

Stretford High School

CURRICULUM OVERVIEW

YEAR 10 – TERM 1



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Curriculum Overview

At Stretford High School we pride ourselves on providing our students with a broad and balanced curriculum which is **relevant** and in the **best interests** for all our learners.

Subjects your child will be studying	Number of lessons your child will have each week
English	6 lessons a week
Maths	6 lessons a week
Science	4 lessons a week
Option A	4 lessons a week
Option B	4 lessons a week
Option C	4 lessons a week
PE	2 Lessons a week
PSHE (EE)	2 lessons a week
CARE curriculum (Form tutor time)	5 lessons a week (25 mins)

We also ensure that an array of extra-curricular activities is on offer to enrich and supplement the main curriculum, these can be found on our website stretfordhigh.com

Timings of the school day - The Stretford High School curriculum is organised into a one-week timetable of 34, forty-five-minute lessons, many of which are timetabled as doubles. This structure allows us to offer a broad and balanced curriculum for all our students and sufficient time for English, Maths and Science.

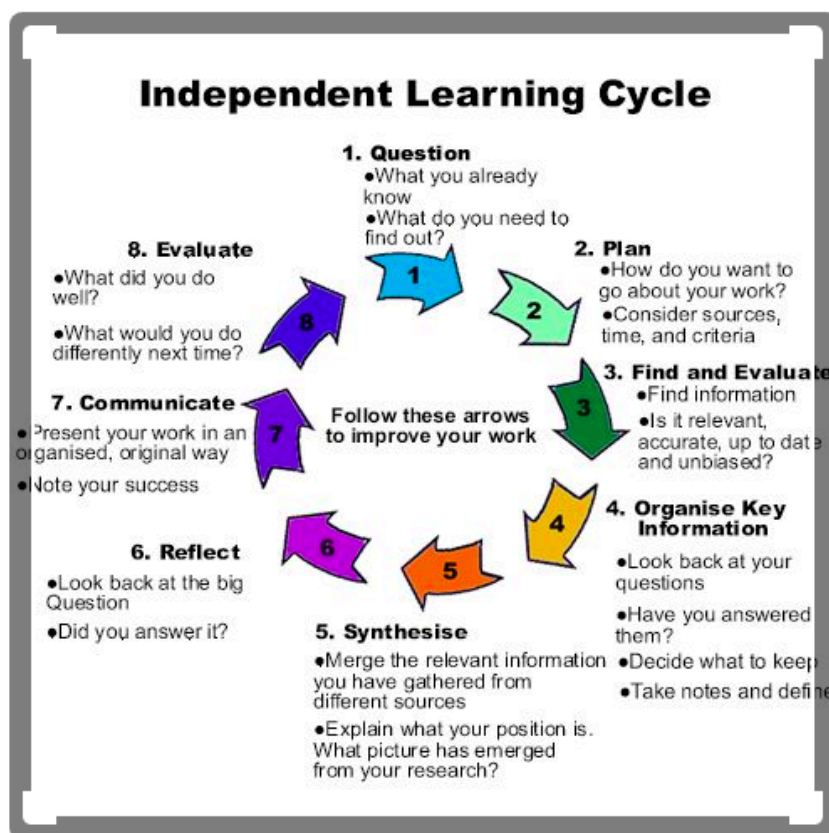
Period	Start	End
Form time (CARE)	8:30	8:55
1	8:55	9:40
2	9:40	10:25
3	10.25	11.10
Break: 11.10 - 11.30		
4	11:30	12:15
5	12.15	1.00
Lunch: 1.00 - 1.40		
6	1:40	2:25
7*	2:25	3:10
* Monday - students finish at 2.25		

Three Things to Expect in Year 10

There's no doubt that there's a shift in gears from Key Stage 3 to Year 10 and the start of GCSEs. However, with some planning and the right attitude your child has to their learning, there's no reason why you shouldn't keep up. We are developing reflective journals to help them develop their independent learning skills, know which strategies to use in each of their subjects to support their progress and to develop their resilience and positive mindset. Here's what to expect in Year 10.

1. More Independent Learning

When your child starts Year 10, you can expect to see more Independent Learning on a more consistent basis and it will take longer to complete. The new GCSE syllabuses are crammed full of learning, and so it is important for your child to plan and organise their time. Take a look at the learning cycle below and support your child with this at home. All independent work is set weekly by their teachers on Arbor.



2. More information to cover across their curriculum

There will be more information to cover in each subject, so you will find that your child's teachers have planned their lessons carefully, sequencing the learning to build up the knowledge and skills your child will need at the end of Year 11 to succeed in their exams. There is no time to waste! They will want to be sure that your child has understood the work before moving on and so will run a baseline assessment, midpoint review with teacher feedback to support your child's progress and a more formal summative assessment at the end of each topic. Your child needs to be ready to learn; this means turning up to lessons with the right attitude and the right equipment and on time.

3. The difficulty increases

You will find in Year 10 that the work is harder. There's no getting away from it! Being pushed is how we grow and improve. Your child might panic at first and may want to change an option, but by being focused, keeping up with the pace and organising their time, they will be fine and will be fully supported by their teachers.

Work Experience

Your child will be doing a work experience from Monday 30th June to Thursday 2nd July 2026 but it can take time to find a placement. Below are some top tips for you as a parent/carer to help your child find the right work experience for them. The deadline for students to find their work experience placement is Friday 13th February 2026. Students will be given a self-placement form from their learning tutor, which must be completed by the student, the employer and a parent/carer. To talk to someone about work experience, please contact Ms. Edwards, Mr Kyrycz or Mr Patwal.

The benefits of work experience

Work experience can help your child stand out from the crowd when they are applying for a college, university or their first job.

A work placement gives your child a chance to:

- gain an insight into the world of work
- use skills required in the workplace such as team working and good timekeeping
- develop self-awareness and confidence
- understand the links between their school subjects and the world of work
- meet new people who could help them in the future

It is your child's responsibility to find a work experience placement, they will be supported in school, but you can also help. Find out how with our 3 tips.

1. Help your child understand the world of work

Start by encouraging your child to think about what kind of placement they'd like to do.

Our Careers Adviser Peter Lovatt says: 'it can help if you have an up-to-date picture of what's happening in the world of work.'

We've got lots of resources and guidance for your child whether they're just thinking about their future or about to leave school in their Unifrog account, a specialist career platform.

2. Use your contacts

Think about who you know and where they work. Is there anyone who could help?

'Colleagues, family and friends can be an excellent source of work experience placements,' says Peter 'These links could open up buddying or job shadowing opportunities.'

3. Support them during their placement

Ask your child how their placement is going and encourage them to try harder with tasks they enjoy. Suggest that they make time to chat with people who are working in the type of job they've enjoyed shadowing.

Make sure to encourage your child, even if they're not keen on the work placement they're doing.

Peter says, 'Your child can struggle if they're not passionate about an opportunity. However, even if a work experience placement is not the exact job a young person wants, it is valuable and parents can encourage young people to see the benefits.'

'For example, a placement can develop transferable and employability skills and build contacts and references for future applications.'

Parental support is key to students being able to secure a quality work experience placement.

Please talk with your child(ren) about what they hope to achieve and what kind of business or work place they would like to spend time in (this may not be the same as the career route they hope to follow). If you can, offer your support via family and friends of businesses they can approach. Talk with them about expectations in a work-place and help them be clear about travelling to and from their placement.

For students, we will share the following advice;

- Be **proactive** - you are responsible for finding a placement. School will support with a list of employers you can approach where necessary
- Be **aspirational** - your placement should provide you with a valuable experience
- Be **professional and communicate well** before, during and after your placement week
- Use **Unifrog or the school's paper placement form to confirm your placement**. This process will ensure business insurance and Health & Safety protocols are in place and confirm parent permission

Unifrog 'how it works' guides are linked below;

<https://www.unifrog.org/student/know-how/keywords/how-to-use-the-placements-tool>

<https://www.loom.com/share/77c923ee8f7c4b1e9c917f2ba1e0242a>

The school's paper placement form is linked below;

https://docs.google.com/document/d/1SWNhNP9kuUTnfZteEjTJX0_of7-97a-jXcf5XpQifpc/edit#heading=h.gjdgxs

How to help your child find work experience

PARENT RESOURCES

[AmbitionX - Making the Most of Work Experience – InvestIN Education](#)

[Careers resources. The Importance of Work Experience](#)

[Arranging your own work experience placement - Groundwork](#)

Planning for success

How can you support your child?

- Read through this curriculum book to familiarise yourself with what your child will be learning this half term. Each subject has subject specific ways you can support.
- Help your child set a routine for completing independent learning assignments & revision.
- Ask your child questions about their learning: **What** have you learnt this week? Can you explain that? **How** did you learn that? **Why** is it important that you learnt that?
- When you receive your child's progress report – sit with your child and go through each subject discussing what your child needs to do to further their learning. If your child is unsure they can ask their teacher for help.
- Ensure your child completes all independent learning assignments and ask them about the independent learning they are completing.
- Complete the "Plan for success" below with your child.

***Students & Parents/carers can complete this plan together at the start of the term.
Tick the actions that you will take this term and add three of your own***

- Use the library to complete independent learning assignments if needed
- Use available resources (GCSE Pod, active learn, educake, maths watch, Seneca, revision guides etc.) to review your learning independently – not just what your teacher has set as home learning.
- Read for pleasure – Fiction or nonfiction of your choice. If you are struggling in a particular subject, ask your teacher for the cross curricular reading list.

What will you do to be successful this term?	Why will this help you?	How will you know it's worked?

**SPEAK TO YOUR TEACHER FOR HELP IF NEEDED
Display this plan somewhere where you see it and act on it daily!**

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English

What your child is learning in English

What? The first half term, we're studying descriptive and narrative writing skills in a range of fiction texts in preparation for English Language Paper 1. This means they will be analysing language, structure and writing creatively to engage their readers. In half term 2, we are exploring poems relating to power and conflict in preparation for English Literature Paper 2.

How? We'll analyse a range of fiction texts on a variety of topics where students read closely and retrieve key pieces of information linked to the questions. Lessons will get them to develop their skills from comprehension all the way to evaluating fiction texts and authors intentions. In half term 2, we will focus on each of the 15 poems from the power and conflict anthology in turn. We will approach our analysis of each poem using VISIT: voice, imagery, structure, intentions and tone.

Why? For the GCSE English Language, one writing question is based on descriptive and narrative writing skills, and it is worth 25% of the total GCSE. We also want students to enjoy being creative and enjoy writing descriptions and narratives. Power and conflict poetry is an important part of the GCSE Literature paper and the skills we practice will also be relevant to the unseen poetry element of their GCSE. The power and conflict poems grapple with important issues such as the nature and purpose of conflict and the effects it has on people, and the nature of power and how power can be used responsibly.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Write a description based on an image or write a story (a prompt is given) September (baseline) and October (midpoint)	How does Hughes explore the effects of war in the poem Bayonet Charge? (Unseen poem practice)	Compare how poets explore ideas about powerful memories in "Remains" and one other poem you have studied.
What they're being assessed on	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. (AO5) Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (AO5) Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (AO6)	Read, understand and respond to texts. Maintain a critical style and develop an informed response. Use textual references. (AO1) Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. (AO2) Show understanding of the relationships between texts and the content in which they were written. (AO3)	Read, understand and respond to texts. Maintain a critical style and develop an informed response, including making comparisons between poems. Use textual references. (AO1) Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. (AO2) Show understanding of the relationships between texts and the content in which they were written. (AO3)
What knowledge do they need to be successful?	What are descriptive techniques? How can I structure a narrative? How do good writers structure a story or write a vivid description? What have I learnt from past assessments? What have I learnt from existing texts and how can I mimic that?	How can I use what, how and why to respond to a text? How can I recognise different poetic techniques (language and structure) and explore their effect? What different responses can soldiers have to conflict?	How can I use what, how and why to respond to a text? How can I recognise different poetic techniques (language and structure) and explore their effect? What is the big message of each of the poems in the anthology in relation to the themes of power, conflict, memories, identity and guilt?

How you can support your child with their learning

- Quiz your child on their knowledge and understanding of *English Language Paper 1*. How is each section made up? What are the questions on the paper? How long is the exam?
- Encourage your child to read fiction texts. Ask them about what they are enjoying about the books - the story? the characters? the descriptions created by the writer? If you like, you could both read the text and discuss your likes and dislikes.
- Ask your child to write short descriptions, using a range of descriptive writing techniques, of things around the house, such as the view from their bedroom or a room in your house. Tell them something they have done well in their work and ask them how they could improve it.
- Talk to your child about the poems from the power and conflict anthology. Encourage them to make flashcards to help them start memorising key quotations.

Maths

What your child is learning

What? This term we're studying algebra. Students will expand on algebraic skills by learning to manipulate expressions with double brackets and factorize simple quadratics. For Equations, inequalities & formulae, they solve more complex linear equations and are introduced to inequalities and rearranging formulas. Finally, they begin to recognize and work with Quadratic expressions & equations, which prepares them for advanced algebra

How? We develop our students' mathematical skills by differentiating and varying learning in lessons. Encouraging our students to discuss their ideas through talk, and drawing diagrams & tables to represent problems. Incorporate connections to the real-world of work also help our students develop mathematical links with knowledge to the skills they need.

Why? The importance of developing a deeper understanding of maths and applying knowledge and skills to problem-solving in learning mathematics comes from the belief that mathematics is primarily about reasoning, not memorisation. Problem-solving allows students to develop understanding and explain the processes used to arrive at solutions, rather than remembering and applying a set of procedures

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	September How do we manipulate algebraic expressions?	October/November How to form and solve equations, formulae and inequalities?	December How to solve equations?
What they're being assessed on	Students are assessed on their ability to simplify and rearrange algebraic expressions. This includes combining like terms (e.g., $3x+2x=5x$), expanding brackets (e.g., $3(x+2)=3x+6$), and factorizing expressions by taking out a common factor (e.g., $5x+10=5(x+2)$). A key skill at this level is also expanding double brackets, which involves multiplying each term in the first bracket by each term in the second.	Assessment in this area focuses on problem-solving. Students must be able to solve linear equations where the unknown variable appears on both sides. They are also tested on their ability to solve basic linear inequalities and represent the solution on a number line. Another important skill is rearranging a formula to make a different variable the subject, a practical skill used in science and other subjects.	Students are primarily assessed on their foundational understanding of quadratics. This involves expanding double brackets to form a quadratic expression. They are also assessed on the reverse process: factorising simple quadratic expressions into their two brackets and to recognise the structure of a quadratic and perform these fundamental manipulation skills.
What knowledge do they need to be successful?	They learn to expand and factorize a wider range of polynomials A key focus is on algebraic fractions, surds and indices, learning to simplify and rationalise surdic expressions and apply the laws of indices to solve problems.	To solve quadratic equations using various methods, including factorisation, completing the square, and the quadratic formula. They also solve simultaneous equations, both linear and non-linear, and use algebraic methods to solve more complex inequalities and represent the solutions on a number line.	When it comes to Quadratic expressions & equations, students dive deep into the properties of parabolas. They learn to sketch quadratic graphs by identifying key features like roots, the y-intercept, and the turning point (vertex). Solving quadratic equations graphically.
Feedback	Your child will get written feedback that explains to them what they did well and what they can do to improve Your child will get a grade indicating what level they are working at and some whole class feedback exploring common misconceptions		

How you can support your child with their learning

- Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month'
- Encourage your child to watch videos of the topics on Mathswatch. There are interactive questions that students can attempt themselves. Students can also download a worksheet from Mathswatch and complete questions.
- You can encourage your child to look back in their journals and reflect upon their learning.
- A useful website called www.mathsgenie.co.uk is very valuable when it comes to revising for an end of unit test.
- Hegarty maths on Youtube is a great way to go over topics that your child would have covered since the start of term. Here is the weblink: <https://www.youtube.com/c/HEGARTYMATHS>
- You can purchase KS4 Maths revision work books from many online stores and bookshops. Students will be able to make notes, complete tasks and use these resources for revision.

Science Combined

What your child is learning

What? This term we're studying C5- Energy Change, C6- Rates of reaction, C4- Chemical Changes, C3 – Quantitative Chemistry, B6 - Inheritance and variation

How? We'll observe, analyse and investigate through practical enquiry to problem-solve and further explore the concepts of exothermic and endothermic reactions, what affects the rate of a chemical reaction and the importance, the concept of neutralisation, the reactivity series, acids/alkalis, the pH scale, reactions of acids, extraction of metals and determine the formulae of compounds and the equations for reactions.

Why? Understanding the thermodynamics and energetics of chemical reactions explains why certain chemicals react, neutralisation, the reactivity series, reactions of metals/acids is the key to understanding the functions of the modern world. Furthermore, the skills and knowledge developed in this scheme of learning will be assessed as part of the course.

How your child will be assessed

	Assessment 1- PR1	Assessment 2- PR2
Task	Biology 1, Chemistry 1, Physics 1	Biology, Chemistry, Physics Paper 1 and 2
What they're being assessed on	<p>Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p>Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.</p>	<p>Biology Paper 1 topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Biology Paper 2 topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p>Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism</p>
What knowledge do they need to be successful?	<p>They will need to be able to successfully recall the structure and functions of cells, how cells grow to repair damaged cells. Write equations to show photosynthesis and respiration Explain the effect of exercise on respiration. Describe the factors that affect the rate of photosynthesis.</p> <p>They will need to be able to: Define key terminology, structure of an atom. Describe the history of the atomic model and how it was developed over time.</p> <p>They will need to be able to: Perform calculations based on different scenarios to determine the energy of systems. Describe the transfer or storage of energy.</p>	<p>Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.</p> <p>Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.</p> <p>Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.</p>

How you can support your child with their learning

- Quiz your child on the topics in 'what knowledge do they need to be successful?' at the end of each month using their revision guides or flash cards.
- Watch Fuse School and Free Science Lessons videos on YouTube. Ask your child to explain the key points of each video and create a mind map of the content.

- Ask your child to write a review of each unit of work. They should summarise the key concepts of each unit and make links to other units of work where they can. Read their review and ask them about it.
- Encourage your child to complete past exam papers and questions. These can be found on their Google Classroom (along with many other resources) and on the physics and maths tutor website. It is really important that your child also self-assesses their work using the mark schemes to determine where they are going wrong and how to improve.

Science Triple

What your child is learning

What? This term we're studying P5 - Forces and P6 - Waves, C5- Energy Change, C4- Chemical Changes, C3 – Quantitative Chemistry, B5 - Homeostasis and response, B6- Inheritance, variation and evolution, B7- Ecology.

How? We'll observe, analyse and investigate through practical enquiry to problem-solve and further explore the concepts of exothermic and endothermic reactions, what affects the rate of a chemical reaction and the importance, the concept of neutralisation, the reactivity series, acids/alkalis, the pH scale, reactions of acids, extraction of metals and determine the formulae of compounds and the equations for reactions.

Why? Understanding the thermodynamics and energetics of chemical reactions explains why certain chemicals react, neutralisation, the reactivity series, reactions of metals/acids is the key to understanding the functions of the modern world. Furthermore, the skills and knowledge developed in this scheme of learning will be assessed as part of the course.

How your child will be assessed

	Assessment 1- PR1	Assessment 2- PR2
Task	Biology Paper 1 and 2, Chemistry Paper 1, Physics Paper 1 1	Biology, Chemistry, Physics Paper 1 and 2
What they're being assessed on	<p>Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p>Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.</p>	<p>Biology Paper 1 topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Biology Paper 2 topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p>Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Physics topics 22–25: Forces; Waves; and Magnetism and electromagnetism; Space</p>
What knowledge do they need to be successful?	<p>They will need to be able to successfully recall the structure and functions of cells, how cells grow to repair damaged cells. Write equations to show photosynthesis and respiration</p> <p>Explain the effect of exercise on respiration. Describe the factors that affect the rate of photosynthesis.</p> <p>They will need to be able to:</p>	<p>To do well, students need to show they understand and can apply key ideas from Biology, Chemistry, and Physics. In Biology, this includes cells, organisation of body systems, infection and response, bioenergetics, homeostasis, inheritance, and ecology.</p> <p>In Chemistry, they should know about the structure of the atom and periodic table, bonding, chemical reactions, quantitative chemistry, organic chemistry, and the atmosphere.</p>

	<p>Define key terminology, structure of an atom. Describe the history of the atomic model and how it was developed over time.</p> <p>They will need to be able to: Perform calculations based on different scenarios to determine the energy of systems. Describe the transfer or storage of energy.</p>	<p>In Physics, they need to explain energy, electricity, particles, atomic structure, forces, waves, magnetism, and space. They will also be expected to interpret data, evaluate results, and suggest improvements to experiments.</p>
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How you can support your child with their learning

- Quiz your child on the topics in ‘what knowledge do they need to be successful?’ at the end of each month using their revision guides or flash cards.
- Watch Fuse School and Free Science Lessons videos on YouTube. Ask your child to explain the key points of each video and create a mind map of the content.
- Ask your child to write a review of each unit of work. They should summarise the key concepts of each unit and make links to other units of work where they can. Read their review and ask them about it.
- Encourage your child to complete past exam papers and questions. These can be found on their Google Classroom (along with many other resources) and on the physics and maths tutor website. It is really important that your child also self-assesses their work using the mark schemes to determine where they are going wrong and how to improve.

Geography

What your child is learning?

What? Students will be completing their first unit of the AQA GCSE Geography curriculum. Students will be learning about Natural Hazards, they will start with Natural Hazards and Tectonic Hazards before moving onto Climate Change and Weather Hazards. Students will learn about a range of different causes and impacts of climate change, they will also look at strategies to manage climate change in the future. Students will also learn about examples of extreme weather both in the UK and around the world.

How? Students will be analysing patterns of natural hazards across the world using maps and graphs. Students will learn to categorise and sort information into primary and secondary effects, as well as short- and long-term impacts. Students will use maps to describe locations of places, they will also use maps to track extreme weather such as hurricanes. Students will begin to analyse photographs to identify impacts on different places.

Why? Every day potentially disruptive events, such as an earthquake or volcanic eruption, occur somewhere in the world. Such natural events will always happen, but when a natural event threatens to cause great damage or loss of life it becomes a natural hazard. In this unit Students will learn about the causes, effects and responses to a range of natural hazards and look at how their location can influence the number of people affected. Knowledge gained here will be foundational for further study in year 11.

How your child will be assessed?

	Assessment 1	Assessment 2
Task	Cumulative Assessment	Summative assessment
What they're being assessed on	Students will be assessed on everything they have learnt so far on climate change. This assessment will have 2 extended answer questions.	This will assess all knowledge gained through the Hazards unit. Students will need to have learnt case studies for earthquakes, UK weather and a Tropical Storm. It will resemble a mock GCSE paper and will be 33 marks. The paper is a previous exam paper and will be 30 minutes.
What knowledge do they need to be successful?	Tectonic Hazards <ul style="list-style-type: none"> ● global distribution and plate tectonic theory ● processes at different plate margins ● effects and management of tectonic hazards. Named example. 	Everything from Assessment 1 plus: Weather Hazards <ul style="list-style-type: none"> ● global atmospheric circulation model ● distribution, structure, formation, impacts and management of tropical storms. Named Example ● Evidence of extreme Weather in the UK. Named example. Climate Change <ul style="list-style-type: none"> ● Causes, impacts and management of climate change
Feedback	Your child will get written feedback that explains to them what they did well and what they can do to improve.	Your child will get written feedback that explains to them what they did well and a grade that they achieved.

How you can support your child with their learning?

Encourage Students to use their provided revision books to begin quizzing their knowledge and producing resources at the end of each key unit. Support them to retain and embed knowledge by quizzing them using their revision guide.

Encourage your child to complete home learning activities to the highest standard

Discuss what they have learnt in their geography lessons. What surprised them? What would they like to learn more about?

Read, Watch, Listen (links to all these are on Google Classroom)

- **Watch** the two 'explained' documentaries on Netflix about 'Hurricanes' or 'The World's water crisis'
- **Read** 'Disaster by choice' by Ilan Kelman or 'Quakeland: On the Road to America's Next Devastating Earthquake' by Kathryn Miles
- **Listen** to the Economist Podcast 'It rains, it pours: Haiti's tragedy compounds.'

History

What your child is learning?

What? We are currently studying our Non-British Depth Study ; USA in Transition 1910-1929. This option focuses in depth on selected themes and issues relating to the history of the USA. This includes, immigration, race and religion, crime and corruption, economic prosperity, popular entertainment and women.

How? Each lesson Students have the opportunity to deepen their knowledge and understanding as well as mastering their historical skills. These include analysing source material, describing and explaining key issues, exploring interpretations and reaching substantiated judgements.

Why? The History curriculum helps our students develop a number of skills - including respect, empathy, tolerance, helping them to dispel their own misconceptions and allowing them to develop their critical thinking.

How your child will be assessed?

	Assessment 1	Assessment 2
Task	Key Question 1 - 3	Key Question 4-6
What they're being assessed on?	Students are assessed on their application of knowledge and source skills,	Students will be assessed on their ability to demonstrate retention of core knowledge and application of key skills.
What knowledge do they need to be successful?	<ul style="list-style-type: none"> ● Immigration ● Race and religion ● Crime and corruption 	<ul style="list-style-type: none"> ● Economic Boom and end of prosperity ● Popular entertainment ● Women
Feedback	Students will get written feedback that explains to them what they did well and what they can do to improve. They will be given dedicated time to reflect and improve their work.	Students will get written feedback that explains to them what they did well and what they can do to improve. They will be given dedicated time to reflect and improve their work.

How can you support your child with their learning?

- Discuss what they have learnt in their History lessons. What surprised them? What did they enjoy?
- Ensure that they are conscientious and active in their approach to each piece home learning
- Encourage your child to enrich their learning by reading further about each individual or event they have studied in History, using the school library or online
- Utilise GCSE pod to aid knowledge retention

RE

What your child is learning?

What? This term we're studying both Islam beliefs and practices.

How? Each lesson Students will have the opportunity to explore the key Islamic beliefs and the impact they have a Muslims life through practices.

Why? This scheme of learning will provide Students with a greater understanding of key Islamic beliefs, it will also support their understanding of the Muslims' attitudes of the topical issues which we will study in Year 11.

How your child will be assessed?

	Assessment 1	Assessment 2
Task	Islam beliefs: Prophet hood October	Islam beliefs December
What they're being assessed on?	Students will be assessed on their ability to Identify and explain key beliefs in Islam about Prophethood. Explain the key teachings about the Prophets in Islam and their importance and influence today. To write a fully developed essay which is supported by relevant points, with a clear strand of argument throughout.	Students will be assessed on their ability to Identify and explain key beliefs in Islam. Explain the key teachings and importance of these beliefs today. To write a fully developed essay which is supported by relevant points, with a clear strand of argument throughout.
What knowledge do they need to be successful?	Students will be assessed on their knowledge of the following: Students will need to draw upon their knowledge of Prophet Adam, Ibrahim and Prophet Muhammad (PBUH) to evaluate their importance and influence today.	Students will be assessed on their knowledge of the following: Sunni and Shia Muslims, creation, nature of God, the six articles of faith, Prophethood including: Adam, Ibrahim and Prophet Muhammad (PBUH), belief in the afterlife and judgement and the five roots of Shia Islam.
Feedback	Your child will get written feedback that explains to them what they did well and what they can do to improve	Your child will get a grade indicating what level they're working at. They will also get written feedback that explains to them what they did well and what they can do to improve

How you can support your child with their learning?

- Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month'
- Ensure that they are conscientious in their approach to every Independent learning
- Encourage your child to read further around they have studied in RE, using the school library or online
- Support them to retain and embed knowledge by quizzing them using their revision guide

Psychology

What your child is learning?

What? This term we're studying criminology and research methods.

How? Each lesson Students will have the opportunity to explore theories which explain why crime occurs and how criminal behaviour can be categorised, measured and reduced.

Why? This scheme of learning will provide Students with a greater understanding of the criminal mind and the role of the brain in impulsive behaviour. It will also give students an opportunity to learn about key research methods and the nature versus nurture debate.

How your child will be assessed?

	Assessment 1	Assessment 2
Task	Social learning theory and Eysenck's criminal personality theory October	Criminology, and research methods December
What they're being assessed on?	Students will be assessed on their ability to identify, explain and evaluate social learning theory and Eysenck's criminal personality theory.	Students will be assessed on their ability to identify, explain and evaluate content from two units of work.
What knowledge do they need to be successful?	Students will be assessed on their knowledge of the following: key stages of the social learning theory, nature versus nurture debate, reference and explain relevant neuropsychology, apply both theories to criminal behaviour.	Students will be assessed on their knowledge of the following: Criminology including both theories and studies. How to reduce crime. Research methods including how to plan an experiment including hypothesis, experiment design sampling, validity, reliability and ethical issues.
Feedback	Your child will get written feedback that explains to them what they did well and what they can do to improve.	Your child will get a grade indicating what level they're working at. They will also get written feedback that explains to them what they did well and what they can do to improve.

How you can support your child with their learning?

- Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month' using the knowledge organiser and mnemonics
- Encourage your child to regularly test their knowledge after revising in small chunks
- Ensure that they are conscientious in their approach to every Independent learning
- Encourage your child to read further around they have studied in Psychology, using the school library or online using the youtube videos they already have access to
- Ensure they attend the planned intervention sessions

French

What your child is learning

What? This term we're studying Module 1 (Family & Relationships) & Module 2 (Leisure Activities).

How? We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through module 1 and module 2 ; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative/ mock assessments.

Why? Understanding culture in the Francophone world is key to understanding the French language. Students can compare their lifestyle and hobbies with the ones in Francophone countries. Furthermore, students can also develop their knowledge of typical Francophone activities you can undertake in the world.

How your child will be assessed

	Assessment 1	Assessment 2
Task	Module 1 Summative Assessment October	Module 2 Summative Assessment December
What they're being assessed on	The key knowledge and core concepts from Module 1	The key knowledge and core concepts from Module 2
What knowledge do they need to be successful?	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - family members, relationship vocabulary, activities, opinions and reasons, irregular ER verbs in the present tense and a range of tenses.	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - sports, DEPUIS + present tense (=since), technology vocabulary, music and reading habits, TV programmes, negatives, irregular verbs in present tense, comparatives and a range of tenses
Feedback	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics
- Quiz them on the new words they have learnt each week
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English
- Check that your child is regularly accessing their online Seneca tasks to apply their learning in a different context
- Watch videos on youtube explaining how to use the negative and the comparative in French and ask your child to explain how to form each one in their own words.

Spanish

What your child is learning

What? This term we're studying Module 1 (Holidays) & Module 2 (School).

How? We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment.

Why? Exploring the environment in which we spent most of our time, school, is fundamental to our understanding of who we are and to our engagement with society on a local, national and global scale. By looking at the topic of holidays, we can learn a range of interesting and useful vocabulary in Spanish. Furthermore, understanding the culture and monuments in the Hispanic world is key to understanding the Spanish language.

How your child will be assessed

	Assessment 1	Assessment 2
Task	Module 1 Summative Assessment October	Module 2 Summative Assessment December
What they're being assessed on	The key knowledge and core concepts from Module 1	The key knowledge and core concepts from Module 2
What knowledge do they need to be successful?	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - present and past (preterite) tenses, time phrases, weather phrases, opinion phrases, infinitives, frequency words, types of accommodation and holiday vocabulary.	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - comparative and superlative sentences, present, imperfect and future tenses, negatives, positive and negative opinions, clothing, school rules, school subjects and facilities, and school vocabulary.
Feedback	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics
- Quiz them on the new words they have learnt each week
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English
- Check that your child is regularly accessing their online Seneca tasks to apply their learning in a different context
- Watch videos on youtube explaining how to use the preterite, imperfect, future and present tenses in Spanish and ask your child to explain how to form each one in their own words.

Urdu

What your child is learning

What? This term we're studying Module 1 (Family & Relationships) & Module 2 (School).

How? We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through module 1 and module 2 ; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative/ mock assessments.

Why? Exploring the environment in which we spent most of our time, school, is fundamental to our understanding of who we are and to our engagement with society on a local, national and global scale. Understanding culture in the Urdu-speaking world is key to understanding the Urdu language. Students can compare their lifestyle and hobbies with the ones around the world.

How your child will be assessed

	Assessment 1	Assessment 2
Task	Module 1 Summative Assessment October	Module 2 Summative Assessment December
What they're being assessed on	The key knowledge and core concepts from Module 1	The key knowledge and core concepts from Module 2
What knowledge do they need to be successful?	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - talking about socialising and family, discuss relationships, and describe personality and appearance	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - describe uniform and the school day, talk about school rules and problems, and make plans for a school exchange
Feedback	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics.
- Quiz them on the new words they have learnt each week.
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English.
- Check that your child is regularly accessing their online tasks to apply their learning in a different context
- Watch videos on youtube explaining how to use the negative and the comparative in Urdu and ask your child to explain how to form each one in their own words.

Arabic

What your child is learning

What? This term we're studying Theme 1 (Identity & Culture).

How? We will explore the themes by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each theme ; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative/ mock assessments.

Why? Understanding culture in the Arabic-speaking world is key to understanding the Arabic language. Students can compare their lifestyle and hobbies with ones from around the world.

How your child will be assessed

	Assessment 1
Task	Module 1 Summative Assessment December
What they're being assessed on	The key knowledge and core concepts from Theme 1
What knowledge do they need to be successful?	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - talking about socialising and family, discussing relationships, describing personality and appearance, comparing customs in the UK to those abroad
Feedback	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics.
- Quiz them on the new words they have learnt each week.
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English.
- Check that your child is regularly accessing their online tasks to apply their learning in a different context
- Watch videos on youtube explaining how to use different tenses in Arabic and ask your child to explain how to form each one in their own words.

PE GCSE

What your child is learning

What? Alongside practical sport your child will be learning about Physical Training and how to improve specific aspect of training with specific training methods

How? We'll build knowledge and understanding of each of the topics before moving onto specific sporting examples in each area. Once students can pick out the knowledge in the examples we will then move on to further analysis or explanation in the form of extended questions.

Why? Understanding how the mind and body work in conjunction is key to understanding yourself as a performer and even a person. We learn about this unit to underpin our practise and ensure that we are aware of why our body is reacting in the way it does during exercise and how to improve the physical performance of our body.

How your child will be assessed

	Assessment 1 - Baseline	Assessment 2 – Mid-point Assessment	Assessment – Anatomy and Physiology
Task	Multiple choice test to assess current knowledge September	A range of multiple choice, short answer questions and extended answer questions October	End of unit exam, encompassing all types of questions December
What they're being assessed on	Their knowledge and understanding of each topic Their ability to apply knowledge to specific sporting examples Their ability to explain, analyse, justify, compare or evaluate depending on the topic below		
What knowledge do they need to be successful?	Knowledge of the different components of fitness that impact sports performance Agility Balance Coordination Power Reaction time Speed Muscular endurance Cardiovascular endurance Flexibility Coordination	Understanding of training methods that can be used to improve performance Circuit training Continuous training Weight training Circuit training Static stretching Fartlek training Plyometric training	An understanding of the reasons for fitness testing and the limitations of those tests Anderson wall toss test Hand grip dynamometer 30m sprint Illinois agility test Sit and reach Multi-stage fitness test
Feedback	Your child will get written feedback that explains to them what they did well and what they can do to improve. Your child will get a grade indicating what level they are working at and some whole class feedback exploring common misconceptions		

How you can support your child with their learning

- Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month'
- Ask your child to recall the basic lists of bones, muscles, respiratory anatomy and the anatomy of the heart.
- Offer yourself up as a human model for labelling!
- If you are watching sport on TV, discuss in the half time breaks how the body is responding to ex
- A few useful websites are <https://www.bbc.com/bitesize/subjects/znyb4wx> (Pick the AQA tab)
- <https://www.senecalearning.com/> (Sign up and go through AQA GCSE units)
- https://www.amazon.co.uk/My-Revision-Notes-AQA-GCSE/dp/1510405232/ref=dp_ob_title_bk
- As always, supporting your child's physical fitness will always have an impact on any academic output. Encourage them to join a gym or an external sports club.

PE CORE

What your child is learning

What? Students are given the choice to select their path and the way in which they want to enjoy PE. A range of sports are provided weekly, and students take part in the sport that they would like to play the most. This is all dependent on staff to student ratios, but we do attempt to accommodate as many sports as possible.

How? Students are encouraged to discuss between them to form groups that would like to play certain sports. We encourage them to do this in advance, this means we can assign staff to sports early and try to form a good environment for the students to build their small community.

Why? Giving the students the choice to select the way in which they want to be active will ensure that they have more ownership over their health. Running PE in this way also pays attention to the social element of health, as connection with others is key. We still ensure that we encourage students to form good habits that will lead to lifelong enjoyment. However, the onus is certainly on the student to take charge of this.

How your child will be assessed

	Assessments	Sports & Topics
Task	Students are offered their choice of activity during their core PE sessions.	The range of sports are selected from the list below; this is dependent on student voice and the professional opinion of the teacher.
What they're being assessed on	<p>Head – their ability to learn how to structure games and tournaments while following game play rules.</p> <p>Hands – their ability to perform skills in competitive situations whilst picking out personal strengths and weaknesses. This may see the student placing conditions on their own game to improve.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations.</p>	Badminton Fitness Centre Dodgeball Softball Dance Netball Handball Basketball Football Cricket Athletics Outdoor Adventurous Opportunities
What knowledge do they need to be successful?	<p>How to set up any competitive game to allow for fair competition.</p> <p>How to regulate themselves as a group to ensure that game play is fair and equal.</p> <p>How to assess their own strengths and weaknesses to ensure that practical improvement can still be made.</p>	<p>Understanding of key rules and regulations</p> <p>Knowledge of tournament-based play and how it progresses</p>
Feedback	Your child will receive ongoing verbal feedback on their performance, and they will receive a progress review level throughout the year of either a bronze, silver, gold or platinum. The assessment grid that we use takes into account all 3 aspects from the 'Head, Hands, Heart' explanations above.	Verbal feedback on rules and engagement is given lesson by lesson.

How you can support your child with their learning

- Watch youtube videos on the rules of each sport – this will allow your child to make better decisions in competitive situations.
- Ask your child how they think they can improve from the 'Head, Hands, Heart' information above.
- Encourage your child to attend extracurricular clubs to ensure that they build exercise into their week as a habit.
- Encourage your child to exercise at least 2 other times a week outside of PE. This will hopefully build good habits and ensure that activity is part of their life for a long time.

Design Technology

What your child is learning in Design and Technology

What? Our GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification will be delivered through the practical application of this knowledge and understanding.

How? We will have a mixture of practical and theoretical lessons in order to cover all of the content. The course allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Why? Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline Assessment	Wooden Clocks Project	Summative Assessment (Exam Questions)
What they're being assessed on	Students will answer a range of questions which include multiple choice questions, drawing tasks and longer response questions. This will be used to assess their current knowledge of Design and Technology.	Students will be assessed on a range of practical skills. They will need to ensure that their final product has been completed to a good standard and that they have been able to work safely and efficiently within the workshop and studio.	Students will answer a range of questions which include multiple choice questions, drawing tasks and longer response questions. This will be used to assess their knowledge of the specific Design and Technology topics covered throughout the project.
What knowledge do they need to be successful?	Isometric Drawing. Orthographic drawing. Sustainability. How to analyse and evaluate different products. Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology. Different types of materials and their properties.	How to design using 2D design software. The importance of colour coding for computer aided design. How to create a product based on a specification. How to generate innovative and creative ideas. How to use a laser cutter. The process of laser cutting. How to quality check their work and action any improvements.	Section 1 – New and emerging technologies 1) Industry and enterprise 2) Sustainability and the environment 3) People, culture and society 4) Production techniques and systems 5) Informing design decisions Section 2 – Energy, materials, system and devices 1) Energy generation 2) Energy storage 3) Modern materials 4) Smart materials 5) Composite materials and technical textiles 6) Systems approach to designing 7) Electronic systems processing 8) Mechanical devices
Feedback	Students will receive written feedback on this assessment.	Students will receive written and verbal feedback on this assessment.	Students will receive written feedback on this assessment.

How you can support your child with their learning

- Ensure they complete all homework tasks.
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Encourage them to design, sketch, make and read for pleasure.

Computing

What your child is learning in Computer Science

What? Students will be introduced to the course structure (OCR J277) and work on the first of the examined units. They will complete SLR 1.1. Systems Architecture and SLR 1.2. Memory and Storage.

How? We employ a flipped learning approach to deliver GCSE Computer Science. This starts with the students watching one or more theory videos for homework. During the video key takeaway notes are signposted with a notes icon and students pause the video to write these notes down using the template provided. This learning is reinforced through various tasks completed in the form of a workbook for each unit. Finally, each lesson will give Students the opportunity to continue developing their text-based programming skills when they have completed the workbook tasks.

Why? Students are taking notes for each topic as homework, in a structured format known as Cornell style notes. These are effective in helping students put more thought into their note taking, as for each topic, they should create a set of questions after they have taken their notes. This allows for deeper processing and aids future recall. Using this method also gives more time in lessons to reinforce learning as students arrive with a baseline knowledge is important that students have a variety of tasks and content within their lesson time, and the workbook tasks for each unit are structured so that they are accessible, engaging, and reinforce baseline knowledge.

Why?

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	1.1 End of topic test	Programming Assessment 1	1.2 End of topic tests (1 & 2)
What they're being assessed on	Students are assessed on the knowledge and understanding of Computer Systems Architecture.	This is an intermediate assessment of the progress and understanding of practical programming using the Python programming language.	Students are assessed on the knowledge and understanding of Computer Memory.
What knowledge do they need to be successful?	Students need to have secure knowledge of: The CPU and its purpose Registers in the CPU Fetch-Execute Cycle Von Neumann architecture factors affecting CPU speed embedded systems	Students will need to be secure in the following: Outputs, variables, inputs operators, string manipulations and selection statements.	Students need to have secure knowledge of: Primary & secondary storage ROM and RAM Virtual memory Characteristics of storage devices Units of storage Binary & hexadecimal conversions, addition and shifts.
Feedback	Assessment mark and feedback given.	Strengths and EBIs given alongside verbal feedback.	Assessment mark and feedback given.

How you can support your child with their learning

- Encourage students to complete all home learning tasks to ensure their notes are up to date.
- Help your child to organise their theory notes so they are easy to find and use in future.
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress.

Engineering

What your child is learning in Engineering

What? Unit 1 provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test an end product.

Although **Unit 3** is not assessed till Y11 much of the taught content falls in Y10, Unit 3 introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

How?

Units 1 and 3 will be studied with a mix of theory and practical, Students will be expected to make notes and record new materials and processes. Students will undertake 2 mini projects that build the skills they need to use later in the year for Unit one's controlled assessment. Manufacturing Engineering Products, Unit 1, Manufacturing Engineering Products (40% of the qualification). The total time allocated for assessed tasks is 20 hours. Candidates cannot exceed this time. Unit 1 tasks feature recommended timings

Why?

This course of study will support you in progressing to a Level 2 or 3 qualification in a range of engineering sectors, for example aerospace, automotive, electrical, electronic, manufacturing, marine, mechanical or telecommunications. You will develop transferable skills such as problem solving, communication and aspects of critical thinking, all of which will support your progression to Level 2 or 3 vocational or academic qualifications.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline	Mini Project 1	End of term 1 assessment
What they're being assessed on	Existing knowledge of Engineering, Science and Maths	Students will be assessed on their ability to follow instructions, plan and execute accurately.	Students will sit an end of term 1 assessment in 2 parts, a practical for unit 1 and an exam component for unit 3.
What knowledge do they need to be successful?	Materials, Basic maths, physical requirements, aesthetics, size, function, performance requirements of engineered products.	Basic maths, Measuring ability. Use of hacksaws, drills, Taps, Dies and files. Knowledge of health and safety in the workshop.	Knowledge of materials, tools, Engineering design, Engineering drawings, Time Plans and other Engineering Processes.
Feedback	Verbal feedback given with Year 10 Targets.	Written feedback focusing on skills used and attention to detail.	Written feedback on strengths and areas for development.

How you can support your child with their learning

- Ensure they complete all tasks on google classroom
- Encourage your child to look at the world around them and explain how things have been designed and made.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Encourage them to sketch, make and read for pleasure.

Business

What your child is learning in Business

What? Students will begin working on Theme 1 of 2 in the GCSE Business specification, which is called *Investigating small business*. In Term 1, we will focus on *Topic 1.1 Enterprise and entrepreneurship* and *Topic 1.2 Spotting a business opportunity*.

How? Each unit is broken down further, with a lesson focusing on each part of the specification.

Topic 1.1 will be broken down into 3 separate lessons: 1.1.1 The dynamic nature of business (how and why new business ideas come about), 1.1.2 Risk and reward (The impact that risk and reward has on business activity) and 1.1.3 The role of business enterprise (The role business enterprise and entrepreneurship has on business activity).

Topic 1.2 is broken down into 4 lessons: 1.2.1 Customer needs (How to identify and understand customer needs), 1.2.2 Market research (The purpose, methods and impact of market research), 1.2.3 Market segmentation (How businesses use market segmentation to target customers) and 1.2.4 Understanding the competitive environment (The strengths and weaknesses of competitors and the impact competition has on business decision making).

Why? Each individual lesson has a mix of discussion, research activities, and using the computer to present information, as well as an individual written workbook. Each lesson will also conclude with exam style questions to help conceptualise the information they've just learned in an exam format. It is important to use a range of activity styles within each lesson to ensure that delivery is fresh and progress and engagement remains high.

How your child will be assessed

	Assessment 1	Assessment 2
Task	1.1 End of unit test	1.2 End of unit test
What they're being assessed on	1.1.1 The dynamic nature of business (how and why new business ideas come about), 1.1.2 Risk and reward (The impact that risk and reward has on business activity) and 1.1.3 The role of business enterprise (The role business enterprise and entrepreneurship has on business activity).	1.2.1 Customer needs (How to identify and understand customer needs), 1.2.2 Market research (The purpose, methods and impact of market research), 1.2.3 Market segmentation (How businesses use market segmentation to target customers) and 1.2.4 Understanding the competitive environment (The strengths and weaknesses of competitors and the impact competition has on business decision making).
What knowledge do they need to be successful?	They need to have comfortable knowledge of the above topics, along with the skills on how to structure and answer exam questions confidently.	They need to have comfortable knowledge of the above topics, along with the skills on how to structure and answer exam questions confidently.

How you can support your child with their learning

- Ensure that your child is completing the exam style questions that they are provided with for homework in a timely manner.
- Ensure that any revision activities are completed.

Hospitality and Catering

What your child is learning in Hospitality and Catering

What? This term we are studying Unit 1 (The Hospitality and Catering Industry) content. We will also be doing one practical lesson per week.

How? We will have one practical lesson and one theory lesson per week. We will be building on our knowledge in each lesson.

Why? Students will be tested on their Unit 1 theory knowledge at the end of Year 10 in an exam so we will be learning about the Hospitality and Catering industry so that students have the knowledge to complete this. Students will have their practical assessment in Year 11 so they will need to build up and practise their basic, medium and high-level skills.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Lesson 1-8 Assessment Paper	1.1 Assessment Paper	1.2 Assessment Paper
What they're being assessed on	Students will answer a number of questions, which will be used to assess their understanding of the structure of the Hospitality and Catering Industry.	Students will answer a number of questions, which will be used to assess their understanding of the structure of the Hospitality and Catering Industry.	Students will answer a number of questions, which will be used to assess their understanding of the structure of the Hospitality and Catering Industry.
What knowledge do they need to be successful?	<ul style="list-style-type: none"> • Food Service. • Standards and Ratings. • Job roles. 	<ul style="list-style-type: none"> • Food Service. • Standards and Ratings. • Job roles. • Working conditions. • Factors affecting success and failure. 	<ul style="list-style-type: none"> • Operational activities of the kitchen. • Kitchen equipment. • Operational activities at front of house. • Customer's needs, requirements and expectations.

How you can support your child with their learning

- Ensure they complete all Independent Learning tasks
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Ensure your child has the equipment for practical Catering lessons (this will be in their Google Classroom).
- Encourage them to cook, sketch, make and read for pleasure.

Health and Social Care

What your child is learning in Health and Social Care

What? This term we are studying Learning Aim 1 (Human growth and development across life stages) and Learning Aim 2 (Factors affecting growth and development) of **Component 1 - Human Lifespan Development**.

How? We will have two double theory lessons per week. We will be building on our knowledge in each lesson.

Why? Students will be tested on their Component 1 knowledge in March of Year 10 with a 6 hour internal assessment where they will complete 4 tasks on their knowledge of the topics covered in Learning Aim 1 and 2. This will also provide a foundation of knowledge for Component 2 and Component 3.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Component 1 Internal Assessment Mock - Task 1	Component 1 Internal Assessment Mock - Task 2 & 3	Component 1 Internal Assessment Mock - Task 4
What they're being assessed on	Students will answer a number of practice questions which will be used to assess their understanding of Health and Social Care.	Students will answer a number of practice questions which will be used to assess their understanding of Health and Social Care.	Students will answer a number of practice questions which will be used to assess their understanding of Health and Social Care.
What knowledge do they need to be successful?	<ul style="list-style-type: none"> Life stages: Infancy / Early childhood / Adolescence / Early adulthood / Middle adulthood / Late adulthood PIES - Physical, Intellectual, Emotional and Social Development 	<ul style="list-style-type: none"> Factors affecting growth and development: Physical factors / Lifestyle factors / Emotional factors / Social factors / Cultural factors / Environmental factors / Economic factors 	<ul style="list-style-type: none"> Different life events and the impact these have on PIES development: Health and wellbeing / Relationship changes / Life circumstances / Character traits / Sources of support
Feedback	Verbal feedback. Written feedback on selected written questions. Students will track progress at the end of each lesson.	Verbal feedback. Written feedback on selected written questions. Students will track progress at the end of each lesson.	Verbal feedback. Written feedback on selected written questions. Students will track progress at the end of each lesson.

How you can support your child with their learning

- Ensure they complete all Independent learning tasks.
- Encourage your child to look back through their classwork and reflect upon their learning.
- Encourage your child to catch up with any missed learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Encourage them to read.
- Encourage them to watch documentaries regarding health, social care and physical / emotional development.

Art

What your child is learning

What-This term they will be starting their GCSE project of Body Ornament and Natural Form. They will start by drawing natural forms and applying these skills into their sketchbook work.

How-They will do observation studies of a natural form in various art mediums in different viewpoints. They will focus on drawing accurately and developing their media skills. Your child will also be completing sketchbook work at home and will be given tasks to consolidate their learning from what is learnt during class.

Why - Drawing accurately is a mastery skill which will be used throughout the course to develop further their ability to analyse in more detail what they see. Students will also learn to use and experiment with art media appropriately. These skills will be transferable in preparation for their exam in Year 11.

How your child will be assessed

	Assessment 1	Assessment 2
Task	Natural Form	Body ornament sketchbook/board
What they're being assessed on	Their ability to analyse in detail natural form and create an observational drawing and shade in using art media appropriately.	Their ability to show a wide range of skills, their knowledge and understanding based on a theme.
Which skills will they need to be successful?	Your child will need to demonstrate accurately drawing skills and show that they can make their look 3D by using various art media.	They need to show that they have completed three assessment objectives which are research, experimenting with media and recording and developing ideas.
Feedback	Your child will receive written feedback on how they can improve them further to achieve the best possible grade for GCSE	Your child will receive written feedback on how they can improve them further to achieve the best possible grade for GCSE

How you can support your child with their learning

- Our YouTube channel has a wide range of videos that explore our in-class topics and key skills. Where possible practising key skills at home will always help your child improve their progress.
- Encourage your child to attend an art club/intervention after school to develop their art skills. They will have access to our facilities and equipment with a range of art media. They will also receive extra support from their teacher.
- By checking and encouraging home learning tasks are being completed, this will help your child consolidate skills and meet coursework deadlines.

Drama

What your child is learning

What? This term we are focusing on a mock of Component 1 of the Drama GCSE which requires Students to devise a stimulus. Students will take part in a number of workshops that focus on the themes and issues that may arise from the chosen stimuli (The Right Word - Imtiaz Dharker). Following this they will devise a piece of theatre from scratch, keeping a log of their process in the form of a journal.

How? Students will take part in practical workshops that look at different styles of performance before combining their knowledge and skills in an extended piece of theatre. They have to consider the purpose of their piece and focus on disseminating this to a live audience. They will then use their log to write up a 2000-word portfolio that documents the devising process. This write up and the final performance of the piece will take place in term 1 of Year 11.

Why? Component 1 allows Students the time and space to explore different styles of theatre and theatre making. It allows them to respond to the needs of their audience and evaluate their progress and achievements critically. We run a mock of this component in September so that Students feel prepared for the real thing in term 3.

How your child will be assessed

	Assessment 1	Assessment 2
Task	Mid Point Review	Summative Assessment
What they're being assessed on	Their ability to combine and apply vocal and physical skills. Their ability to tell a story using Drama Strategies. Their progress towards their end goal - have they achieved what they set out to in terms of message to the audience.	Their ability to combine and apply vocal and physical skills. Their ability to tell a story using Drama Strategies. Their progress towards their end goal - have they achieved what they set out to in terms of message to the audience.
What knowledge do they need to be successful?	A broad understanding of a variety of Drama strategies and how they can be used to deliver a message and tell a story. Developed vocal and physical skills.	A broad understanding of a variety of Drama strategies and how they can be used to deliver a message and tell a story. Developed vocal and physical skills.
Feedback	Your child will receive verbal and written feedback at their mid point review. They will also receive verbal feedback from staff and peers throughout the devising process. The final performance will take place in October/November where they will also be given written and verbal feedback that can be used as a starting point for the real component in term 3.	

How you can support your child with their learning

- Assist them in learning their lines
- Ask your child to perform a portion of their work
- Encourage your child to record their performances and analyse their use of vocals and physical skills
- Encourage your child to research their chosen area of interest once they have decided on the message of their piece
- Assist your child in their note taking log ensuring that it is up to date and that they can explain verbally what they have done in the previous lesson.

Music

What your child is learning

What? Students are studying the new BTEC Tech Award which focuses on the creation of musical products through the study of musical genre and musical 'areas' e.g. composition, production, performance

How? Through performance, arranging, composing and listening students will perform and write music they are interested in, alongside creating a presentation portfolio of musical genres they like..

Why? This will prepare students for work through planning and preparing musical products and developing their group skills so as to enable the rapid creation of their products.

How your child will be assessed

	Assessment 1	Assessment 2
Task	Component 1- Products and Styles	Component 2- Skill Development
What they're being assessed on	Students will be assessed on: <ul style="list-style-type: none"> • Their knowledge of musical genres and how this links to the musical elements and beyond • Their presentation of this knowledge, including verbal, written and performing skills 	Students will be assessed on: <ul style="list-style-type: none"> • Their knowledge of musical products and how this links to the wider musical landscape • Their musical presentation of this knowledge
What skills/knowledge do they need to be successful?	Skills & knowledge including: <ul style="list-style-type: none"> • compositional features • Sonic features • Performance techniques 	Skills & knowledge including: <ul style="list-style-type: none"> • Planning and preparation • Understanding of various musical 'areas'
Feedback	Feedback will only be given in the preparatory T&L stage, once assessment is started no guidance will be given as per BTEC rules.	

How you can support your child with their learning

- It is important you give time for your child to create music, this could be using technology or playing their instrument.
- You and your child have access to support materials on Google Drive, using these will let you know what your child is working on and what they need to do next.
- Download some of the free music making apps, Garage band on Apple products is the one of the best music making apps and it's free.
- If they do not have an instrument at home then we can support this purchase through school.

Photography

What your child is learning

What – This term your child will be learning many skills including; how to use a DSLR camera, how to set up a website and how to complete meaningful research of photographers.

How- Students will set up their own website to show their skills in researching photographers, planning shoots and completing photoshoots with DSLR cameras.

Why – Each component is worth 25% of final grade.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline	Mid point assessment - Use of media and colour experimentation.	End of Unit Assessment
What they're being assessed on	Key ICT skills and naming functions/ parts of a camera. Camera techniques and Compositional framing.	We will provide feedback to your child prior to the assessment on their strengths and areas for development. Your child will use this written feedback to improve their work on their website. They will use Metacognition strategies to support them to become reflective learners.	Their current working grade will be given based on their research, planning and quality of shoots. Students will also be given personalised feedback on how to improve this grade, making sure their work shows a clear journey and is a personal response.
Which skills will they need to be successful?	Students will need to reflect on prior understanding to answer questions via the google classroom.	Students will need to improve analysis skills by thinking deeply and use writing frames to improve their written research. They need to know what equipment they need, use the correct location and organise all props and models.	Students will need to reflect on feedback and will need to organise work accordingly. They will use their student progress trackers to write an action plan for improvements.
Feedback	Your child will get continuous feedback on their photography progress trackers to ensure that all tasks are understood and completed to their best ability.		

How you can support your child with their learning

- Ask your child to show you their Photography website on Weebly and have a look at their photographs, research and outcomes, quiz them on if their work goes on 'a journey'
- Have a look at your child's Photography Progress Tracker
- Encourage your child to take photographs independently at home, they can use the cameras on their phones and upload them onto their website
- Encourage your child to look at photographic galleries on line or visit Manchester Art Gallery
- Check that your child has completed their Independent learning tasks

Everything Else

What your child is learning

What? This term we are studying life in the UK.

We will be exploring social issues, identity and politics in the UK.

How? We will be analysing news reports, film clips, newspaper articles and government statistics in order to discuss key issues.

Why? We are doing this so that students have the tools to form their own opinions based upon evidence and to also have those opinions challenged by alternative arguments.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	October	November	December
What they're being assessed on	Investigate and explain a Conspiracy Theory	Learning Log: The Media	Learning Log "Do Nuclear Weapons make the world a safer place?"
What knowledge do they need to be successful?	Students will need to know what a conspiracy theory is. They will have to choose a conspiracy theory from the list provided and choose a theory to follow. They will then look at all of the evidence for and against and then present their findings to the group. They will have to answer questions regarding their findings. (Conspiracy theories: 1. Area 51. 2. Princess Diana. 3. 911. 4. The Roswell Incident. 5. The Illuminati. 6. Assassination of JFK.	Analysis of the impact on the media of the following: <ol style="list-style-type: none"> Rupert Murdoch. Jimmy Savile. Elon Musk. . Students will reflect upon how these individuals have used the media and the impact that they have had. There will be two lessons investigating the concepts of Masculinity and Femininity	Analysis of the role that Nuclear Weapons play in world defence. Using: <ol style="list-style-type: none"> Know - What are nuclear weapons and who has them? Connect - Is there any evidence that they make the world a safer place? Predict - If nuclear weapons hadn't existed what would the world currently look like?
Feedback	Present findings to the class.	Written response. Peer assessed using a sticker.	Written response. Peer assessed using a sticker.

How you can support your child with their learning

- Watch the news with your child. Discuss any important news events. Discuss alternative points of view regarding news stories.
- Discuss what you think of media outlets and how you trust what you read, see and hear.
- Discuss your opinions about nuclear weapons.

CARE Curriculum

What your child is learning

What? Students will explore our core values linking in with our CARE Communication, Aspiration, Resilience and Education.

How? During learning tutor time every morning, all students will be delivered a lesson on a different area of CARE. Our staff have been training collaboratively and building the CARE curriculum.

Why? We want our students to know the importance of values and respecting differences. We want our students to know that their possibilities are limitless, no matter where their starting point is. We want our students to develop resilience. Our students access a broad and rich curriculum and make informed option choices to support their future learning and aspirations.

What will your child be learning?

Students will reflect on fairness in society, stereotypes, and what it means to thrive in modern Britain.

They will study extracts from literature (*Dracula*, *Fahrenheit 451*, *The Bell Jar*, *1984*, *The Handmaid's Tale*, and *To Kill a Mockingbird*) to explore themes of power and resilience.

Careers lessons will introduce employability skills, CVs, and work experience, while study skills will focus on note-taking and effective revision strategies.

Students will also begin examining the impact of social media on attention, identity, and freedom of speech, and consider how online behaviour shapes future opportunities.

How will they be learning?

Learning will take place through debates, class discussions, and reflection on personal experiences.

Students will practise study skills such as note-taking, blurring, and strategy reviews, alongside careers tasks like CV comparisons and creating personal profiles.

They will also analyse extracts from fiction and non-fiction texts, linking themes to real-world challenges.

Why is this important?

This term helps students to develop resilience, self-awareness, and aspirations for the future. It equips them with practical skills for study and careers, while encouraging critical thinking about fairness, stereotypes, and the digital world.

By linking literature, society, and employability, students learn how to connect their schoolwork to their wider lives and future pathways.

How you can support your child with

- Encourage them to share topics of discussion
- Motivate them to take on new challenges
- Discuss their aims and ambitions with them linked with work experience opportunities