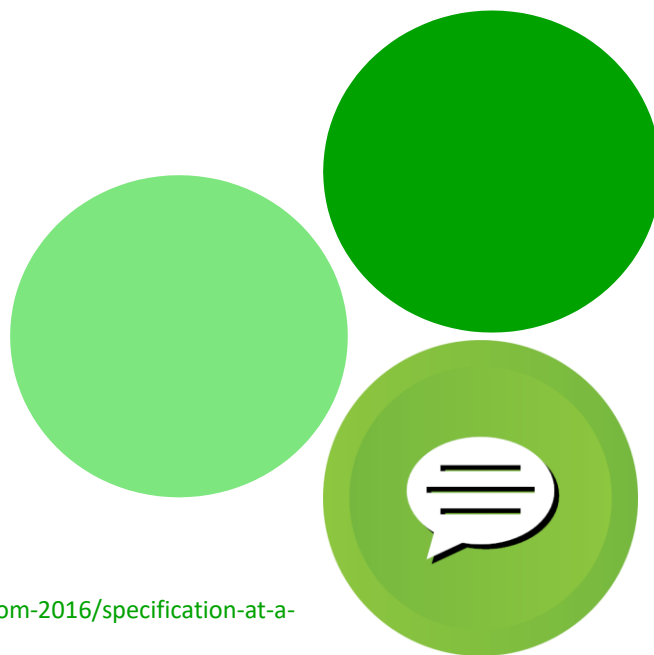
“Reading the past to bridge the ancient and modern worlds”

Subject Lead: Miss Drayton

Latin is an optional, additional GCSE subject, studied during 1 x Prep and 2 x Enrichment Sessions each week.

Exam Board: OCR

<https://www.ocr.org.uk/qualifications/gcse/latin-j282-from-2016/specification-at-a-glance/>



	Autumn Term	Spring Term	Summer Term
1st half: Themes, Cultural Content & Language	Arelate – a provincial town How to build a Roman town; Theatre; Making bread Mosaics Creating mosaics; Mosaic pattern books. Mining Mining at Las Medulas; Mining techniques Country villas Country estates; Gardens; Dinner Parties; Menus	Death in the Roman world Death and funerals; Isis; Ideas of the afterlife Entertainment Amphitheatres; Gladiators; Watching the games; Animals in the arena Animals and fashion Animals; Adorning the body; Fashion; Cosmetics	Sport and the body Sport and exercise; The body in art; The Olympic Games Music Music; Poetry; Recitations
History/ Mythology	Mythology: Pyramus and Thisbe History: Women History: Civil war	Mythology: Orpheus and Eurydice History: Hannibal History: Kingdom of Kush, Meroë, Kandace Amanirenas	Mythology: Echo and Narcissus Mythology: Marsyas
Skills Focus	Developing accidence and basic syntax; English derivations; English to Latin translation	Developing accidence and basic syntax; English derivations; English to Latin translation	Beginning to read literature; writing practice and essay questions
Assessment	Weekly OCR vocabulary testing by parts of speech Translation into English	Weekly OCR vocabulary testing by parts of speech Translation into English	Weekly OCR vocabulary testing by parts of speech Translation into English
2nd half: Themes, Cultural Content & Language	Marriage Wool and weaving; Marriage; Husbands and wives; The ceremony Life in Pompeii The domus; Making perfume; Shops and businesses; Cleaning clothes Freedom and business Patrons and clients; Becoming a citizen; Daily routine; Garum; Wine	Growing up Birth, children, and childhood; Education Politics cursus honorum; Managing an empire; Imperial freedmen; Poison Greek architecture and thought The Acropolis and Parthenon; Rhetoric and oratory; Philosophy	Medicine Doctors; Surgery; Drugs and medicines Ephesus Temple of Artemis; Palmyra and the Silk Routes; Travel and communication
History/ Mythology	Mythology: Arachne History: Archaeology of Pompeii Mythology: Bacchus	Mythology: Dido and Aeneas History: Octavian and the establishment of the Principate History: Greece and Rome	History: East and West History: The Parthians
Skills Focus	Latin comprehension and translation into and from Latin. Vocabulary consolidation.	Translation skills - longer passages. Translation fluency & comprehension	Translation fluency - longer passages. Literature analysis - writing practice, longer style questions.
Assessment	Written assessment of translation & comprehension skills. Regular vocabulary and grammar testing in class.	Written assessment of translation & comprehension skills. Regular vocabulary and grammar testing in class.	End of year assessment: exam-style translation & comprehension assessment.

What three things should I be doing to support my child at home?

1. Encourage them to keep on top of vocabulary learning.
2. Test them on their endings - Tables are on Google Classroom.
3. Encourage wider reading of stories about Rome and the ancient world.

Media Studies

“Question, create, communicate.”

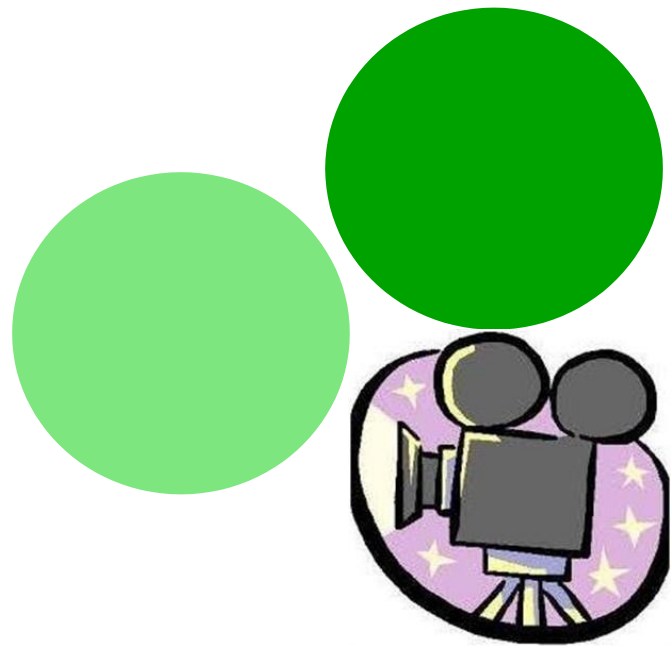
Subject Lead: Miss Taylor-Wareham

Useful Websites:

<http://www.mediaknowall.com/gcse/gcse.php>
<https://www.bbc.com/bitesize/subjects/ztnygk7>
<https://www.theguardian.com/uk/culture>

Exam Board: Eduqas

https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Set texts study: Advertising & marketing of films TV Crime Drama	Advertising & Marketing Magazines	Component 2: TV crime drama
Skills Focus	Detailed study of film industry Introduction to TV Crime Drama	Analysis and creation of advertising materials Analysis and creation of magazine covers	Close analysis of A-V material from modern and historical context
Assessment	Exam-style questions analysing marketing and TV extracts	Exam-style questions Component 1 Section A	Essay
2nd Half: Topic	Study of TV Crime and Drama & NEA Mock	Newspapers	Year 10 exam preparation; NEA
Skills Focus	Detailed analysis of set TV products Introduction to NEA	Study of newspapers: what impact do they have on society?	Planning for coursework based on set briefs
Assessment	Practical production from brief Written Statement of Intent	Component 1	NEA

What three things should I be doing to support my child at home?

1. Encourage them to watch the news daily to build an awareness of world events.
2. Encourage them to read articles/publications that interest them.
3. Research the context of the current topic, focusing on historical, social, cultural and political influences.

Music

“Music can change the World” - Beethoven

Subject Lead: Mrs Bryant

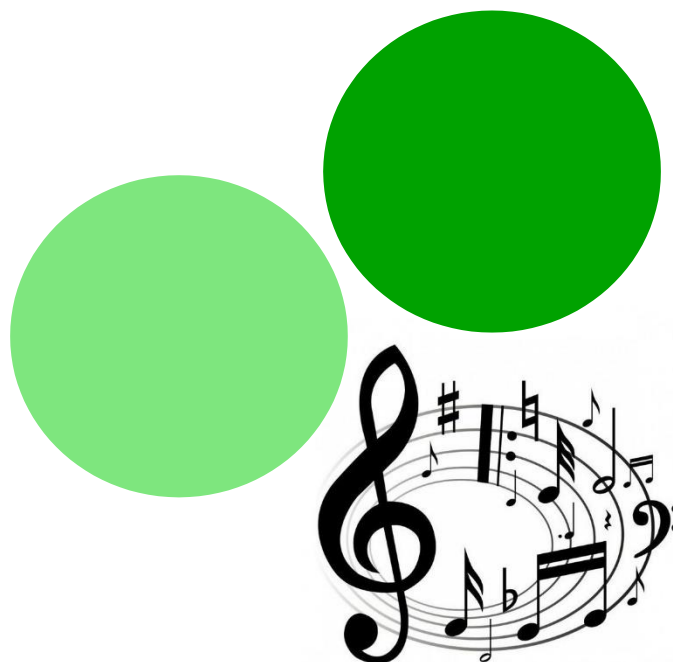
Useful Websites:

<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>

<https://www.teoria.com/>

<https://www.musictheory.net/>

Exam Board; Eduqas



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	<p>Listening & Appraising AoS 1 Musical Forms and Devices In this area of study, learners place music within a broad historical context. However, it is not expected that they develop a detailed chronology of music aside from an awareness of the principal features of Baroque, Classical and Romantic music. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910. Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify the main features of binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use the musical devices listed below to create and develop music: repetition; contrast; anacrusis; imitation; sequence; ostinato; syncopation; dotted rhythms; drone; pedal; canon; conjunct movement; disjunct movement; ornamentation; broken chord/arpeggio; alberti bass; regular phrasing; melodic and rhythmic motifs; simple chord progressions including cadences; modulation to dominant and relative minor Elements of Music listening - students to work through listening tests booklet at own pace applying knowledge of the key terminology</p> <p>Introduction to prepared extract – Badinerie Instrumentation; anacrusis; simple triple time; repeat marks; ornamentation; trill; conjunct movement; sequence; octaves; minuet and trio; G major; D major, chordal analysis (using Roman numerals); perfect cadence; imperfect cadence; modulation to dominant; dominant 7th; chromatic movement.</p> <p>Performing Establishing standards and setting</p>	<p>Performing Students to perform a solo to the class each week - performances to take place in 'workshop' style being developed within the group to help familiarise all with the expectations and markscheme. Sheet music or tab must be brought to the lesson for assessment purposes. Students are not permitted by the exam board to 'perform by ear'.</p> <p>Composing Compose a short piece (homophonic texture) Extension work: compose a contrasting section which demonstrates imitation between the parts of an ensemble</p> <p>Listening & Appraising AoS 2 Music for Ensemble In this area of study, learners develop understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues, learners will study texture, including how composers combine musical lines in the following textures: monophonic; homophonic; polyphonic; unison; chordal; layered; melody and accompaniment; round; canon; counter melody Short listening tests and activities, interspersed throughout SoW</p>	<p>Performing Students choose and work on their solo and ensemble for their end of year exams</p> <p>Composing Free composition project (of choice) - 15% of GCSE</p> <p>Listening & Appraising Revisit all topics from year 10 using different pieces as listening and performing examples and revise for end of year exam</p>

	<p>targets: first practical assessment (solo) at half term Class performance of Badinerie drawing out relevant teaching points</p> <p>Composing Writing a melody in a simple structure using devices for your own instrument Start a composing 'sketch book'</p>		
2nd Half: Topic	<p>Performing Students to work on an ensemble each week which can either be of their choosing or a resource from the teacher, as long as it sticks to Eduqas rules as follows: *Must be at least 2 mins long and the actual ensemble part (harmonies etc) must be at least 1 min long. Duets where singers take it in turns to sing etc are not allowed. *Each person in the ensemble must have an undoubled part. *Sheet music or tab MUST be available and brought to the lesson. Class performance of Africa - set work Assessment of ensemble at end of term</p> <p>Listening & Appraising Area of Study 4: Popular Music In this area of study, learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles). Through listening to and/or performing examples of popular music learners will study how: <ul style="list-style-type: none"> • instrumental and synthesised sound is used • original music may be modified • vocal sounds are used • instruments and voices are combined • sound is computer-generated and amplified • software and samplers are utilised. Learners will also identify and use (as appropriate) the following musical features: 32 bar song form; Strophic; 12 bar blues; verse, chorus, riffs, middle 8 and bridge; fill; instrumental break; intros and outros; improvisation; loops; samples; panning; phasing; syncopation; driving rhythms; balance; standard chord progressions; melismatic and syllabic writing; lead and backing vocals; backing tracks; primary chords; secondary chords; cadences.</p> <p>Introduction to prepared extract - Africa by Toto Ongoing assessment throughout term via mini tests Composing *Incorporating synthesized sounds with vocal work and accompaniment Composing with chords (and melody); also relevant rhythmic ideas *Include all relevant ideas in composing 'sketch book' *Improvisation tasks, both in groups, twos (for 'call and answer' technique) and individually *Assessment of 'sketchbook' at end of term</p>	<p>Performing Students to work on an ensemble each week which can either be of their choosing or a resource from the teacher, as long as it sticks to Eduqas rules as follows: *Must be at least 2 mins long and the actual ensemble part (harmonies etc) must be at least 1 min long. Duets where singers take it in turns to sing etc are not allowed. *Each person in the ensemble must have an undoubled part. *Sheet music or tab MUST be available and brought to the lesson. Assessment of ensemble at end of term</p> <p>Composing Composing to a brief (i.e. a piece of film music): - creating the situation - achieving contrasts - composing the 'main' theme(s) - developing the material Use music technology to achieve best effect Producing a score / leadsheet</p> <p>Listening & Appraising Intro to area of study 3: Film Music, with devices and terminology: *Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas *The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot *The effect of audience, time and place, and how to achieve this through use of the musical elements *Use of sonority, texture and dynamics to create a mood *How to achieve contrasts and develop initial ideas when composing</p>	<p>Performing Students refine and perfect their solo and ensemble for their end of year exams - public performance</p> <p>Composing Finish and submit composition. Assessment of composition to WJEC Eduqas criteria. Discussion will follow with learners re. targets, refinement etc</p> <p>Listening & Appraising Mock listening paper</p>

What three things should I be doing to support my child at home?

1. Encourage students to attend 8 a.m. music theory sessions on Wednesday.
2. Encourage students to complete one hour of composition a week after school.
3. Regularly practise their instrument in order to prepare for their performance component.

Physical Education

“It’s all about the journey, not the outcome”

Subject Lead: Mr Finch

Useful Websites:

www.activesurrey.com

<https://www.bbc.com/bitesize/examspecs/ztrcg82>

www.senecalearning.com

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

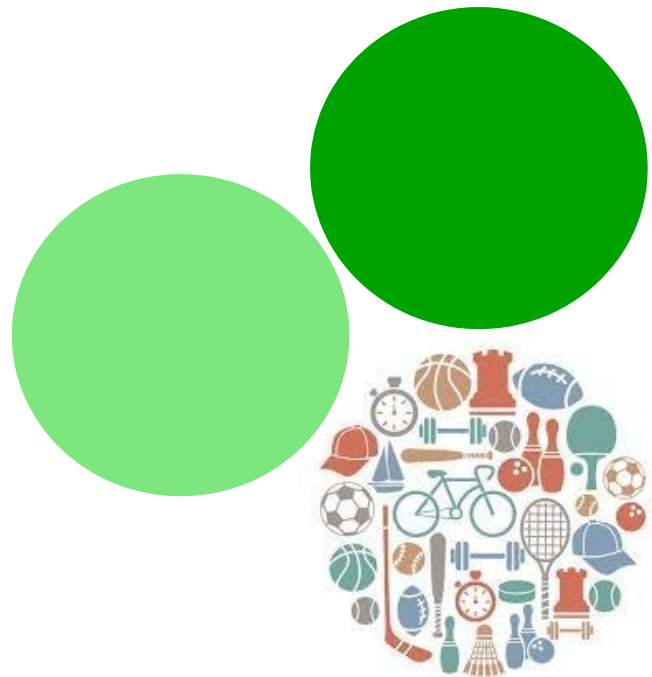
Exam Board: AQA

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	P1 - Components of Fitness P2- health and Fitness	P1 – Principles of taining P2- methods of training	P1 – Effects of exercise P2- Spectator behaviour
Skills Focus	P1 –Flexibility -Body composition -Speed -Cardiovascular endurance -Agility -Coordiantion P2 Discuss types of skills. Physical, mental and social wellbeing and the ability to meet the demands of the environment	P1 –Look into the guidelines for fitness training that help improve performance and fitness -Specificity -Progression -Overload -Reversibility -Recovery P2 – Mentoring -Weight training -Circuit training Low slow distance training (lsd) -roleplaying	P1 – Discuss the physical, mental and social effects of exercise to lifestyle -Weight control -Increasing HDL -Prevent cognitive decline P2- Look at the significant impact on the experience of a sporting event, and effects on the team -Positive -Negative -Example questions
Assessment	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2
2nd Half: Topic	P1- Fitness tests P2- Technology P3- commercialization	P1- Training methods P2- PEDS	Exam prep Revision Coursework

Physical Education



“It’s all about the journey, not the outcome”

Subject Lead: Mr Finch

	Autumn Term	Spring Term	Summer Term
Skills Focus	<p>P1 Identify different types of tests and results for each one -Push up test -Reaction time 30m sprint</p> <p>P2 -Sensors -Injury prevention and rehabilitation -Performance analytics</p> <p>P3 Identify the process of managing and marketing sport to make a profit</p>	<p>P1 -Mentoring -Weight training -Circuit training Low slow distance training (Isd) -roleplaying</p> <p>P2 Discuss direct and indirect aggression with application to specific sporting examples. Identify and explain introvert and extrovert personality types Discuss the advantages and disadvantages of taking PEDs for the performer. Identify and Explain</p>	<p>Recap all content Practice exam questions Ensure all aspects of coursework are up to standard</p>
Assessment	<p>Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2</p>	<p>Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2</p>	<p>End of year exams</p>

What should I be doing to support my child at home?

1. The final GCSE PE grade is made up of 60% written theory exam and 40% NEA. It is important that your son/daughter plays at least one sport outside school, to a high level. They will be assessed in 2 team and 1 individual sports or 1 team and 2 individual sports. As well as playing regularly outside of school they should attend all extra curricular clubs on offer which will benefit their practical grade. Some sports will need to be assessed outside of school and will require video evidence.
2. Ensure the correct kit is brought to every GCSE and CORE PE lesson and jewellery is removed before participation. Kit includes: PE: Polo shirt, White trainers, white socks, black shorts and jumper/hoodie (no logos) Games: Games polo, Trainers and studs, mouthguard, black games socks, black shorts and jumper. All students will be required to wear kit if they are in attendance at every PE and games lesson.

PSHE & Citizenship

“Learning about ourselves and others”

Subject Lead: Mr Jagger

Useful Websites:

www.citizenshipfoundation.co.uk

www.bbc.co.uk/schools/citizenx

www.pshe-association.org.uk



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Relationships & Sex education	Health and wellbeing	Living in the Wider world
Subject Links	The spectrum of relationships Recognizing signs of coercive control Sexting The distorted reality of pornography Fertility and reproductive health Self-examination and screening	Rewiring our brain for happiness Developing emotional awareness Managing stress & overthinking Counting the negativity bias Drugs Prescription medication misuse	Unrealistic online world Online radicalization Extremism and fundamentalism Violence and exploration by gangs Fake news & misinformation RESPECT
Assessment	Audit of lesson objectives using student PSHE booklets.	Audit of lesson objectives using student PSHE booklets.	Audit of lesson objectives using student PSHE booklets.
2nd Half: Topic	Living in the Wider world	Relationships & Sex education	Health and wellbeing
Subject Links	Is it worth a gamble? Phone addiction Keeping your online data safe Multi-cultural society Respecting difference The hidden scars of knife crime	Understanding sexual consent Different kinds of intimacy Gender Identity & sexual orientation Female genital mutation Sharing illegal images The psychology of bullies	Understanding vaccination and immunization Vaping crackdown Smoking & your health Sleep, exercise & diet Embracing emotional agility Inclusivity & belonging
Assessment	Audit of lesson objectives using student PSHE booklets.	Audit of lesson objectives using student PSHE booklets.	Audit of lesson objectives using student PSHE booklets.

What three things should I be doing to support my child at home?

1. Discuss the topics studied and ask your child to explore the legal, social & economic context around each one
2. Discuss mental and physical wellbeing
3. Ask them to reflect on their behaviours and emotions with you and identify triggers for behaviours

Religious Studies

"Promoting tolerance and inclusion, through knowledge and understanding."

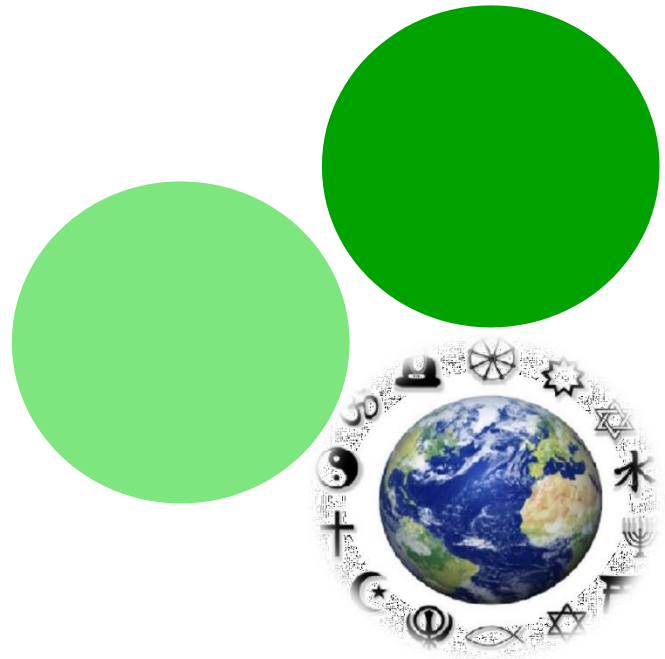
Subject Lead: Mr Lyons

Useful Websites:

<https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/religious-studies>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Islam: Beliefs and Teachings	Religion, Peace and Conflict	Relationships and Families
Skills Focus	Study of Muslim beliefs and teachings, such as the nature and oneness of God, the Six Articles of Faith in Sunni Islam and the Five Roots of Usul ad-Din in Shi'a Islam, the importance of sacred texts, the role of angels and the importance of the teachings of Muhammed	Exploration of Christian and Muslim teachings on, and attitudes to, justice, forgiveness and reconciliation, violence, terrorism, reasons for war, concept of holy war, pacifism and peace-making, and ethical arguments related to the use of weapons of mass destruction	Exploration of Christian and Muslim teachings on, and attitudes to, family units, sexuality, contraception, same-sex relationships, divorce and the sanctity of marriage, along with contemporary family issues, including the roles of men and women and gender equality
Assessment	GCSE style examination questions	GCSE style examination questions	GCSE style examination questions
2nd Half: Topic	Islam: Practices	Religion, Peace and Conflict	Relationships and Families
Skills Focus	Study of Muslim practices such as the Five Pillars of Islam, the importance of prayer, pilgrimage, fasting during Ramadan, giving to charity and the role of the Ummah	As 1st Half Term	As 1st Half Term
Assessment	GCSE style examination questions	GCSE style examination questions	GCSE style examination questions

What three things should I be doing to support my child at home?

1. When completing GCSE-style examination questions, ensure your child practises completing them in the allotted time, rather than take longer, as this is a required skill for the written examinations.
2. Encourage your child to check their work (including key spellings, punctuation etc.) and respond to the feedback in their RE exercise books (answering questions and correcting mistakes). This is the best way for students to develop their skills and progress in the subject
3. Debate key topics at home to help students develop good questioning skills, ultimately used in their written examinations.

Spanish

“Confident, effective, global communicators”

Subject Lead: Mrs Boniface

Useful Websites:

www.quizlet.com
<https://www.bbc.co.uk/bitesize/subjects/z4dqxb>
<https://www.newsinslowspanish.com/>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Module 4: Lifestyle Modules 1,2,3 revision	Module 5: My school and studies	Module 6: home and neighbourhood
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation	Listening, reading, speaking and writing. Exam skills. Translation	Listening, reading, speaking and writing. Exam skills. Translation
Assessment	Regular vocabulary testing. Speaking to be assessed via small group work with FLA.	Listening, Reading, Writing Assessment. Speaking to be assessed via small groupwork with FLA	Listening, Reading, Writing Assessment. Speaking to be assessed via small groupwork with FLA
2nd Half: Topic	Module 4: consolidation	Module 5: My school and studies Consolidation	Consolidation Revision for Year 10 exams
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation	Listening, reading, speaking and writing. Exam skills. Translation	Listening, reading, speaking and writing. Exam skills. Translation
Assessment	Regular vocabulary testing. Speaking to be assessed via small group work with FLA	Listening, Reading, Writing Assessment. Speaking to be assessed via small groupwork with FLA	Listening, Reading, Writing Assessment. Speaking to be assessed via small groupwork with FLA

What three things should I be doing to support my child at home?

1. Help them test vocab regularly; revisiting vocabulary on a regular basis is an effective way to learn it. Add synonyms and antonyms where possible to topic-specific vocabulary lists.
2. Encourage your child to do timed practice questions at home, particularly for writing, working on the 'minute a mark' rule.
3. <https://www.newsinslowspanish.com/> Encourage your child to listen to the news in Spanish and to retell the gist of what they have heard.

Textiles

“Skills for Life”

Subject Lead: Mrs August

Useful Websites:

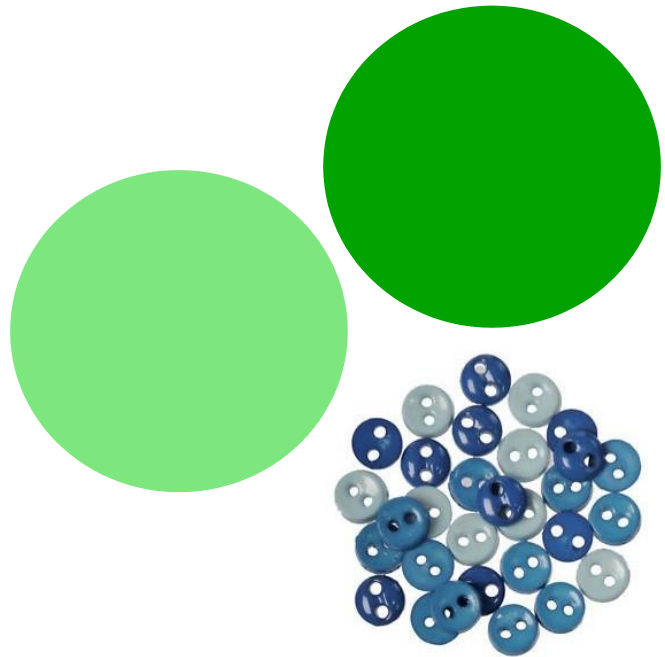
<https://www.vam.ac.uk/>

<https://www.vogue.co.uk/>

<https://fashionhistory.fitnyc.edu/>

Exam Board: AQA

<https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Design and make	Clothing following pattern	Soft furnishing
Skills Focus	Students will study different design movements and fashions. Using this inspiration they will design and make an item of clothing Core theory	Students will follow a simple pattern accurately to make an item of clothing Core theory	Students will design and make a themed household soft furnishing item based on a designer or design movement. Core theory
Assessment	Practical Grade Exam Questions	Practical Grade Exam Questions	Practical Grade Exam Questions
2nd Half: Topic	Lunch Box		
Skills Focus	Students will use recycled plastics to design, plan and make a Household item. Core theory	Following a commercial pattern students will select a garment pattern of their choice and make the garment Core theory	Start GCSE Non Examination Assessment that accounts for 50% of the GCSE grade Core theory
Assessment	Practical Grade Exam Questions	Practical Grade	Practical Grade Exam Questions

What three things should I be doing to support my child at home?

1. Provide your child with a sketchbook and pencil and encourage them to practise sketching and designing as often as possible.
2. Visiting galleries and exhibitions to heighten awareness of designers and practitioners, as well as providing inspiration.
3. Encourage them to collect fabric swatches and magazine tears that interest them. These can be gathered in a sketchbook or folder.

Travel & Tourism

BTEC Level
1/2 Tech
Award

“Work today, succeed tomorrow.”

Subject Lead: Mrs Sweryt

Useful Websites:

<https://www.independent.co.uk/travel>

<http://www.travelweekly.co.uk/>

<https://www.abta.com/news>

Exam Board: Pearson BTEC Tech Award Level 1/2 in Travel and Tourism



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Revisit Component 1a: Introduction to travel & tourism. Be able to demonstrate an understanding of the travel and tourism industry. Practice NEA brief	Component 1: Complete Component 1 - The Pearson -set Assignment will be completed in approximately 4 hours of monitored preparation and 6 hours of supervised assessment. 60 marks. There are 5 tasks	Component 2a: Revisit content about organisations and how they identify customer needs and travel and tourism trends.
Skills Focus	In this component, you will be expected to answer 5 externally set tasks that link to Component 1 of the specification. The tasks will be linked to different travel and tourism organisations and the products and services they offer. You will have to write about their ownership and aims, such as increasing bookings, providing services, promoting a cause or contributing to the community.	The set assignment will be discussed in class and students will use their notes and exam techniques to complete the tasks. Feedback and support will be given by the class teacher as and where necessary before tasks commence.	Identifying how organizations use market research to identify travel and tourism trends and identify customer needs and preferences. You will then practice applying this knowledge and understanding to practice assignment briefs as set by the exam board.
Assessment	Practice PSA Question for Component 1. Learning Aim B	Completed PSA Assignments as set by Pearson. This equates to 30% of the overall qualification	Practice PSA assignment for Component 2. Learning Aim A
2nd Half: Topic	Component 1b: Understand and explore popular visitor destinations.	Consolidation of Component 1.	Component 3a and 3b Influences on Global travel and Tourism
Skills Focus	In this component you will explore visitor destinations within the UK and beyond and develop skills in answering externally set tasks from the exam board. You will adapt your previous learning to help answer the tasks given by the exam board.	PSA Assignment completed as per exam board guidelines. The assignment will take approximately 4 hours of monitored preparation and 6 supervised hours to complete. There are 5 tasks to complete	You will learn about factors that affect and influence travel and tourism as well as the impact travel and tourism has on sustainability
Assessment	Practice PSA for Component 1. Learning Aim A	Completed Component 1 Assignments as set by Pearson. This equates to 30% of the overall qualification	Practice PSA brief for Component 2. Learning Aim B

What three things should I be doing to support my child at home?

1. Encourage them to listen, watch or read the travel news on a daily basis.
2. Let them help plan your travel and holiday. Even a bus or train trip.
3. Watch travel programs and documentaries.

Community

"A community that learns together, grows together"

Subject Lead: Mrs Sweryt

The Community Agenda is one of Hoe Valley School's founding principles, placing the school firmly in the heart of the local community and developing the school's reputation.

From the moment of Primary school transition, our students are encouraged to foster and grow a sense of community within the school and are exposed to vibrant and exciting learning opportunities via links with the local area.

They will be encouraged to have a deeper understanding of their local area, such as in regards to local businesses, Woking Borough Council, charities, biodiversity; focusing on the variety of opportunities on their doorstep.

Lessons across all departments will promote the Community vision wherever possible and will deliver meaningful community development. Businesses will be invited to work with staff and students for the benefit of all those involved. This will be extended via the organisation of relevant trips, visits from relevant speakers and visitors, and enrichment programmes.

Links with Primary schools will continue to promote ongoing collaborative learning at KS4. This will support engagement in secondary school subjects and will be highly visible in the activities, events and enrichment activities that the students will take part in.

Year groups will be working with three charities per year to raise funds and awareness, promoting the charity within the Community and developing their local knowledge.

What three things should I be doing to support my child at home?

- 1) Encourage your son or daughter to participate in community events and take an active interest in how the local area works.
- 2) Help your son or daughter to explore outside interests and how that could be incorporated within their school work.
- 3) Identify local businesses that they have come into contact with and consider how they can support and promote them.

Useful websites:

<https://www.visitsurrey.com/explore/boroughs-and-districts/woking-borough-council>
<https://www.woking.gov.uk/news-list>

