



The Polesworth School
ENSURING EXCELLENCE



**Year 10 Core Knowledge
and support guidance**

Autumn/Spring term

For the topics of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as core knowledge and it is our intention that every student secures the core knowledge to make outstanding progress through the curriculum.

We believe that the form in which feedback and assessment takes place must be specifically related to the individual subject therefore subject teachers use a range of strategies to assess students' progress using the core knowledge.

We have included below the subject core knowledge for the topics of learning covered during the autumn term. You can support your son/daughter's progress by regularly discussing the core knowledge with them to help them to remember what they have learnt. To assist you in supporting your son/daughter with any areas for development we have signposted resources and links for each subject below.

Subject	Year 10 Threshold Concepts - Autumn term	How to support students' learning
Art	<ol style="list-style-type: none"> 1. Develop their technical skills and select materials applicable to the topic of study. 2. Understand how to produce personal work informed by first-hand experiences and appropriate secondary sources. 3. Develop their own strengths and interests as artists in the subject and, increasingly, follow their own lines of enquiry. 4. Understand how sources inspire the development of ideas including those of other artists. 	<ul style="list-style-type: none"> • GCSE Art and Design BBC Bitesize: Explains the basics easily and clearly. https://www.bbc.co.uk/bitesize/subjects/z6hs34j • Student Art Guide: An excellent resource for student artists including practical advice for using various media. https://www.studentartguide.com/ • The Tate Gallery: The Tate Gallery website has current exhibitions but also

	<p>5. Understand how to apply knowledge of their understanding of the formal elements using the language of art.</p>	<p>lots of informative information on Art and artists.</p> <ul style="list-style-type: none"> • https://www.tate.org.uk/whats-on • Artcyclopedia: Find information and links to nearly all known artists. http://www.artcyclopedia.com/
<p>Business</p>	<ol style="list-style-type: none"> 1. Understand the role of business enterprise. 2. Analyse the importance of business planning. 3. Analyse different ways of setting up and owning a business. 4. Select appropriate aims and objectives. 5. Analyse the different levels of influence stakeholders have on business. 6. Understand different methods of business growth. 7. Analyse primary and secondary research methods. 8. Understands how appropriate methods and sources of market research are used for different business purposes. 9. Understands the use of segmentation to target customers. 10. Understands the importance of the product life cycle to a business. 11. Understand the importance of selecting the appropriate pricing strategy for a business. 	<ul style="list-style-type: none"> • The full specification for OCR GCSE Business Studies can be found at: - https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/ • Past Papers and Mark Schemes can be found at: - https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/assessment/ • Useful websites include: • https://www.twoteachers.co.uk/ (registration is required to use this website). Excellent short videos are included. • https://www.bbc.co.uk/bitesize/exams/pecs/zhrphbk. Various activities for students to complete are included on the website

	<ol style="list-style-type: none"> 12. Understand the importance of selecting the appropriate channel of distribution for a business. 13. Understand the importance of selecting the appropriate promotional strategy for a business. 14. Understands how the 4 P's of marketing work together to implement business decisions. 	<ul style="list-style-type: none"> • A revision guide is also available to purchase from the school shop • Any conversations you can have with your child about the business world would be gratefully appreciated. Discussing your own experience at work or why you purchase particular goods and services will add value to your child's learning outside the class.
Classics	<ol style="list-style-type: none"> 1. Demonstrate detailed knowledge and understanding of the Greek and Roman Gods including their roles and iconography. 2. Demonstrate detailed knowledge and understanding of the Labours of Heracles as depicted on the Temple of Zeus in Olympia. 3. Demonstrate detailed knowledge and understanding of lesser Roman myths surrounding Hercules as written by Virgil and Ovid. 4. Demonstrate detailed knowledge and understanding of Greek and Roman temples, religious officials and their roles. 5. Demonstrate detailed knowledge and understanding of the Temple of Zeus and the Parthenon. 	<ul style="list-style-type: none"> • Encourage students to revisit topics we have studied and revise and review key topics and words. Test them on words in their glossary. • Ask students if they are feeling positive about their achievements and encourage them to speak to their teacher if they are experiencing problems or feeling unsure about anything. • Encourage students to read. This could be fiction or non-fiction. This will allow them to develop both their knowledge and skills. • Visit museums/ websites to do with the Classical world.

	<ol style="list-style-type: none"> 6. Demonstrate detailed knowledge and understanding of the Temple of Portunus and the Pantheon. 7. Produce a well-argued response. 8. Apply wider knowledge to a question. 9. Demonstrate excellent analysis and interpretation of a wide range of well-selected evidence. 10. Produce a coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions. 	<ul style="list-style-type: none"> • Watch documentaries about Classical topics. There are several available online from mainstream channels such as BBC I Player, All4 and My5.
<p>Drama</p>	<p>Section A</p> <ol style="list-style-type: none"> 1. Know and understand the formation, advantages and disadvantages of all 6 stage types. 2. Identify the six stage types from photographs and diagrams. 3. Know and understand how to reference stage space. 4. Know and understand the key responsibilities for all theatre roles. <p>80 Days</p> <ol style="list-style-type: none"> 1. Know the three contextual areas of '80 days'. 2. Understand the implications of the context of '80 days' and apply it to practical ideas. 3. Know and understand the plot of '80 days'. 	<p>Section A</p> <p>https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zjwp2sg/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zm2yt39/revision/1</p> <p>80 Days</p> <p>Students have revision material and guides on TEAMS produced by their teacher.</p>

	<ol style="list-style-type: none"> 4. Know and understand the function of the characters in '80 days'. 5. Show the ability to provide an interpretation for major characters in '80 days'. 6. Know, understand and apply the key principles of design elements to '80 days'. 7. Know how to perform key scenes in '80 days' including the acting. 8. Know how to perform key scenes in '80 days' including acting/reacting, listening, interacting, climax, pace, rhythm. 	
<p>English (Literature and language)</p>	<p>English Language Reading</p> <ol style="list-style-type: none"> 1. English Language Reading - Read fluently, and with good understanding, texts from different time periods. 2. English Language Reading - Read and evaluate texts critically. 3. English Language Reading - Make comparisons between non-fiction and literary non-fiction texts. 4. English Language Reading - Summarise and synthesise information or ideas from texts. 5. English Language Reading - Support a point of view by referring to evidence within the text. 	<ul style="list-style-type: none"> • Revision Guides: CGP AQA English Language workbook CGP Revision Guide - Power and Conflict Poetry/Love and Relationships Poetry CGP revision guide - Macbeth CGP Revision Guide - A Christmas Carol CGP Revision Guide - An Inspector Calls CGP Revision Guide - AQA Unseen Poetry • Websites: https://senecalearning.com/en-GB/

6. English Language Reading - Identify and interpret themes, ideas and information.
7. English Language Reading - Identify the purpose and audience of texts.
8. English Language Reading - Evaluate a writer's choice of vocabulary, form, grammatical and structural features.

Writing

1. English Language Writing - Write effectively and coherently using Standard English appropriately.
2. English Language Writing - Use accurate grammar, punctuation, and spelling.
3. English Language Writing - Use language imaginatively, creatively, and persuasively.
4. English Language Writing - Select, organise, and emphasise facts, ideas and key points.
5. English Language Writing - Select vocabulary and grammar to reflect the audience and purpose.
6. English Language Writing - Select form and structural features to reflect audience and purpose.

Literature

1. English Literature - Read a wide range of classic literature fluently and with good understanding.

<https://www.physicsandmathstutor.com/english-revision/gcse-aqa/>

<https://revisionworld.com/a2-level-level-revision/english-language-gcse-level/english-language-gcse-past-papers/aqa-gcse-english-language-past-papers>

- YouTube.com/mrbruff

	<ol style="list-style-type: none"> 2. English Literature - Understand characterisation, plot, and settings. 3. English Literature - Explain the relationship between events and characters. 4. English Literature - Explain the importance of themes in literary texts. 5. English Literature - Support a point of view by referring to evidence in the text. 6. English Literature - Use understanding of writers' contexts to inform evaluation. 7. English Literature - Evaluate a writer's choice of vocabulary and literary techniques. 8. English Literature - Evaluate a writer's choice of grammatical and structural features. 9. English Literature - Use linguistic and literary terminology to criticise and analyse texts. 10. English Literature - Compare texts, referring to theme, characterisation, context, and style. 11. English Literature - Use accurate Standard English: accurate spelling, punctuation, and grammar. 	
Enterprise	<ol style="list-style-type: none"> 1. Understand the different types of local enterprise that exist. 2. Describe the aims and objectives of local enterprises. 3. Describe the characteristics of local enterprises. 	<ul style="list-style-type: none"> • The full specification for Pearson BTEC Enterprise can be found at:- https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html

	<ol style="list-style-type: none">4. Describe the risks and rewards associated with being an entrepreneur.5. Analyse research methods.6. Understand how competitor behaviour can impact a small enterprise.7. Understand how the needs of a customer are met.8. Analyse an enterprise's position by using PEST analysis.9. Analyse an enterprise's position by using SWOT analysis.10. Discuss how internal and external factors impact an enterprise.11. Select an appropriate idea for a micro business.12. Select an innovative idea which is realistic and within budget.13. Understand the role of a sole trader.	<ul style="list-style-type: none">• Sample assessments for the internally and externally assessed units can also be found at the above address. Components 1 & 2 are both internal coursework assignments and Component 3 is a written exam.• Useful websites include:• https://www.twoteachers.co.uk/ (Registration is required to use this website). Short videos of topic areas are included.• Students can also access a range of activities from the BBC Bitesize website. They need to focus on the topic areas of marketing and finance only.• A revision guide will also be available to purchase soon from the school shop. We are waiting for it to be published!• Any conversations you can have with your child about the business world would be gratefully appreciated. Discussing your own experience at work or why you purchase particular goods and services will add value to your child's learning outside the classroom.
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<p>Geography</p>	<p>Nigeria</p> <ol style="list-style-type: none"> 1. Describe how Nigeria is important at a range of scales. 2. Explain why TNCs would want to locate in a LIC/NEE. 3. Evaluate the impact of Shell in Nigeria. 4. Describe the impact of economic development on the environment. 5. Evaluate the impact of economic development on Nigerian's quality of life. <p>UK Weather Hazards</p> <ol style="list-style-type: none"> 1. Identify what extreme weather impacts the UK. 2. Describe and explain the basics of the Global Atmospheric Circulation system. 3. Interpret and analyse synoptic charts. 4. Evaluate if the UK's weather is becoming more extreme. 5. Identify and describe the causes of the Somerset Levels floods' (2013/14). 6. Categorise the effects of the Somerset Levels' floods. 7. Explain the responses to the Somerset Levels' floods. 	<ul style="list-style-type: none"> • Lessons and Knowledge Organiser on class MS Teams page. • Revision guides via the school shop. • Internet Geography: https://www.internetgeography.net/topics/the-changing-economic-world/ scroll down to find 8 links to the Nigeria case study. • Bodo/Goi oil spill case study:- https://www.youtube.com/watch?v=y2yPii0yz10 <ul style="list-style-type: none"> • Lessons and Knowledge Organiser on class MS Teams page. • Revision guides via the school shop. • Internet Geography: - <ol style="list-style-type: none"> 1] Global atmospheric circulation - https://www.internetgeography.net/topics/what-is-global-atmospheric-circulation/ 2] UK weather hazards - https://www.internetgeography.net/topics/weather-hazards-in-the-uk/ 3] Somerset Levels Floods case study -
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	<p>Urban Issues and Challenges</p> <ol style="list-style-type: none"> 1. Identify what a megacity is and trends of urban growth. 2. Locate Mumbai and describe its importance at a range of scales. 3. Understand why people migrate to Mumbai. 4. Identify and describe the challenges of life in Dharavi for the urban poor. 5. Identify and describe the opportunities for Dharavi's urban poor. 6. Define the term urban planning. 7. Describe and evaluate the Dharavi Evolution urban planning project. 	<p>https://www.internetgeography.net/topics/the-somerset-levels-flood-case-study/</p> <ul style="list-style-type: none"> • Lessons and Knowledge Organiser on class MS Teams page. • Revision guides via the school shop. • Internet Geography:- Mumbai case study - https://www.internetgeography.net/topics/mumbai-case-study/ • Dharavi case study:- https://www.youtube.com/watch?v=Im0tHRs9Bng https://www.youtube.com/watch?v=l-yjpvzGKZQ (Exp).
<p>History</p>	<ol style="list-style-type: none"> 1. Describe Hitler's aim when coming to power. 2. Identify key leaders and roles within the Nazi Party. 3. Assess the reasons Hitler achieved total power by 1934. 4. Give an explained judgement on how Hitler achieved total power by 1934. 5. Write a balanced argument. 6. Identify source features. 	<ul style="list-style-type: none"> • Encourage your child to review and revise content after lessons. • Ask about upcoming assessments and homework that has been set. • Ask them to show you how they are organising their work and if they are up-to-date with their notes.

	<ol style="list-style-type: none"> 7. Make valid source inferences. 8. Analyse and evaluate a source to explain why it is useful. 9. Explain how effective the use of terror was in controlling the German people. 10. Explain how effective the use of propaganda was in controlling the German people. 11. Explain the ways the Nazis kept control, 1933-1939. 12. Give an explained judgement on the most important method of control. 13. Explain the different groups and methods used to oppose the Nazis. 14. Explain with examples how the lives of German workers changed under Nazi rule. 15. Explain the aims of the Nazis in regard to women and judge whether the policies were successful. 16. Explain the aims of the Nazis in regard to youth and judge whether the policies were successful. 17. Explain the impact of the Nazi racial policy and persecution, 1933-1939. 18. Explain with examples how the lives of people changed under Nazi rule. 19. Reach a judgement on how far the lives of German people changed, 1933-1939. 	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. • Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. • Visit sites/museums/online displays when possible.
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<p>IT</p>	<p>Unit R093</p> <ol style="list-style-type: none"> 1. (1.1) Understand the different sectors that form the media industry and the types of products produced by, and used within them, and how the same product can be used by different sectors. 2. (2.1) Know the different purposes of media products and how meaning is created for different purposes and how the style, content and layout are adapted to meet each purpose. 3. (2.2) Know why requirements in client briefs can constrain planning and production. 4. (2.2) Understand how to interpret requirements in client briefs to generate ideas and plan and the different ways client briefs are communicated. 5. (2.5) Understand how the different technical, symbolic, and written codes are used to convey meaning, create impact and/or engage audiences. <p>Unit R094</p> <ol style="list-style-type: none"> 1. (1.1) Developing understanding of visual identity and its fitness for purpose in a range of business settings. 2. (1.1) Recognise the different elements of visual identity and how these are influenced by 	<p>Use the following websites and videos to help support knowledge and skill building:</p> <ul style="list-style-type: none"> • BBC Bitesize Media Studies Concepts: https://www.bbc.com/bitesize/subjects/ztnygk7 • YouTube Adobe Photoshop tutorial: https://www.youtube.com/watch?v=lyR_uYsRdPs (3hrs 7mins) • YouTube Adobe Express tutorial: https://www.youtube.com/watch?v=LfJ5jUgLEBk (27 mins) • YouTube Adobe Illustrator tutorials: https://www.youtube.com/watch?v=AinkCNooh2A (26 mins) • https://www.youtube.com/watch?v=lb8UBwu3yGA (3hrs 17mins) • Graphics design and creation related websites: https://www.sqa.org.uk/e-learning/BitVect01CD/page_01.htm
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	<p>business type, target audience, brand values and positioning.</p> <p>3. (2.1) Know the importance of graphic designs that incorporate visual identify and house style including colour scheme and typography.</p> <p>4. (2.1) Understand layout conventions for different graphic products and purposes.</p>	<p>https://1stwebdesigner.com/graphic-design-basics-elements/</p> <p>https://www.lifewire.com/what-is-graphic-design-1697521</p>
<p>Languages (French & German)</p>	<p>1. Understand and produce 3+ sentences about their holiday destinations and modes of transport.</p> <p>2. Understand and produce 2+ justifications to extend their sentences.</p> <p>3. Understand and produce 3+ future tense sentences.</p> <p>4. Understand and produce 3+ conditional mood sentences.</p> <p>5. Understand and produce 3+ modal verb sentences to say what you can do on holiday.</p> <p>6. Understand and produce 4+ comparative and superlative sentences.</p> <p>7. Understand and produce simple reasons – why/why not to use different modes of transport/stay in specific accommodation.</p> <p>8. Understand and produce 3+ tenses in one piece of work (written/spoken).</p>	<ul style="list-style-type: none"> • Revise the tenses using the GCSE BBC Bitesize French / German webpages. • Use Kerboodle (students have individual logins given by their teachers) to revise for each of the skills – reading / listening / writing / speaking and exam-style tasks / papers. • Download and use the app Quizlet to revise GCSE AQA German / French vocabulary. • Use the YouTube videos from Mr Price to make a concise revision plan (emailed to all parents / carers). • Use your knowledge organiser (one per term) to test yourself with writing sentences and saying the key vocabulary aloud. • Get someone at home to test you on the Knowledge Organiser vocabulary or

	<p>9. Understand and produce a GCSE role play task – understand the key rubric vocabulary and conversations in a train ticket office, a hotel, and a restaurant.</p>	<p>your paragraphs to support learning and see which words / sentences you need to recap.</p> <ul style="list-style-type: none"> • Use your purple booklet (speaking preparation booklet) questions to revise past and current speaking question topics. • Try and listen to French / German music or watch films in the target language with subtitles to support your listening skills.
<p>Maths</p>	<ol style="list-style-type: none"> 1. Working With Circles - Calculate length of an arc (U221). 2. Working With Circles - Calculate the perimeter of fractional parts of a circle. 3. Working With Circles - Calculate the area of fractional parts of a circle (U950). 4. Working With Circles - Calculate area of a sector (U373). 5. Working With Circles - Find the surface area of cylinders (U464). 6. Working With Circles - Find the surface area of spheres (U893). 7. Working With Circles - Find the surface area of cones (U523). 	<ul style="list-style-type: none"> • Ask your teacher for any past papers or revision tasks that you can take home and use for revision.

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| | <ol style="list-style-type: none">8. Working With Circles - Find the surface area of frustums (U334).9. Working With Circles - Volume of a cylinder (U915).10. Working With Circles - Explore volumes of spheres (U617).11. Working With Circles - Explore volumes of cones (U116).12. Working With Circles - Find the volume of a frustum (U350).13. Working With Circles - Understand and use angles at the centre and circumference (U459).14. Working With Circles - Understand and use angles in a semicircle (U459).15. Working With Circles - Understand and use angles in the same segment (U251).16. Working With Circles - Understand and use angles in a cyclic quadrilateral (U251).17. Working With Circles - Understand and use angle between a radius and a chord (U489).18. Working With Circles - Understand and use angle between a radius and a tangent (U489).19. Working With Circles - Understand and use two tangents from a point (U489).20. Working With Circles - Understand and use alternate segment theorem (U130). | |
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| | <ol style="list-style-type: none">21. Working With Circles - Mixed problems: Circle Theorems (U808).22. Working With Circles - Prove the circle theorems (U807).23. Compound Measures - Convert compound units.24. Compound Measures - Plot velocity-time graphs (U937).25. Compound Measures - Calculate distances from velocity-time graphs (U611).26. Compound Measures - Estimate the area under a curve (U882).27. Compound Measures - Calculate acceleration from velocity-time graphs (U562).28. Compound Measures - Estimate the gradient of a non-linear graph using a tangent (U800).29. Compound Measures - Find the volume of composite shapes (U543).30. Compound Measures - Explore volumes of pyramids (U484).31. Compound Measures - Mixed problems: Calculating density and pressure (U842).32. Data representation - Construct a stratified sample. | |
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| | <ol style="list-style-type: none">33. Data representation - Find and interpret the median from an ungrouped frequency table (U569).34. Data representation - Find and interpret the modal class from a grouped frequency table (U569).35. Data representation - Estimate the mean from a grouped frequency table (U877).36. Data representation - Estimate the median from a grouped frequency table (U569).37. Data representation - Draw time-series graphs (U590).38. Data representation - Interpret time-series graphs (U193).39. Data representation - Criticise charts and graphs.40. Data representation - Construct cumulative frequency diagrams (U182).41. Data representation - Interpret cumulative frequency diagrams (U642).42. Data representation - Use cumulative frequency diagrams to find measures.43. Data representation - Construct box plots (U879).44. Data representation - Interpret box plots (U837).45. Data representation - Compare distributions using cumulative frequency graphs and box plots (U507). | |
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| | <ol style="list-style-type: none">46. Data representation - Compare distributions using charts and measures (U520).47. Data representation - Construct histograms (U814).48. Data representation - Interpret histograms (U983).49. Data representation - Calculate averages from histograms (U267).50. Ratios and fractions - Change ratios (U865).51. Ratios and fractions - Combine ratios (U921).52. Ratios and fractions - Mixed ratio problems.53. Ratios and fractions - Solve problems with ratio and algebra (U676).54. Similarity and enlargement - Enlarge a shape by a negative scale factor (U134).55. Similarity and enlargement - Explore areas of similar shapes (U630).56. Similarity and enlargement - Explore volumes of similar shapes (U110).57. Similarity and enlargement - Solve mixed problems involving similar shapes (U112).58. Vectors - Draw and understand vectors multiplied by a scalar (U564).59. Vectors - Draw and understand addition and subtraction of vectors (U903). | |
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	60. Vectors - Understand parallel vectors (U660).	
Music	<ol style="list-style-type: none"> 1. Develop appreciation of styles and genres of music - Identify a range of styles and techniques of music from different genres of music. 2. Develop appreciation of styles and genres of music - Evaluate how a range of styles and techniques are used in different genres of music. 3. Explore techniques used to create music products - Demonstrate a basic use of different musical creation techniques and resources. 4. Explore techniques used to create music products - Demonstrate a competent use of different musical creation techniques and resources that support creative choices. 5. Instrumental Techniques - Demonstrate good knowledge on their instrumental choice and use specific techniques in an ensemble situation. 6. Instrumental Techniques - Perform and refine their part in an ensemble ready for performance to an audience or for recording. 	<p>Instrumental lessons with a specialised teacher would be an advantage – Please contact s.glover@thepolesworthschool.com for details.</p> <p>There are many resources on YouTube and apps focusing on instrumental techniques. This includes any ensemble pieces we are covering in class as part of component 1.</p> <p>Students study a style of music so they will need to listen to various pieces and familiarise themselves with the sound. If certain techniques are used on their instrument, they will also need to research and practise on a weekly basis.</p> <p>Practise, practise, practise!!!</p>
PE	<p>GCSE Dance - Theory</p> <ol style="list-style-type: none"> 1. Learn and recall the acronyms for each skill bracket - physical, technical, expressive, and mental skills. 2. Explain the definition of physical technical, expressive, and mental skills in a simple manner. 	<ul style="list-style-type: none"> • A wide variety of Dance resources are provided through booklets and revisions aids (dance toolkits).

	<ol style="list-style-type: none"> 3. Describe and link practical dance examples when explaining specific skills. 4. Study dance performances and use skill language to analyse strength and weaknesses. 5. Recall and explain the stimuli, choreographic intention, and choreographic approach of Emancipation of Expressionism. 6. Describe the use of costume, aural setting, lighting and set of Emancipation of Expressionism. 7. Analyse and describe choreography from the piece by using key subject terminology. 8. Link production features to the choreographic intention of the piece, giving specific examples from Emancipation of Expressionism. 9. Use a set structure to complete an exam styled question. <p>GCSE Dance - Practical</p> <ol style="list-style-type: none"> 10 Perform a technical sequence in small groups. 11 Understand and be able to explain importance of warm up. 12 Define the term movement memory. 13 Improve timing and perform technical warm up and sequence with sound timing. 	<ul style="list-style-type: none"> • Students have access to the schools Planet E-Stream, where all the professional works are available to watch. • Students can access the set phrase videos through the AQA website, either search for the subject or type in the URL below: https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases.
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	<p>14 Demonstrate an improved posture when static and moving.</p> <p>15 Include dynamics in a technical sequence .</p> <p>16 Perform a (set phrase) solo alone.</p> <p>17 Perform solo to 105BPM metronome.</p> <p>18 Demonstrate use of timing, particularly use of pauses.</p> <p>19 Demonstrate use of mental skills to compliment performance of a solo - specifically concentration.</p> <p>20 Demonstrate appropriate facial expression and use of eyeline.</p>	
<p>PE</p>	<p>Sports Science Cambridge National</p> <ol style="list-style-type: none"> 1. Describe fitness tests with clear reference to the protocols. 2. Analyse the data from each fitness test. 3. Include a range of skills linked to components of fitness, with clear and relevant examples. 4. Include a range of well-developed skills relevant to the components of fitness. 5. Skills tests described with clear and relevant examples of how they also measure an appropriate component of fitness. 6. Analyse the strengths and weaknesses of the data from each test and what it means to personal fitness. 	<ul style="list-style-type: none"> • OCR Sport Science https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/ • Teachers' slides are always available and signposted in lessons. They are in the 'Pupil Shared Area' drive for pupils to refer to after a lesson has been taught.

	<ol style="list-style-type: none"> 7. Justify SPOR FITT principles described with clear and relevant examples given for each aspect of their selected sporting activity. 8. Justify SMART goals described with clear and relevant examples given for each aspect of a selected sporting activity. 9. Describe a range of advantages and disadvantages for the structure of different training methods (continuous/fartlek/interval/circuit/plyometrics/weight/HIIT) and justify the selection of the most suitable methods for a sporting activity. 10. Analyse selected training methods, including a clear comparison of aerobic and anaerobic exercise. 11. Produce an appropriate and detailed plan which considers most of the requirements for an effective and safe fitness training programme (facilities/equipment/aims/fitness/injuries/organisation/environment/skills to be improved). 12. Apply a range of SPOR FITT principles to the training programme to improve success. 13. Plan a training programme that includes a suitable warm-up and cool-down; main activities, including duration of plan and sessions; 	<ul style="list-style-type: none"> • Students will be provided with student checklists for each of the coursework units. • Students will be provided with exam unit booklets and exam questions. • Contact the student's class teacher, Mr Hockridge or Mrs White with any queries.
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	<p>equipment and facilities; coaching points; adaptations for each session.</p> <ol style="list-style-type: none"> 14. Monitor progress with pre-term and mid-term tests to adapt/improve the programme. 15. Record results using post programme tests for skill and fitness. 16. Recognise achievement in meeting SMART goals and results improvements. 17. Describe most areas that went well and did not go well in the planned fitness training programme. Consider: goals set; training methods used; fitness component links to skills test. 18. Describe areas that needed to be adapted in the planned fitness training programme. 19. Show analysis when altering the plan with justified suggestions. 20. Analyse the effectiveness of the fitness training programme, making reference to the goals and objectives, explain the reasons for success and failure. 21. Illustrate how the success of the programme could be improved if repeated. 	
Photography	<ol style="list-style-type: none"> 1. Develop their technical skills and select materials applicable to the topic of study. 	<ul style="list-style-type: none"> • GCSE Art and Design BBC Bitesize: Explains the basics easily and clearly.

	<ol style="list-style-type: none"> 2. Understand how to produce personal work informed by first-hand experiences and appropriate secondary sources. 3. Develop their own strengths and interests as artists in the subject and, increasingly, follow their own lines of enquiry. 4. Understand how sources inspire the development of ideas including those of other artists. 5. Understand how to apply knowledge of their understanding of the formal elements using the language of art. 	<p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p> <ul style="list-style-type: none"> • Student Art Guide: An excellent resource for student artists including practical advice for using various media. https://www.studentartguide.com/ • The Tate Gallery: The Tate Gallery website has current exhibitions but also lots of informative information on Art and artists https://www.tate.org.uk/whats-on • Artcyclopedia: Find information and links to nearly all known artists. http://www.artcyclopedia.com/
<p>Religious Studies</p>	<p>Christian Beliefs</p> <ol style="list-style-type: none"> 1. Name key words to describe the nature of God. 2. Explain key beliefs about the oneness of God and the Trinity: Father, Son, and Holy Spirit. 3. Identify different Christian beliefs about creation including the role of Word and Spirit 4. Use evidence from key sources of authority such as holy books. 5. Explain different Christian beliefs about the afterlife and their importance. 	<p>Christian Beliefs</p> <p>Oak National Academy https://teachers.thenational.academy/units/christian-beliefs-and-teachings-700f</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zbndy9q</p>

6. Describe beliefs and teachings about the incarnation and Jesus as the Son of God.
7. Identify key beliefs and teaching about the crucifixion.
8. Identify key beliefs and teaching about the resurrection.
9. Identify key beliefs and teaching about the Ascension.
10. Explain key beliefs about sin making links to teachings about original sin.
11. Explain Christian ideas of salvation, law, grace, and Spirit.
12. Make links between Christian beliefs about the role of Christ in salvation and atonement.

Christian Practices

1. Describe different forms of worship and their significance making links to the use of the Bible.
2. Explain the importance and significance of prayer.
3. Identify different types of prayer including the Lord's Prayer.
4. Highlight the role and meaning of the sacraments.

Christian Practices

Oak National Academy

<https://teachers.thenational.academy/units/christian-practices-173f>

BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zbndy9q>

	<ol style="list-style-type: none"> 5. Describe baptism as a sacrament and explain what is involved and the difference in significance for Christians. 6. Describe Holy Communion (Eucharist) as a sacrament and explain what is involved and the significance for Christians. 7. Explain the importance of pilgrimage, describe two examples, and give reasons why Christians have different views about it. 8. Explain practices associated with Christmas and Easter and their significance to Christians. 9. Describe ways the Church helps the local community through street pastors and foodbanks. 10. Identify examples of mission and Church growth and explain different Christian views about it. 11. Highlight the importance of the worldwide Church working for reconciliation and how the church tackles modern examples of persecution. 12. Describe the work of Christian charities and explain its importance for Christians. 	
<p>Science</p>	<p>Biology</p> <ol style="list-style-type: none"> 1. Describe a communicable disease. 2. Understand viral diseases. 3. Understand bacterial diseases. 4. Understand fungal diseases. 	<p>Students can revise on the following websites:</p> <ul style="list-style-type: none"> • Educake: www.educake.co.uk

5. Understand protist diseases.
6. Describe the first line of defence.
7. Describe the second line of defence.
8. Describe the third line of defence.
9. Describe how vaccination works.
10. Compare antibiotics and painkillers.
11. Describe the process for discovery and development of drugs.
12. Describe production of monoclonal antibodies (Triple only).
13. Describe uses of monoclonal antibodies (Triple only).
14. Describe the detection and identification of plant diseases (Triple only).
15. Describe plant defence responses (Triple only).

Chemistry

1. Describe reactions of metal oxides.
2. Describe reactions of acids with metals.
3. Recall the pH scale.
4. Describe neutralisation of acids and salt production.
5. Recall and apply the reactivity series.
6. Describe extraction of metals and reduction.
7. Understand soluble salts.
8. Describe the process of electrolysis.

- Oak academy lessons:
<https://continuityoak.org.uk/lessons>
- Free science lessons:
<https://www.youtube.com/c/freesciencesessions>
- BBC bitesize – current topics
Biology:
<https://www.bbc.co.uk/bitesize/topics/z9236yc>

Chemistry:
<https://www.bbc.co.uk/bitesize/topics/zcdj97h>

Physics:
<https://www.bbc.co.uk/bitesize/topics/zqtmw6f>
- Revision guides available on the school shop.

9. Describe electrolysis of molten ionic compounds.
10. Describe electrolysis of aqueous solutions.
11. Describe the use of electrolysis to extract metals.
12. Represent chemical reactions as word and balanced symbol equations.
13. Understand oxidation and reduction in terms of electrons (Higher tier only).
14. Compare strong and weak acids (Higher tier only).
15. Represent reactions at electrodes as half equations (Higher tier only).
16. Undertake titrations and record results appropriately (Triple only).

Physics

1. Understand nuclear decay equations.
2. Understand half-lives and the random nature of radioactive decay.
3. Compare contamination and irradiation.
4. Describe the nature of background radiation (Triple only).
5. Understand different half-lives of radioactive isotopes (Triple only).

	<ol style="list-style-type: none"> 6. Describe the uses of nuclear radiation (Triple only). 7. Describe nuclear fission (Triple only). 8. Describe nuclear fusion (Triple only). 9. Calculate kinetic energy. 10. Calculate gravitational potential energy 11. Calculate elastic potential energy. 12. Apply the law of conservation of energy to calculations of changing energy stores. 	
Sociology	<p>Topic 1: Introduction</p> <ol style="list-style-type: none"> 1. Define a range of basic sociological key terms. 2. Introduction - Outline and explain a range of sociological theories: functionalists, Marxists, feminists and interactionists. 3. Introduction - Evaluate the strengths and weaknesses of a range of research methods. 4. Introduction - Evaluate the strengths and weaknesses of a range of sampling methods. 5. Introduction - Identify and explain practical and ethical factors which researchers might need to overcome when conducting social research. <p>Topic 2: Families</p> <ol style="list-style-type: none"> 1. Identify and describe a range of different family types. 	<ul style="list-style-type: none"> • All required information has been provided to students in the form of bespoke booklets which students work through and complete during lessons. Whilst these are stored in folders at school, you are welcome to ask your child to bring these home if you wish to test them on things (so long as they are then returned to school for use in lessons) • Key terminology is defined in “Key Terms” booklets. You can test your child on these. • Have your child attempt to explain the pros and cons of different research methods – the “Research Methods” booklet contains this information

	<ol style="list-style-type: none"> 2. Outline and explain the contributions of functionalist, Marxist and feminist sociologists in relation to the function of the family. 3. Evaluate the contributions of different theoretical perspectives on the family. 4. Outline and explain a range of points to suggest that family roles are becoming more equal between men and women. 5. Outline and explain the changing position of children and extended relatives in the modern family. 6. Evaluate the view that family roles and relationships have become more equal. 7. Outline and explain reasons for changes in family patterns (marriage and divorce). 8. Evaluate the view that there is a wide range of family diversity in modern Britain. 9. Outline and explain the specific issues that researchers may face when conducting research into families. 10. Outline and explain the contribution of a range of key theorists on the family. 	<ul style="list-style-type: none"> • Each <i>Core knowledge statement</i> listed for families can be put as a challenge to your child. If they are unable to confidently respond, content booklets should be used to look over the material. If there is still confusion, students should ask their teacher for help. • Points 1-3 can be found in Families Booklet 1 • Points 4-6 can be found in Families Booklet 2 • Points 7-8 can be found in Families Booklet 3 • Key theorists are found throughout each booklet
Technology	<p>Food Nutrition and Health</p> <ol style="list-style-type: none"> 1. Understand and apply current healthy eating advice to choose a varied balanced diet for their needs and those of others. 	<ul style="list-style-type: none"> • Diet and nutrition https://www.bbc.co.uk/bitesize/guides/z3fpv4j/revision/3

	<ol style="list-style-type: none"> 2. Recall that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body. 3. Understand the importance of energy balance and the implications of dietary excess or deficiency, e.g., malnutrition, maintenance of a healthy weight. 4. Know that the human body contains water and that it needs fluid from food and drinks to keep working properly. 5. Demonstrate effective and safe cooking skills by preparing and cooking using a variety of food commodities, cooking techniques and equipment. <p>Food Science</p> <ol style="list-style-type: none"> 1. Understand the working characteristics, functional and chemical properties of ingredients. 2. Understand food science terms including gelatinisation, caramelisation, dextrinisation, coagulation, emulsion, plasticity, and shortening. 	<ul style="list-style-type: none"> • Energy and nutrients https://www.bbc.co.uk/bitesize/guides/zqi66yc/revision/3 • Why are vitamins important? https://www.youtube.com/watch?v=jhHKF-nXYI • Using Seneca (all students have a login) to complete section 2.3 Nutritional Needs & Health. https://senecalearning.com/en-GB/ • Food a fact of life. http://archive.foodafactoflife.org.uk/Sheet.aspx?siteId=19&sectionId=75&contentId=241 • Recipes https://www.foodafactoflife.org.uk/recipes/ • Using Seneca (all students have a login) to complete section 3.2 Functional and chemical properties of food. https://senecalearning.com/en-GB/
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		<ul style="list-style-type: none">• Using Seneca (all students have a login) to complete section 3 Food Science https://senecalearning.com/en-GB/• Food safety. https://www.youtube.com/watch?v=flxmB8NKMzE• Using Seneca (all students have a login) to complete section 4.2 Principles of food safety. https://senecalearning.com/en-GB/• Using Seneca (all students have a login) to complete section 4.2 Principles of food safety. https://senecalearning.com/en-GB/• Using Seneca (all students have a login) to complete section 4.2 Principles of food safety. https://senecalearning.com/en-GB/• Recipes. https://www.foodafactoflife.org.uk/recipes/
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- Food choice.
<https://www.bbc.co.uk/bitesize/guides/z7fw7p3/video>
- Using Seneca (all students have a login) to complete section 5.1 Factors effecting food choice.
<https://senecalearning.com/en-GB/>
- Revision.
<https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/5>
- Revision.
<https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/1>
- Recipes.
<https://www.foodfactoflife.org.uk/recipes/>
- Using Seneca (all students have a login) to complete section 6.1 Environmental impact and sustainability of food.
<https://senecalearning.com/en-GB/>

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| | | <ul style="list-style-type: none">• Food production.
https://www.youtube.com/watch?v=RkdBKb0nokM• Using Seneca (all students have a login) to complete section 6.1 Environmental impact and sustainability of food
https://senecalearning.com/en-GB/• Recipes.
https://www.foodafactoflife.org.uk/recipes/• Food investigations.
https://blog.nutritionprogram.co.uk/tag/food-investigations/• Food investigations.
https://blog.nutritionprogram.co.uk/tag/food-investigations/ |
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	<p>Child</p> <ol style="list-style-type: none"> 1. Describe the types of child development - 1.1 Aspects of holistic development: 1.1.1 Physical, 1.1.2 Cognitive, 1.1.3 Communication and language, 1.1.4 Social and emotional. 2. Explain how different factors influence the child's development - 2.1 Nature and nurture, 2.2 Biological and environmental factors, 2.3 Effects of biological and environmental factors, 2.4 Transitions: 2.4.1 Types of transition, 2.4.2 The impact of transitions on the child's development, 2.5 Support strategies. 	<p>Child</p> <ul style="list-style-type: none"> • Watch episodes of Secret Life of ... Year olds. • https://www.google.com/search?q=secret+life+of+3+year+olds&rlz=1C1GCEBenGB978GB978&sxsrf=ALiCzsaLuky5Ndcw2zpoBTi_zYGNctUuw:1656864148899&tbm=isch&source=iu&ictx=1&vet=1&fir=SYZ8ZAQOTH8IM%252CqSM_ap7_Z1Ju5M%252C%252Fg%252F11c2ppk2q7&usg=AI4_kTEI9CMnG2ImzwuO_bprJy89HOZeA&sa=X&ved=2ahUKEwj4zKT4i934AhVDnVwKHUGGB3UQ_B16BAgJEAi&biw=1490&bih=682&dpr=1.25#imgrc=SYZ8ZAQOTH8IM • Consult Early Years Education. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718179/Early_education_and_childcare_statutory_guidance.pdf
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		<ul style="list-style-type: none">• Consult the EYFS. https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2• Consult Early Years alliance. https://www.eyalliance.org.uk/legislation-0• Consult OFSTED. https://www.gov.uk/government/publications/framework-for-the-regulation-of-provision-on-the-childcare-register/regulation-and-inspection-framework-for-services-on-the-childcare-register• Activities for Nursey Children. https://hungrylittleminds.campaign.gov.uk/• Early Years Practitioners. http://www.skillsforschools.org.uk/roles-in-schools/early-years-practitioner/#:~:text=Early%20years%2
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	<p>Resistant Materials - Timber</p> <ol style="list-style-type: none"> 1. Understand the sources, origins, physical and working properties of each natural and manufactured timber. 2. Apply knowledge and understanding of the advantages, disadvantages, and applications of timbers, in order to discriminate between them and select appropriately. 3. Develop awareness of the influence of forces and stresses that act on materials and the methods that can be employed to resist them. 4. Consider timbers social and ecological footprint. 5. Demonstrate specialist techniques, tools, equipment, and processes that can be used on each natural and manufactured timber to 	<p>Practitioners are also, age five years old.</p> <ul style="list-style-type: none"> • Observations and planning. https://www.earlyyearsmatters.co.uk/eyfs/a-unique-child/planning/#:~:text=Observation%20is%20referred%20to%20in,and%20the%20experiences%20on%20offer. <p>Resistant Materials</p> <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/guides/zhy4j/revision/1 • Pearson Edexcel GCSE (9-1) Design & Technology revision guide pages 134-136. • Use Technology Student: https://technologystudent.com/forcem/force1.htm • Search for Forces and Stresses for more information and questions.
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shape, fabricate, construct and assemble a high-quality prototype.

Resistant Materials – Paper and Boards

1. Apply knowledge and understanding of the advantages, disadvantages and applications of paper and boards, in order to be able to discriminate between them and select appropriately.
2. Understand the production techniques and systems.
3. Give examples of how new and emerging technologies have had an impact on people, culture and society.
4. Discuss how developments in industry have affected production and the environment, with a link to an existing company, Ikea.
5. Demonstrate specialist techniques, tools, equipment and processes that can be used with paper and boards to shape, fabricate, construct and assemble a high-quality prototype.

- Using Seneca (all students have a login) to complete section 3.5 Ecological & Social Footprint.

<https://app.senecalearning.com/>

- A step-by-step instruction on how to create the dog lamp. Consider the equipment and components used to construct it.

https://www.youtube.com/watch?v=zm nEQna0edc&feature=emb_title

<https://www.instructables.com/A-Wooden-Dog-LED-Lamp/?linkId=78436020>

Travel and Tourism	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the UK travel and tourism Industry. 2. Understand the seven major components of the UK travel and tourism industry. 3. Understand how ownership and aims of the travel and tourism industry work together. 4. Understand the role of technology in travel and tourism. 5. Explore popular visitor destination. 6. Identify different tourism activities. 7. Explore the popularity of destinations for different types of tourists. 8. Identify and assess travel options to access tourist destinations. 9. Understand different modes of transport and their advantages and disadvantages. 	<ul style="list-style-type: none"> • Watching travel programmes and reading current affairs will enhance knowledge of the industry. • Key websites that are used in the industry are:- <ul style="list-style-type: none"> - www.visitbritain.org (Industry news) - www.visitbritain.com (Destination news) - www.UNESCO.org (heritage sites) - FCDO – Government news on travel/safety - CAA/ATOL/ Air travel information - ABTA/AITO Travel standards and advice. • Coursework examples are given to all students. • A coursework instruction book is given at start of assessment period. Feb/Oct
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