



The Polesworth School
ENSURING EXCELLENCE



**Year 10 Core Knowledge
and support guidance**

Spring/Summer 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/spring 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 – Spring/Summer 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>	<p>Spring Term</p> <ol style="list-style-type: none"> 1. Understand the role of Human Resources. 2. Analyse different organisational structures. 3. Explain reasons why businesses have different organisational structures. 4. Understand the reasons why businesses recruit. 5. Explain the difference between a job description and person specification. 6. Select an appropriate method of advertising a job vacancy. 7. Decide upon the most appropriate method of selection. 8. Describe the recruitment and selection process. 9. Select an appropriate recruitment and selection process for a business context. 10. Understand the advantages and disadvantages of internal and external recruitment. <p>Summer Term</p>	<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"> 1. Describe the importance of motivation in the workplace. 2. Describe the non-financial methods of motivation. 3. Select the most appropriate methods of non-financial means of motivation. 4. Describe the financial methods of motivation. 5. Select the most appropriate methods of financial means of motivation. 6. Explain the importance of staff retention. 7. Describe the importance of staff training. 8. Describe the difference between on-the-job and off-the-job training techniques. 9. Decide the most appropriate form of staff training for a business context. 10. Explain the different employment laws impacting businesses. 11. Explain how employment laws impact business operation. 	<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.
<p>Classics</p>	<ol style="list-style-type: none"> 1. Demonstrate detailed knowledge and understanding of the Greek and Roman foundation myths. 2. Demonstrate detailed knowledge and understanding of the story of Theseus as represented on the Theseus kylix. 	<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

	<ol style="list-style-type: none"> 3. Demonstrate detailed knowledge and understanding of lesser Roman myths surrounding the foundation of Rome as written by Virgil. 4. Demonstrate detailed knowledge and understanding of Greek and Roman festivals. 5. Demonstrate detailed knowledge and understanding of the Great Panathenaia and City Dionysia. 6. Demonstrate detailed knowledge and understanding of Lupercalia and Saturnalia. 7. Produces a well-argued response. 8. Applies wider knowledge to a question. 9. Demonstrate excellent analysis and interpretation of a wide range of well-selected evidence. 10. Demonstrate a coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions. 	<p>problems or feeling unsure about anything.</p> <ul style="list-style-type: none"> • 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. • Watch documentaries about Classical topics. There are several available online from mainstream channels such as BBC I Player, All4 and My5.
Drama	<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'. 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'. 	<p>80 Days</p> <p>Students have revision material and guides on TEAMS produced by their teacher.</p>

	<p>6. Know, understand and apply the key principles of design elements to '80 days' including Set/ Costume.</p> <p>7. Know the demands of the 8-mark question and show the skill to correctly structure an answer.</p> <p>Devising Practical</p> <p>8. Know, understand and demonstrate how to respond to stimulus practically.</p> <p>9. Know, understand and demonstrate how to create and / or construct a character / role / lighting design / sound design / costume / set / puppet.</p> <p>10. Know and demonstrate understanding of theatrical aims practically.</p> <p>11. Know, understand and demonstrate the process of devising and creating a drama.</p> <p>12. Demonstrate development in chosen practical skill including application of all 6 key areas.</p>	<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>English (Literature and language)</p>	<p>English Language Reading</p> <p>1. English Language Reading - Read fluently, and with good understanding, texts from different time periods.</p> <p>2. English Language Reading - Read and evaluate texts critically.</p>	<ul style="list-style-type: none"> • Revision Guides: <p>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</p>

	<ol style="list-style-type: none"> 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. 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. <p>Writing</p> <ol style="list-style-type: none"> 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. 	<p>CGP Revision Guide - An Inspector Calls CGP Revision Guide - AQA Unseen Poetry</p> <ul style="list-style-type: none"> • Websites: <ul style="list-style-type: none"> https://senecalearning.com/en-GB/ 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
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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.
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	<p>Spring Term</p> <ol style="list-style-type: none"> 1. Generate and select appropriate business enterprise ideas. 2. Use a cashflow forecast to budget for a small enterprise. 3. Describe different promotional techniques. 4. Select appropriate promotional techniques for a selected business. 5. Describe different pricing techniques. 6. Select appropriate pricing techniques for a selected business. 7. Describe the difference between a sole trader and social enterprise. 8. Select and budget for the appropriate resources required for a selected enterprise. 9. Use market segmentation to target an appropriate target market appropriate for their chosen business. 10. To be able to assess the risk associated with a chosen business enterprise. 11. Assess the overall viability of a chosen business enterprise. 12. Effectively pitch a chosen business idea. 	<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 • 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!

13. Review the overall effectiveness of a business plan for a selected business.

Summer Term

1. Assess the usefulness of market segmentation to an enterprise.
2. Distinguish between B2B, B2C, mass and niche markets using examples.
3. Assess the impact of product portfolio on a business.
4. Describe the usefulness, using examples of the Product Life Cycle in decision making.
5. Assess the importance of creating a brand and brand awareness.
6. Describe pricing strategies available to business enterprise.
7. Select the most appropriate pricing strategies for selected business enterprises.
8. Assess the strengths and weaknesses of trading online and on the high street.
9. Describe promotional strategies available to business enterprise.
10. Select the most appropriate promotional strategies for selected business enterprises.
11. Assess the factors influencing the choice of marketing methods.

- 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.

Geography	<p>UK Urban Change</p> <ol style="list-style-type: none">1. Describe the UK's population growth and distribution.2. Identify and explain Birmingham's importance.3. Describe why migrants come to Birmingham and explain how they impact the city's character.4. Identify and categorise the opportunities of Birmingham.5. Identify what an integrated transport system is and describe London's.6. Evaluate how London's ITS reduces traffic congestion and improves traffic flow.7. Explain the challenges urban change has created in Birmingham.8. Identify and describe the opportunities and challenges of urban sprawl.9. Explain why Aston needs to be regenerated and how the Aston Pride project has helped.10. Explain how Freiburg is socially and environmentally sustainable. <p>Ecosystems and TRFs</p> <ol style="list-style-type: none">1. Identify what an ecosystem is and what their key components are.2. Describe and explain Gersmehl diagrams.	
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3. Understand the flow of energy within food chains and webs.
4. Describe the characteristics of Epping Forest [small-scale ecosystem].
5. Describe the impact of re-wilding on Epping Forest.
6. Recall and develop knowledge of the primary biomes and their characteristics.
7. Recall and develop knowledge of the characteristics of tropical rainforests.
8. Identify and describe the causes of deforestation in the Amazon Rainforest.
9. Describe the effects of deforestation in the Amazon Rainforest.
10. Identify and explain the importance of TRFs.

Hot Deserts

1. Identify the characteristics of hot deserts.
2. Describe and explain the distribution of hot deserts.
3. Explain how plants and animals have adapted to the conditions of hot deserts.
4. Explain the opportunities for development in the Sahara Desert.
5. Explain the potential challenges for development of the Sahara Desert.

	<ol style="list-style-type: none"> 6. Identify what desertification is and describe how it can be managed. 7. Explain the causes, effects and responses of desertification across the Sahel. 	
History	<ol style="list-style-type: none"> 1. Write a balanced argument. 2. Identify source features. 3. Make valid source inferences. 4. Analyse and evaluate a source to explain why it is useful. 5. Explain the domestic situation for German citizens at the start of the Second World War. 6. Explain the changing domestic situation for German citizens through the course of the war. 7. Describe the key features of the war economy. 8. Assess the reasons for a move to Total War. 9. Assess the impact of Total War on Germany. 10. Recount examples of wartime resistance to the Nazi government. 11. Judge the impact of wartime resistance to the Nazi government. 12. Understand the situation for Germany at the end of the Second World War. 13. Explain the nature of occupation of different countries including Poland and the Netherlands. 	<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. • 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.

	<ol style="list-style-type: none"> 14. Compare the reasons for the different types of occupation experienced by the people of occupied Europe. 15. Assess the extent of collaboration and resistance in occupied and German allied countries of Europe. 16. Explain the removal of Jewish influence from German life, 1933-39. 17. Explain the ways persecution developed under the Nazis from 1939 to 1945. 18. Describe the key features of the new nation of America with reference to the Constitution, Congress, President, and Supreme Court. 19. Know the different groups in the USA. 20. Explain early expansion from the 13 Colonies westwards. 21. Describe the impact of settler westward expansion on Native Americans. 22. Explain different responses to expansion by Native American tribes. 23. Understand nature of relationship between fur trappers and Native Americans. 24. Identify key features of the culture of Plains Indians. 25. Use language that evidence change in answers. 	
IT	R093 Creative iMedia in the Media Industry	Use the following websites and videos to help support knowledge and skill building:

1. (2.5) Understand how the different technical, symbolic, and written codes are used to convey meaning, create impact and/or engage audiences.
2. (3.2) Know the purpose, content, conventions and use of mind maps and mood boards including the hardware and software used to create them.
3. (3.3) Know the purpose, content, conventions and use of flow charts, visualisation diagrams and wireframe layouts including the hardware and software used to create them.
4. (3.4) Understands the importance and purpose of protecting intellectual property (IP): copyright, ideas, patents and trademarks.
5. (3.4) Understands how to use copyrighted materials: creative common licence(s), fair dealing, permissions, fees and licences, watermarks and symbols responsibly.
6. (3.4) Investigate different ways in which assets can be accessed.
7. (4.1) Identify different platforms used to distribute multimedia content and identify the pros and cons to using physical, online platforms and physical media.

Y10 - R094 Visual Identity and Digital Graphics

- 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

	<ol style="list-style-type: none"> 1. (2.2) Discuss the technical properties of bitmap and vector images and graphics. 2. (2.2) Understands the requirements for using secondary assets and knowing how to record usage. 3. (2.3) Use a range of pre-production techniques such as mood boards, mind maps, visualisation diagrams and concept sketches to plan visual identity and digital graphics. 4. (3.1) Develop skills to use appropriate tools and techniques of imaging editing software for creating digital graphics. 5. (3.2) Create and prepare assets including repurposing assets for use within digital graphics that are suitably sourced and documented ready for exportation. 6. (3.3) Save and export graphics in appropriate file formats which meet client requirements. 	<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>Spring Term</p> <ol style="list-style-type: none"> 1. Understand and produce 3+ time frames in one task about house and home. 2. Understand and produce 5+ sentences about your house and local area including any activities. 3. Understand and produce the superlative / comparative to discuss types of houses / towns / living areas. 	<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.

	<ol style="list-style-type: none"> 4. Understand and produce extend opinions with detailed reasons (using a variety of expressions, conjunctions, adjectives, WOW vocabulary). 5. Understand and produce reasons – why / why not to live in certain areas – pros / cons / living areas. 6. Understand and produce 3+ sentences about what I do at home to help the environment. 7. Understand and produce 3+ sentences about what environmental problems are in my local area and give 2+ possible solutions. <p>Summer Term</p> <ol style="list-style-type: none"> 1. Understand 5+ and produce 3+ imperative statements to give orders / advice on environmental issues. 2. Understand 8+ and produce 5+ sentences using 3+ time frames about the environment and social issues. 3. Understand 6+ and produce 3+ comparative and superlative sentences to discuss types of environmental and social issues. 4. Understand 8+ and produce 5+ complex sentences about the environment and social issues. 	<ul style="list-style-type: none"> • 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 your paragraphs to support learning and see which words / sentences you need to recap. • 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.
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<p>Maths</p>	<p>Higher (10C, 10O, 10M, 10P, 10R, 10E)</p> <ol style="list-style-type: none"> 1. Apply the sum of angles in a triangle (M351, U628). 2. Identify and calculate alternate angles (M606, U826). 3. Describe fully a reflection. 4. Calculate the perimeter of fractional parts of a circle. 5. Multiply indices (M120, U235). 6. Work with powers of powers (U662). 7. Divide indices (M120, U235). 8. Find the equation of a line from a graph (U315). 9. Complete a table of values for non-linear graphs. 10. Draw quadratic graphs (U989). 11. Describe enlargements (M178, U519). 12. Calculate compound interest (U332). 13. Explore inverse proportion graphs (M448, U238). 14. Estimate the gradient of a non-linear graph using a tangent (U800). 15. Trigonometry in 3D shapes (U170). 16. Rationalise denominators containing two terms (U281). 17. Rationalise denominators containing a single term (U707). 18. Calculations with upper and lower bounds (M730, U587). 	<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. • Use the independent learning section on Sparx using the codes to improve any weaknesses. • Encourage your child to complete their homework to 100% each week by asking for support from teachers. • Ensure you have the correct equipment including a scientific calculator (we suggest the Casio 83GTX) and bring it to every Maths lesson.
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19. Represent, read and interpret ungrouped frequency tables (M899)(U981).
20. Solve problems with direct proportion (M478, U721).
21. Find the lowest common multiple (LCM) (M227, U751).
22. Find the HCF using prime factor decomposition (M365, U250).
23. Solve problems involving percentages, ratios and fractions.
24. Calculate percentage increase and decrease with a calculator (M533, U671).
25. Construct a two-way table (M899)(U981).
26. Draw and understand vectors multiplied by a scalar (U564).
27. Draw and understand addition and subtraction of vectors (U903).
28. Mixed problems: Circle Theorems (U808).
29. Use a combination of angle facts to find missing angles (M319, U655).
30. Interpret histograms (U983).
31. Find the surface area of spheres (U893).

Foundation (10H, 10N, 10I, 10V)

1. Convert a fraction to a percentage (M264, U888).
2. Round decimals (M431, U298).

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| | <ol style="list-style-type: none">3. Calculate higher powers and roots (M135, U851).4. Understand and write integers up to one billion in words and figures (M704).5. List outcomes.6. Solve speed, distance and time problems (U151).7. Solve speed, distance and time problems (U151) [2].8. Identify prime numbers (M322)(U236).9. Identify factors (M823, U211).10. Construct pie charts (M574)(U508).11. Construct frequency trees (U280).12. Apply the sum of angles in a triangle (M351, U628).13. Identify and calculate co-interior angles (M606, U826).14. Represent, read and interpret ungrouped frequency tables (M899)(U981).15. Describe reflection (M290, U799).16. Multiply indices (M120, U235).17. Work with powers of powers (U662).18. Divide indices (M120, U235).19. Find the equation of a line from a graph (U315).20. Substitute into expressions (M417, M327, U201).21. Draw quadratic graphs (U989).32. Solve quadratic equations graphically (U601).33. Convert units of length, mass and capacity (M772, M530, M761, M774, U388). | |
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	<ol style="list-style-type: none"> 34. Identify factors (M823, U211). 35. Conduct four operations with money. 36. Solve equations with one-step (M707, U755). 37. Solve equations with two or more steps (M509, U325). 38. Use the property that probabilities sum to 1 (M755)(U683). 39. Solve problems with direct proportion (M478, U721). 40. Calculate the area of fractional parts of a circle (M231, U950). 41. Find the lowest common multiple (LCM) (M227, U751). 42. Find the HCF using prime factor decomposition (M365, U250). 43. Calculate percentage increase and decrease with a calculator (M533, U671). 44. Solve problems with pressure, force and area (U527). 45. Calculate volume of other prisms (M722) (U174). 	
Music	<ol style="list-style-type: none"> 1. Understanding of styles of music - Demonstrate knowledge and understanding of how musical elements have been used to create music. 2. Use of techniques to create music - Demonstrate creative choices based on a basic understanding of the techniques used to create music. 	<p>Instrumental lessons with a specialised teacher would be an advantage – Please contact s.glover@thepolesworthschool.com for details.</p>

	<p>3. Instrumental techniques and Ensemble - Demonstrate development of instrumental skills and technical understanding.</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>
<p>PE (Dance)</p>	<p>GCSE Dance - Theory</p> <ol style="list-style-type: none"> 1. Recall and explain the stimuli, choreographic intention and choreographic approach of Emancipation of Expressionism. 2. Describe the use of costume, aural setting, lighting and set of Emancipation of Expressionism. 3. Analyse and describe choreography from the piece by using key subject terminology. 4. Link production features to the choreographic intention of the piece, giving specific examples from Emancipation of Expressionism. 	<ul style="list-style-type: none"> • A wide variety of Dance resources are provided through booklets and revisions aids (dance toolkits). • 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

5. Use a set structure to complete an exam styled question based on Emancipation of Expressionism.
6. Recall and explain the stimuli, choreographic intention and choreographic approach of Within Her Eyes.
7. Describe the use of costume, aural setting, lighting and set of Within Her Eyes.
8. Analyse and describe choreography from the piece by using key subject terminology.
9. Link production features to the choreographic intention of the piece, giving specific examples from Within Her Eyes.
10. Use a set structure to complete an exam styled question based on Within Her Eyes.
11. Describe and explain use of camera in Within Her Eyes.

GCSE Dance - Practical

1. Perform a 3-minute-long duet without stopping.
2. Use mental skills in process to practise and rehearse with a partner.
3. Describe the choreographic intention and stimuli of the piece.
4. Perform duet with good timing with a partner.

below: <https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases>.

	<ol style="list-style-type: none"> 5. Choreograph own ending of the piece with duet partner. 6. Use expressive skills to communicate the choreographic intention. 7. Demonstrate physical skills such as flexibility, control, strength, and co-ordination in the duet. 8. Demonstrate appropriate facial expression and use of eyeline. 	
<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 skills test and what it means to their fitness. 7. Describe SPOR FITT principles with clear and relevant examples given for each aspect of their selected sporting activity. 	<ul style="list-style-type: none"> • OCR Sport Science https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/ • Students are given a printed copy of teaching resources for them to refer to after a lesson has been taught. • Students will be provided with student checklists for each of the coursework units. • Students will be provided with exam unit booklets and exam questions.

	<ol style="list-style-type: none">8. Describe SMART goals with clear and relevant examples given for each aspect of their selected sporting activity.9. Describe a range of advantages and disadvantages of the structure of different training methods (continuous/fartlek/interval/circuit/plyometrics/weight/HIIT) and select the most suitable methods.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, equipment and facilities, coaching points and adaptations for each session.14. Monitor progress with pre- and mid-term tests to adapt/improve programme.15. Record results using post programme tests for skill and fitness.	<ul style="list-style-type: none">• Contact the student's class teacher, Mr Hockridge or Mrs White with any queries.
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	<ol style="list-style-type: none"> 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 and fitness component links to skills test. 18. Describe areas that need 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. Include suggestions of how the success of the programme could be improved if repeated. 	
<p>Photography</p>	<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/

	<p>5. Understand how to apply knowledge of their understanding of the formal elements using the language of art.</p>	<ul style="list-style-type: none"> ● 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>Spring Term</p> <ol style="list-style-type: none"> 1. Family and Relationships - Explain the age of consent in the UK and evaluate it. 2. Family and Relationships - Explain religious and secular views about homosexuality, including references in the Bible. 3. Family and Relationships - Explain religious and secular views about sexual relationships before and outside of marriage (adultery, pre-marital sex, cohabitation and promiscuity). 4. Family and Relationships - Identify different types of contraception and family planning giving both religious and secular views about them. 5. Family and Relationships - Describe the nature and purpose of marriage within Christianity. 6. Family and Relationships - Identify what divorce is and reasons for divorce and remarrying. 	<ul style="list-style-type: none"> ● Oak National Academy - a lesson on each part of the unit https://teachers.thenational.academy/units/relationships-and-families-f9ff ● Purple RS revision guide (available to purchase from the online school shop) - pages 36-53.

7. Family and Relationships - Explain ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.
8. Family and Relationships - Examine the nature of families highlighting different types of families and roles of people in those families.
9. Family and Relationships - Describe the purpose of families from a religious and non-religious perspective.
10. Family and Relationships - Identify contemporary family issues.
11. Family and Relationships - Examine the roles of men and women within the family from a religious an non-religious perspective.
12. Family and Relationships - Explain gender equality, gender prejudice and discrimination.

Summer Term

1. Islam Beliefs - Make links between the six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam.
2. Islam Beliefs - Explain key beliefs about Allah and the nature of Allah.
3. Islam Beliefs - Name key words that are used to describe the nature of Allah.

	<ol style="list-style-type: none"> 4. Islam Beliefs - Identify different ideas about Allah's relationship with the world – transcendent and immanent. 5. Islam Beliefs - Describe and explain the nature and role of angels in Islam identifying key angels. 6. Islam Beliefs - Explain key beliefs about life after death in Islam. 7. Islam Beliefs - Identify links between the nature of Allah, human responsibility, and life after death. 8. Islam Beliefs - Explain prophethood including the role and importance of the key prophets Muhammad, Ibrahim and Adam. 9. Islam Beliefs - Identify key sources of authority – the Qur'an and other holy books. 10. Islam Beliefs - Describe and explain the role and significance of the Imamate in Shia Islam. 	
<p>Science</p>	<p>Biology - Spring Term</p> <ol style="list-style-type: none"> 1. Describe photosynthesis including the use of a balanced formula equation. 2. Describe rates of photosynthesis. 3. Recall uses of glucose from photosynthesis. 4. Describe aerobic respiration. 5. Describe anaerobic respiration. 6. Describe and explain the body's response to exercise. 7. Define metabolism. 	<p>Students can revise on the following websites:</p> <ul style="list-style-type: none"> • Educake: www.educake.co.uk

Biology - Summer Term

8. Describe the human endocrine system.
9. Describe the control of blood glucose concentration.
10. Describe the role of hormones in human reproduction.
11. Describe the role of contraception.

Higher tier only

12. Describe the use of hormones to treat infertility.
13. Describe negative feedback.

Triple only

14. Describe maintaining water and nitrogen balance in the body.
15. Describe control and coordination.
16. Describe the use of plant hormones.

Chemistry - Spring Term

1. Describe the term 'conservation of mass'.
2. Balance chemical equations requiring more than one substance to have a number in front of it.
3. Determine relative formula mass (Mr) for formula with and without brackets.
4. Describe and explain why reactions where a reactant or product is a gas appear not to follow the law of conservation of mass.

- 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.

5. Describe chemical measurements.

Higher tier only

6. Understand the term 'mole'.

7. Identify amounts of substances in equations using mass and moles.

8. Describe limiting reactants and calculate which reactant is limiting.

9. Calculate concentrations of solutions in g/dm^3 .

Triple only

10. Calculate percentage yield.

11. Calculate atom economy.

12. Calculate concentrations of solutions in mol/dm^3 .

13. Understand use of amount of substance in relation to volumes of gases.

14. Describe the method for titration.

15. Undertake calculations to determine concentration of an unknown solution from titration data.

Chemistry – Summer Term

16. Describe exothermic and endothermic reactions.

17. Recall some examples of exothermic and endothermic reactions.

18. Draw the reaction profile for an exothermic and endothermic reaction and label overall energy change, activation energy.

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| | <ol style="list-style-type: none">19. Recall an experimental method to measure energy changes during neutralisation.20. Draw a graph for a neutralisation and identify the point at which neutralisation occurs.21. Calculate the rates of reactions using lines of tangent.22. Describe factors which affect the rate of chemical reactions.23. Describe collision theory and activation energy.24. Describe and explain catalysts.25. Describe reversible reactions.26. Describe energy changes in reversible reactions.27. Describe what equilibrium is. <p>Higher tier only</p> <ol style="list-style-type: none">28. Use bond energies to calculate energy changes in chemical reactions.29. Recognise a reversible reaction.30. Explain the effect of changing conditions on Dynamic equilibrium to include Le- Chatelier's principle.31. Describe the effect of changing concentration on a system in dynamic equilibrium.32. Describe the effect of temperature on a system in Dynamic equilibrium.33. Describe the effect of pressure changes on a system in dynamic equilibrium. | |
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Triple only

34. Describe and explain chemical cells and batteries.
35. Describe and explain the use of hydrogen in fuel cells.

Physics – Spring Term

1. Describe scalars and vectors.
2. Describe contact and non-contact forces.
3. Describe gravity.
4. Determine resultant forces.
5. Describe work done and energy transfer.
6. Understand forces and elasticity.
7. Describe motion along a line.
8. Compare distance and displacement.
9. Compare speed and velocity.
10. Understand and interpret distance-time graphs.
11. Understand and interpret velocity-time graphs.
12. Describe Newton's laws of motion.
13. Understand acceleration.
14. Understand forces and braking.
15. Describe stopping distance.
16. Describe factors affecting stopping distance.

Higher tier only

17. Understand momentum is a property of moving objects.
18. Understand conservation of momentum.

	<p>Triple only</p> <p>19. Understand moments, levers and gears. 20. Understand pressure in a fluid. 21. Understand atmospheric pressure. 22. Understand changes in momentum.</p> <p>Physics - Summer Term</p> <p>23. Recognise standard circuit diagram symbols. 24. Understand electrical charge and current. 25. Calculate current, resistance and potential difference. 26. Understand resistors. 27. Compare series and parallel circuits. 28. Compare direct and alternating potential difference. 29. Understand mains electricity. 30. Calculate power. 31. Describe energy transfers in everyday appliances. 32. Describe the National Grid.</p> <p>Triple only</p> <p>33. Understand static charge. 34. Understand electric fields.</p>	
Sociology	<p>1. Topic 3: Education - Identify and define a range of different types of school and alternatives to conventional schooling (including why parents may/may not wish to send their child there).</p>	<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.

	<ol style="list-style-type: none"> 2. Topic 3: Education - Outline and explain the contributions of functionalist and Marxist sociologists in relation to the function of the education system. 3. Topic 3: Education - Evaluate the contributions of different theoretical perspectives on education. 4. Topic 3: Education - Outline and explain the key education policies brought in since 1944 (with reference to fairness, privatisation and marketisation). 5. Topic 3: Education - Evaluate the effectiveness of education policies. 6. Topic 3: Education - Outline and explain the impact that globalisation has had on the UK education system. 7. Topic 3: Education - Outline and explain a range of factors explaining differences in educational achievement relating to class, gender and ethnicity. 8. Topic 3: Education - Evaluate the relative importance of factors outside of school versus factors inside of school for class, gender and ethnic differences. 9. Topic 3: Education - Outline and explain a range of factors explaining gender differences in subject choice. 	<p>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)</p> <ul style="list-style-type: none"> • 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. • 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
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	<p>10. Topic 3: Education - Outline and explain the specific issues that researchers may face when conducting research into education.</p> <p>11. Topic 3: Education - Outline and explain the contribution of a range of key theorists on education.</p>	<ul style="list-style-type: none"> • Points 7-8 can be found in Families Booklet 3 • Key theorists are found throughout each booklet
<p>Technology</p>	<p>Spring Term</p> <ol style="list-style-type: none"> 1. Food Safety - Understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot. 2. Food Safety - Plan and carry out food storage, preparation and cooking safely and hygienically. 3. Food Safety - Use date-mark and storage instructions when storing and using food and drinks. 4. Food Safety - Know that some foods have a higher risk of food poisoning than others, e.g. raw chicken. 5. Food Safety - Demonstrate a range of effective and safe cooking skills by preparing and cooking using a variety of food commodities, cooking techniques and equipment. 	<ul style="list-style-type: none"> • Diet and nutrition https://www.bbc.co.uk/bitesize/guides/z3fpv4j/revision/3 • Energy and nutrients https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/3 • Why are vitamins important? https://www.youtube.com/watch?v=j_hHKF-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

	<ol style="list-style-type: none"> 1. Food Choice - Understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices. 2. Food Choice - Be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image. 3. Food Choice - Understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour. 4. Food Choice - Use nutrition and allergy information on food labels to help make informed food and drink choices. 5. Food Choice - Demonstrate a range of increasingly complex, effective and safe cooking skills by preparing and cooking using a variety of food commodities, cooking techniques and equipment. <p>Summer Term</p> <ol style="list-style-type: none"> 1. Food Provenance - Food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade. 2. Food Provenance - Understand the different stages in food production and processing. 3. Food Provenance - Explain how geography, weather and climate influence the availability of food and drink. 	<ul style="list-style-type: none"> • 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/ • 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
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	<p>4. Food Provenance - Demonstrate a range of increasingly complex effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.</p>	<p>food safety. https://senecalearning.com/en-GB/</p> <ul style="list-style-type: none">• 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/• 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
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		<ul style="list-style-type: none">• Revision. https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/1• Recipes. https://www.foodafactoflife.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/• 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/
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	<p>Child Spring Term</p> <ol style="list-style-type: none"> 1. Know care routines, play and activities to support the child. 2. Identify the early years provision available. 3. Describe the legislation, policies and procedures in the early years. <p>Summer Term</p> <ol style="list-style-type: none"> 1. Know the expectations of the early years practitioner. 2. Describe the roles and responsibilities within early years settings. 3. Explain the importance of observations in early years childcare. 4. Explain planning to meet the needs of a child in early years childcare. 	<ul style="list-style-type: none"> • Food investigations. https://blog.nutritionprogram.co.uk/tag/food-investigations/ • Food investigations. https://blog.nutritionprogram.co.uk/tag/food-investigations/ <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=1C1GCEB_enGB978GB978&sxsrf=ALiCzsaLukY5Ndcw2zpoBTi_zYGNctUwuw:1656864148899&tbm=isch&source=iu&ictx=1&vet=1&fir=SYZ8ZAQOTH8IM%252CqSM_ap7_Z1Ju5M%252C%252Fg%252F11c2ppk2q7&usg=AI4_-kTEI9CMnG2Imzwo_bprJy89HOZeA&sa=X&ved=2ahUKEwj4zKT4i934AhVDnVwKHUGGB3UQ_B16BAgJEAi&biw=1490&bih=682&dpr=1.25#imgsrc=SYZ8ZAQOTH8IM
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		<ul style="list-style-type: none">• 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• 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 Nurse Children.
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Resistant Materials

Spring Term

1. Polymers - Apply knowledge and understanding of the types, properties, structure and uses of thermoforming and thermosetting polymers.
2. Polymers - Produce detailed answers about the methods of generating energy.
3. Polymers - Understand how energy is stored and made available for use.

<https://hungrylittleminds.campaign.gov.uk/>

- Early Years Practitioners.
<http://www.skillsforschools.org.uk/roles-in-schools/early-years-practitioner/#:~:text=Early%20years%20practitioners%20are%20also,age%20of%20five%20years%20old.>
- Observations and planning.
<https://www.earlyyearsmatters.co.uk/eyfs/a-unique-child/planning/#:~:text=Observation%20is%20referred%20to%20in,and%20the%20experiences%20on%20offer.>

Resistant Materials

- <https://www.bbc.co.uk/bitesize/guides/zhy4j/revision/1>
- Pearson Edexcel GCSE (9-1) Design & Technology revision guide pages 134-136.

4. Polymers - Demonstrate how to discriminate between energy sources and to select appropriately.
5. Polymers - Demonstrate specialist techniques, tools, equipment and processes that can be used with plastics to shape, fabricate, construct and assemble a high-quality prototype.

Summer Term

1. Metals - Apply knowledge and understanding of the working properties, characteristics and applications of metals.
2. Metals - Categorise ferrous and non-ferrous metals.
3. Metals - Understand how the performance, principles, applications and influence of mechanical devices influence product design.
4. Metals - Explain how mechanism change movement increase the mechanical advantage for the user.
5. Metals - Demonstrate specialist techniques, tools, equipment and processes that can be used with metals to shape, fabricate, construct and assemble a high-quality prototype.

- Use Technology Student:
<https://technologystudent.com/forcmom/force1.htm>
- Search for Forces and Stresses for more information and questions.
- 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=zmnEQna0edc&feature=emb_title

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

<p>Travel and Tourism</p>	<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. 10. Identify market research. 11. Analyse how organisations use market research to identify customer needs and preferences. 12. Identify customer needs and preferences. 13. Understand how travel and tourism organisations provide different products and services to meet customer needs. 14. Understand how customer needs influence different types of travel. This includes leisure, corporate, VFR, day trips and specialist travel. 	<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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	15. Create a suitable travel plan to meet customer needs and preferences.	
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