

Testwood School

# **Curriculum Booklet**

## **Year 10**

2023 - 2024

## ***Dear Parents/Carers and Students***

**A**s part of our drive to raise standards and support learning, we have compiled a Curriculum Booklet for Year 10. This document provides you with an overview of each of the subjects your son or daughter takes during this year.

However, please be aware that the curriculum may change in the weeks and months ahead. We will keep you informed.

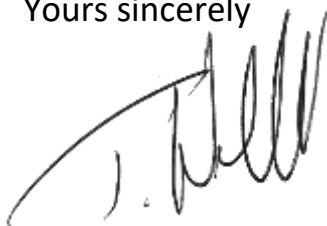
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

Curriculum Leaders have added helpful material, web pages and internet links to support further study and investigation. In some cases, there may be places to visit which might deepen the understanding of particular topics. These enrichment activities will enable all students to move forward 'at a pace' towards success as they move through the school.

Finally, as you know, we are keen to encourage further reading and we have put together an extended reading list for the students to use when they are looking for something good to read. The School Librarian in the LRC is always available to recommend material. However, your local library will also have a wide variety of books appropriate for particular age groups.

We hope that you find this booklet helpful in supporting your son or daughter's learning in 2023/2024. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely

A handwritten signature in black ink, appearing to read 'T. Webber', with a long, sweeping horizontal stroke extending to the left.

Mr T Webber  
Headteacher

# 10 THE TOP BIG IDEAS IN ART & PHOTOGRAPHY

1

## **Art and Photography are composed of Visual Elements**

*Composition, arranging of Colour, texture, pattern, shape, tone, line, form*

2

## **The use of Tone is important and creates realism in the artwork**

*3D, realism, texture*

3

## **The ability to use Colour makes a difference to the artwork**

*Colour theory, primary and secondary colours – the colour wheel*

4

## **Drawing from Observation is vital in developing artistic skill**

*Drawing from direct and secondary sources*

5

## **The use of Media & Techniques broadens artistic skill**

*Drawing, painting, 3D, printmaking, digital manipulation and photography etc*

6

## **The use of Technical Drawing supports realism in the artwork**

*Facial and body proportions, distance and perspectives, enlargement*

7

## **Creating, Expanding and realising Ideas is crucial for the production of good Artwork**

*Experimentation, Idea development, Planning, Resulting Outcomes*

8

## **The use of Annotation is important to convey meaning and purpose**

*Explanation, Reasoning, Evaluation, Opinions, Critical Thinking*

9

## **Artists use many different Sources for Inspiration**

*Artists, art movements, cultures, current affairs, historical events, society*

10

## **It is vital to show the Creative Journey of the artwork**

*Creative journey, Sketchbooking, Presentation, Communication, Showing work progress*



## GCSE ART AND DESIGN: FINE ART

Due to the changes for Art and Design GCSE assessment structure by AQA – students will no longer have a final exam project to complete. Students are to focus on completing their Portfolio projects.

Every project entered for the Portfolio must cover the 4 Assessment Objectives required by AQA. Each of the Assessment Objectives are equally marked and so worth 25% of a project.

The Assessment Objectives are:

AO1 Critical Understanding / Artist Research to develop Ideas

AO2 Explore and Experiment / Planning Ideas

AO3 Recording Ideas / Observations

AO4 Personal Response / Final Outcome realising Ideas

The projects and the mock exam can be entered for Component 1: Portfolio which is worth 60% of the total GCSE Fine Art grade.

### Lost & Found – Autumn / Spring Term

Students will use this theme to inspire their explorative artwork. They will look at the work of a variety of artists to help develop their understanding and skills of critical analysis. They will develop their own personal final outcome based on their research and observations on their theme of Lost & Found.

### Mock Exam – Summer Term

Students will be given a previous GCSE paper and will choose one of the 7 themes for them to develop their own independent work on. Students will have approximately 7 school weeks of lessons and homework to complete the preparatory work (AO1,2 and 3) and will create their final outcome (AO4) in the timetabled exam.

## Reading list

- Visit the school library to see the range of art books on offer to give inspiration for own work.
- Research artists on the internet:
- Also these recommended Art Gallery websites –
  - In London* - [www.tate.org.uk](http://www.tate.org.uk) ; [www.saatchigallery.com](http://www.saatchigallery.com) ; [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)
  - In New York* - [www.moma.org](http://www.moma.org) ; [www.guggenheim.org](http://www.guggenheim.org) ; [www.metmuseum.org](http://www.metmuseum.org)
  - In Europe* - [www.louvre.fr/en](http://www.louvre.fr/en) ; [www.centrepompidou.fr/en](http://www.centrepompidou.fr/en) ; [www.guggenheim-bilbao.es/en](http://www.guggenheim-bilbao.es/en)

## Possible enrichment activities at home

- Students should complete observation drawings at home to develop their skills
- Students should experiment with a range of media to develop their skills
- Students should research artists whose work inspires them
- Students should visit Southampton City Art Gallery to see the range of Art work

Students should also attend the GCSE revision session for Fine Art GCSE, where students are able to work independently with the Art department's resources and teacher support.



# 10 THE TOP BIG IDEAS IN BUSINESS

1

Customer needs and wants underpin all business activity.

2

Market research is key to the success of a business.

3

Business maths is all about understanding the costs and revenue.

4

Break even is the minimum objective for a business.

5

The product life cycle shows how businesses evolve over time.

6

A unique selling point helps a business to stand out from the crowd.

7

Businesses must work hard to attract and retain customers.

8

Advertising and promotion is used to get the interest of customers.

9

Finance to set up a business comes from many different places.

10

Functional areas all have a role to play in the success of a business.



# Business Studies [Enterprise and Marketing]

## **Autumn Term 1 – Market Research**

- Types of Market Research
- Conducting Market Research
- Analysing Market Research

## **Autumn Term 2 – Design a Product and Financial Viability**

- Design a Product
- Analysis and Viability of a Business Product
- Business Costs
- Calculating Breakeven

## **Spring Term 1 – Functional Areas**

- Functional areas in business
- Purpose of functional areas

## **Spring Term 2 – Business Ownership**

- Business ownership models
- Sources of finance

## **Summer Term 1 – Sales & Revenue and Product Lifecycle**

- Sales, Revenue and Business Costs
- Product Development
- Product Lifecycle

## **Summer Term 2 – External Factors**

- External Factors which affect Businesses
- Attract & Retain Customers

## **Reading list**

- <https://www.bbc.com/bitesize/subjects/zpsvr82> Business Revision
- <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/> Course Information

## **Possible enrichment activities at home**

- Follow the business news by reading The Financial Times or looking at BBC Business News online [www.bbc.co.uk/news/business](http://www.bbc.co.uk/news/business)
- Practise relevant topic activities on [www.businessstudiesonline.co.uk](http://www.businessstudiesonline.co.uk)

# 10 THE TOP BIG IDEAS IN COMPUTER SCIENCE



1

The physical parts of a computer have specific functions.

2

Computers impact the world we live in.

3

The use of computers can present threats to our safety and wellbeing.

4

When talking about computing we use specific terminology.

5

Computer data is stored in a variety of ways.

6

Computers use binary code.

7

Problems can be decomposed to help solve them.

8

The technique of abstraction is helpful in finding solutions.

9

Algorithms are used in programming.

10

The ability to use computational thinking skills to use computers effectively.



# Computer Science

## **Autumn Term 1 – Networks and Programming**

- Networks & Topologies
- Threats to a network and methods of protecting a network

## **Autumn Term 2 – Computational Thinking and Programming**

- Abstraction
- Decomposition
- Programming with Python

## **Spring Term 1 – System Software & ELEC Issues**

- The operating system
- Utility Software
- Ethical, legal & environmental issues

## **Spring Term 2 – Programming & Search and Sort algorithms**

- understanding search and sort Algorithms
- Programming
- Algorithmic thinking

## **Summer Term 1 – Computer Hardware**

- Systems Architecture
- Primary and Secondary storage

## **Summer Term 2 – Boolean Logic & Data Storage**

- Logic Gates
- Truth Tables
- Data Representation

## **Reading list**

- <http://www.bbc.co.uk/education/subjects/z34k7ty>
- <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

## **Possible enrichment activities at home**

- Southampton University Open Days
- Practice coding using Python (<http://www.learnpython.org/>)



# **10** THE TOP **BIG** IDEAS IN **CREATIVE** **iMEDIA**

- 1** The history of media underpins all designs.
- 2** Advertising and promotion is used to get the interest of customers.
- 3** Students need to be able to respond to a client brief.
- 4** Students need to plan and design a media product which fulfils the client brief accurately.
- 5** Students have to carefully research a wide variety of media artefacts in order to carefully design their own product.
- 6** Students are required to ensure the media product they create is suitable for the target audience.
- 7** Students can use photoshop to assist with their designs.
- 8** Students need to be able to evaluate their own work and work of peers.
- 9** Students can reflect and improve their product.
- 10** Students feel comfortable in taking risks with their designs and developing independent thought.



# Creative iMedia (ICT)

## **Autumn Term 1 – Plan characters and comics**

- Interpret client brief
- Decide on target audience
- Produce relevant pre-production and planning documentation
- Identify what assets will be needed

## **Autumn Term 2 – Create characters and comics**

- Create the character
- Create the comic
- Export and publish the comic

## **Spring Term 1 – Review characters and comics**

- Check and review the character and comic
- Review the effectiveness of the comic

## **Spring Term 2 – Planning the visual identity and digital graphic product**

- Design a visual identity
- Produce relevant planning documents

## **Summer Term 1 – Creating the visual identity and digital graphic product**

- Create the visual identity
- Create the assets required for the digital graphic

## **Summer Term 2 – Creating the visual identity and digital graphic product**

- Create the digital graphic products
- Export the digital graphic products

## **Reading list**

- <https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/> Specification details
- 'Miss Chambers ICT' YouTube Channel

## **Possible enrichment activities at home**

- National Museum of Computing
- The Design Museum

# **10 THE TOP BIG IDEAS IN PHYSICAL EDUCATION**



**1**

Develop physical literacy and core skills to participate in a wide range of physical activities/sports.

**2**

Develop holistic skills to support work life including teamwork, leadership and communication.

**3**

Improve physical fitness to be able to complete everyday activities with ease.

**4**

Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.

**5**

Develop tactical awareness and have the ability to develop strategies within a game.

**6**

Identify and understand the link between physical exercise and mental wellbeing.

**7**

Explore and develop creativity.

**8**

Develop knowledge of activities that are played around the world.

**9**

Develop a love or appreciation of physical activity to support lifelong participation.

**10**

Experience competitive activities to all and be aware of community links.



# Dance

## **Autumn 1 – Component 1 – Pearson Set Assignment**

- How do choreographers create professional works?
- Cinderella – Matthew Bourne
- Features of the production: Staging/Set, Lighting, Properties, Costume, Dancers, Aural settings.
- Choreographic approaches, choreographic content, choreographic intent.
- Exploring through professional repertoire and choreographic skills.

## **Autumn 2 – Component 2 – Dance Skills**

- How do choreographers create professional works?
- Dance by Chance – Merce Cunningham
- Swansong – Christopher Bruce
- Cinderella – Matthew Bourne

## **Spring 1 – Component 2 - Pearson Set Assignment**

- Cinderella – Matthew Bourne
- Rehearsal and final performance

## **Spring 2 – Self Assessment of final performance**

- Identifying strengths and weaknesses of performance in relation to professional dancers.
- Identifying how to improve performance over time.

## **Summer 1 – Component 3 – Exam preparation**

- Introducing how to choreograph
- Motif manipulation
- Choosing a stimulus/theme, structure

## **Summer 2 – Component 3 – Exam preparation**

- Introducing how to choreograph
- Motif manipulation
- Choosing a stimulus/theme, structure

## **Reading list**

- Dance Tech Award Specification - <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>
- New Adventures, Cinderella, Matthew Bourne
- <https://new-adventures.net/cinderella#overview>

## **Possible enrichment activities**

- It is strongly recommended that extra dance rehearsal occurs, either at an external dance school or during extra-curricular opportunities.
- YouTube searches of all Dance Anthology pieces.
- Stretching (yoga) and core exercise activities should occur every day for 30 minutes. This will improve overall dance performance and fitness.
- Participate in any performing arts event.



# 10 THE TOP BIG IDEAS IN DRAMA

**1**

Drama is about seeing the world from different perspectives to increase the awareness of your own.

**2**

Drama is the art of performing a live story to an audience.

**3**

Drama has been performed throughout history and all around the world.

**4**

Drama can be rehearsed or improvised on the spot.

**5**

Drama can be performed either solo, or in a group of infinite numbers.

**6**

Drama can be performed in many different styles and forms.

**7**

Drama is a form of physical, emotional and intellectual expression.

**8**

Drama can be experienced by an audience in many different settings and ways.

**9**

Drama has the ability to make audiences question, think and change their own personal lives.

**10**

Drama can encompass all forms of visual art, music for example.





# Drama

## Autumn Term 1

- Missing Dan Nolan
- Students will study and perform extracts from the documentary play by Mark Wheeler. They will focus on naturalistic performance and revising performance and evaluative skills from year 9.
- Key skills covered- Script, characterisation, documentary play style, forum theatre,
- hot-seating.

## Autumn Term 2

- C2- Revision of Practitioners-
- Students will study Stanislavski, Brecht, LeCoq and Berkoff techniques in preparation for the devised unit.
- C1- Live Theatre Review- Students will be reviewing a Live theatre work in preparation for their written exam section 3.

## Spring Term 1+2

- C2 - Devised performance and Log work - Stimulus and Development
- Students will be introduced to many different forms of devising through class workshops initially. They will then be set in a group and given a stimulus to devise an original performance from.
- The process will be recorded in their written log as it develops and the finished performance will be performed and filmed towards the end of spring term 2. This will then be sent off at the start of Year 11 as their coursework, along with the written log for C2.

## Summer Term 1

- C2 - Completion of Log - Analysis and Evaluation
- Students will complete all sections of their written logs after viewing their own performance.
- C3 - Texts in practice
- Students will be given a set duologue extract in order to prepare and rehearse for performance.

## Summer Term 2

- C3- Texts in practice - Performance and filming of duologue will take place in the first half of this term.
- Live theatre review - Students will study and continue to develop their reviewing skills with another live performance.

## Reading list

- 'Blood Brothers' Willy Russell.
- Any Drama texts that focus on the following practitioners/playwrights - Brecht, Stanislavski, Grotowski, Artaud, Steven Berkoff, Jacques Lecoq.

## Possible enrichment activities at home

- Extra-curricular rehearsals will be a necessity in busy performing terms.
- **GCSE Drama Bite size** activities and revision.
- We will be watching live theatre as a class this year, but if you have the opportunity to see more, this will help your understanding of theatre knowledge and aid your own devising and performance skills.
- Involvement in the whole school production.

# 10 THE TOP BIG IDEAS IN ENGLISH



**'In English we strive to achieve an enabling environment where a mutual responsibility for teaching and learning is accepted by all.'**

**1**

**Reading and writing are two sides of the same coin. They are intricately linked.**

**2**

**Everything that is written has an intended purpose.**

**3**

**Reading is done for enjoyment, understanding and meaning.**

**4**

**Words shape meaning.**

**5**

**For writing to make sense and therefore provide understanding, technical accuracy is pivotal.**

**6**

**Communication requires effective listening and eloquent formation.**

**7**

**Decoding meaning leads to understanding.**

**8**

**Texts come in many forms; plays, novellas, articles, poems, letters, speeches. They all have a place in the world.**

**9**

**Context places the content of written and spoken word.**

**10**

**A rich vocabulary leads to better understanding.**



# English Language and Literature

## Autumn Term: Anthology Poetry - Conflict and Power

Students will take a thematic approach to this topic, with a combination of C19th, C20th, C21st literary non-fiction/non-fiction all the theme of conflict and power. They will be expected to:

- Compare ideas and perspectives and synthesis of texts
- Write to present a point of view (explain, inform, argue)
- Communicate clearly, organise information
- Proof reading/accuracy/sentence structures/vocabulary
- Planning within in a time limit

Students will take one mock examination in November, as well as regular in-class assessments.

## Spring Term: C20th/C21st non-fiction text: 'An Inspector Calls'

Students will follow a play and explore the thematic links. They will read the whole text and study its form. They will be expected to:

- Understand main themes, ideas, character
- Make a critical response
- Give a personal interpretation and response
- Use a quotation and reference the text to support interpretations
- Analyse the use of language and structure

## Summer Term: 19th Century Novel - 'Dr Jekyll and Mr Hyde' or 'A Christmas Carol'

Students will study a range of C19th gothic fiction texts linked to and to support the text studied for Literature. They will be expected to:

- Identify and interpret explicit and implicit information and ideas
- Analyse how writers use language and structure
- Make critical evaluations

Students will take one formal mock exam in July, as well as regular in-class assessments.

## Reading lists

- Wuthering Heights by Emily Bronte
- 'The Illustrated Man' (short stories) by Ray Bradbury (especially 'The Veld')
- Wilfred Owen: A Collection of Poems
- The Spire by William Golding

## Possible enrichment activities at home

- Theatre production of 'The Woman in Black'
- Various film versions of 'Frankenstein'
- Theatre production of 'An Inspector Calls' and BBC iPlayer version
- Theatre production of 'War Horse'

# 10 THE TOP BIG IDEAS IN ETHICS & BELIEFS



- 1 What it means to be religious is different for different people.
- 2 People understand the divine and the world around them in different ways.
- 3 Religion can help to give people a sense of right and wrong, but you do not have to be religious to have morals.
- 4 We do not have to agree with other people to respect their views.
- 5 For some religious people, belief is more important than practice; for others, practice is more important than belief.
- 6 Abrahamic (Judaism, Christianity and Islam) and Dharmic religions (Hinduism, Buddhism, and Sikhism) cannot be understood or categorised in the same way.
- 7 Religion can contribute both to global connectedness and global division.
- 8 A person's views on the afterlife will affect the way they live their life now.
- 9 All major world religions hold showing compassion to others in high regard.
- 10 The rules of a religion may not be compatible with the laws of a country.



# Ethics and Beliefs

## Autumn Term 1 & 2

- **Jewish Beliefs and Teachings**
  - The nature of God
  - Messiah (Mashiach)
  - Covenant
  - Life on earth
  - The afterlife

## Spring Term 1 & 2

- **Issues of Human Rights**
  - Censorship
  - Discrimination
  - Extremism
  - Human Rights
  - Personal Conviction
  - Prejudice
  - Relative and Absolute Poverty
  - Social Justice

## Summer Term 1 & 2

- **Issues of Good and Evil**
  - Good/Evil
  - Forgiveness
  - Free Will
  - Justice
  - Morality
  - Punishment
  - Sin
  - Suffering

## Reading list

- Read BBC news online to keep on top of current events and ethical debates.
- <https://www.bbc.co.uk/bitesize/examspecs/z68sjhv> (BBC Bitesize Religious Studies Key Stage 4).
- WJEC Eduqas GCSE (9-1) Religious Studies Route A by Joy White, Chris Owens, Ed Pawson & Amanda Ridley.
- My Revision Notes WJEC Eduqas GCSE (9-1) Religious Studies Route A: Covering Christianity, Buddhism, Islam and Judaism by Joy White & Gavin Craigen.
- Discovering Religions: Judaism by Sue Penney.
- Discovering Religions: Christianity by Sue Penney.
- See Mrs Campbell in the school LRC for advice on appropriate material to support the topics being studied.

## Possible enrichment activities at home

- Discussion and debate on the issues with people at home.
- Visit the WJEC/EDUQAS website and look at past papers for the Religious Studies course (Route A – Christianity/Judaism).



# 10 THE TOP BIG IDEAS IN FRENCH



**1** French has different phonics and be able to recognise high frequency phonics patterns in familiar words as well as applying them in less familiar words. A) DPSTX letters B) an / oi / eau / u / ou C) é / è D) ill / th / ss / s / ch / gn

**2** Sentence building follows a pattern in French, which cannot easily be switched around without triggering significant changes.

**3** French word order in sentences follows a structure.  
A) Adjectives AFTER the noun they describe (Except BANGS)  
B) Adverbs AFTER the verb C) Negatives AROUND the verb  
D) Direct and Indirect Object pronouns BEFORE the verb

**4** French is a CONJUGATION language i.e. Verb endings change depending on WHO is doing the action expressed by the verb and WHEN this action takes place (subject and tense).

**5** Present tense verb endings and time expressions.

**6** Past tense formation & time phrases.

**7** Future tense endings & time expressions.

**8** Grammatical GENDER and NUMBER of nouns and the paramount importance of ARTICLES in French to signal this in a sentence  
je mange UN bonbon - UN is needed so we know bonbon is a masculine noun  
je mange DES bonbons - DES is needed so we know I eat more than one sweet as the S at the end of bonbons is silent

**9** ADJECTIVAL agreement - making the adjective masculine / feminine / plural to match the grammatical GENDER and NUMBER of the nouns in a sentence

**10** Mastering a language happens through small incremental steps and that as novices, pupils will need to rely on reference materials such as sentence builders but that over time, they will build a bigger range of language, i.e. vocabulary and grammatical structures, in their long-term memory.

# French

## Autumn Term 1

- Theme 2
  - 2.1: Home, town, neighbourhood and region

## Autumn Term 2

- Theme 2
  - 2.2: Social issues (Healthy / unhealthy living)

## Spring Term 1

- Theme 2
  - 2.3: Global issues (The environment)

## Spring Term 2

- Theme 2
  - 2.2: Social issues (Charity / voluntary work)

## Summer Term 1

- Theme 2
  - 2.4: Travel and tourism (Holidays)

## Summer Term 2

Theme 1 - Identity and Culture

Theme 2 - Local, national, international and global areas of interest

- General revision of grammar and topics studied in preparation of Year 11
- Being Y11 ready: Speaking exam preparation and revision (all Theme 1 and Theme 2)

## Support materials

- AQA GCSE French Revision Guide and Workbook (CGP)
- AQA GCSE past papers on [revisionworld.com](http://revisionworld.com)
- Phone applications such as Duolingo and Gojimo

## Possible enrichment activities at home

- Comics such as Astérix, Tintin, les Schtroumpfs, le Chat...
- All GCSE vocabulary lists are on Quizlet and pupils are invited to the Testwood vocab group
- French films and TV series on streaming services (with subtitles in English or even in French!)
- Duolingo app for smartphones
- Websites such as Memrise, Busuu or Babbel
- Listening to French music on Youtube
- Finding a French speaking channel on [radio.garden](http://radio.garden)

# **10** THE TOP **BIG** IDEAS IN **GEOGRAPHY**



**1**

We are part of an interconnected global community.

**2**

We are interdependent - we rely on each other and natural systems are connected.

**3**

Understanding one's place in the world.

**4**

Knowledge and understanding of how and why the world changes.

**5**

How other people across the world live and adapt to their surroundings.

**6**

Access to Geographical Information Systems.

**7**

Interpretation and understanding of Geographical Information Systems.

**8**

Understand how one's individual actions affect the human and natural environment.

**9**

Understand the need to live more sustainably and manage waste more effectively.

**10**

Be able to question our surroundings and challenge what we see and hear as we travel the world, both personally and through media.





# Geography

## Autumn Term 1

- The Physical Landscape of the UK
  - River Landscapes

## Autumn Term 2

- The Challenge of Natural Hazards
  - Tectonic Hazards
  - Weather Hazards

## Spring Term 1

- The Challenge of Natural Hazards
  - Climate Change
  - Extreme Weather

## Spring Term 2

- The Challenge of Resource Management
  - The provision of food, water and energy
  - Focus on water – conflict in the access to water
  - Strategies to improve water supply

## Summer Term 1

- The Physical Landscape of the UK
  - Coastal Landscapes

## Summer Term 2

- Fieldwork 1&2
  - Write up

## Reading lists

The textbook we use in the classroom is

- GCSE Geography AQA Student Book Paperback – 1 May 2016 by Simon Ross (Author), Nick Rowles (Author) Oxford University Press ISBN-13: 978-0198366614

Recommended Revision Guide

- GCSE 9-1 Geography AQA Revision Guide Paperback – 18 Jan 2018 by Tim Bayliss (Author), Rebecca Tudor (Author), Catherine Hurst (Author), Bob Digby (Series Editor) Oxford University Press ISBN-13: 978-0198423461

## Possible enrichment activities at home

- Watching the news and following news stories on social media to keep up to date with what is going on in the world
- Visiting local areas with links to the topics being studied
- Download and use a news app
- BBC Bitesize <https://www.bbc.com/bitesize/examspecs/zy3ptyc>
- <http://www.coolgeography.co.uk/> - this website is written by a Geography teacher for the AQA course. It has great resources for each topic, video clips, revision activities and games. Useful for homework and revision
- <https://quizizz.com> – search for our topics and complete the revision quizzes your teacher will set at times throughout the year
- <https://www.senecalearning.com/> - a superb revision website

# **10** THE TOP **BIG IDEAS IN HEALTH & SOCIAL CARE**



- 1** Individuals grow and develop differently at different life stages.
- 2** A variety of factors can affect an individual's health and wellbeing, both positively and negatively.
- 3** Different health and social care services are available to individuals, each of which cater for different needs.
- 4** Individuals need to be made aware of how to access the different health and social care services available to them.
- 5** Health and lifestyle can be measured in a variety of different ways (e.g. body mass index, systolic/diastolic blood pressure).
- 6** Health and lifestyle data can be used to help identify risks to physical health.
- 7** Health and wellbeing improvement plans need to be designed specifically for the individual concerned, with a holistic approach being taken.
- 8** Health and wellbeing improvement plans need to include realistic and achievable objectives.
- 9** Individuals may not always receive appropriate treatment due to barriers of access to health and social care services.
- 10** The care values (empowerment and independence, respect for others, preserving dignity, safeguarding and duty of care, maintaining confidentiality, effective communication, anti-discriminatory practice) should be promoted within all roles in health and social care.





# Health and Social Care

In Year 10 students will complete the Component 1 Human Lifespan Development coursework, which is worth 30% of their final BTEC grade.

## Autumn Term 1 & 2 and Spring Term 1

- **Component 1: Human Lifespan Development**
  - Human growth and development across life stages
  - Factors affecting growth and development
  - Different types of life event
  - Coping with change caused by life events

## Spring Term 2 and Summer Term 1 & 2

- **Component 2: Health and Social Care Services and Values**
  - Healthcare services
  - Social care services
  - Barriers to accessing services
  - Skills and attributes in health and social care
  - Values in health and social care
  - The obstacles individuals requiring care may face
  - The benefits to individuals of the skills, attributes and values in health and social care practice

## Reading lists

The textbook we use in the classroom is:

- *BTEC Tech Award 2022 Health and Social Care Student Book (BTEC Tech Award Health and Social Care)* Pearson - ISBN-13 : 978-1292444628

Recommended revision resources:

- Tutor2U Knowledge Booklets:
  - Component 1: <https://www.tutor2u.net/shop/resources/component-1-human-lifespan-development-knowledge-book-for-btec-tech-award-in-health-social-care-2022-specification>
  - Component 2: <https://www.tutor2u.net/shop/resources/component-2-health-social-care-values-knowledge-book-for-btec-tech-award-in-health-social-care-2022>
  - Component 3: <https://www.tutor2u.net/shop/resources/component-3-health-wellbeing-knowledge-book-for-btec-tech-award-in-health-social-care-2022>

Useful websites:

- BBC Health News: <https://www.bbc.co.uk/news/health>
- Babycentre: <https://www.babycentre.co.uk/>
- NHS: <https://www.nhs.uk/>

## Possible Enrichment Activities

- Watching out for free events at Southampton General Hospital and University of Southampton.
- Watching documentaries on health and social care related subjects, e.g. 'Trust Me I'm a Doctor'.
- Discussing health campaigns featured in the media, e.g. Dry January, Stoptober.
- Watching 'Operation Ouch' on BBC iPlayer to gain knowledge of basic health conditions and an insight into working in health and social care.
- Students may need to complete computer-based tasks at home or in the LRC. Homework tasks can be completed in exercise books as these can then be used for the coursework tasks completed under controlled assessment conditions.

# 10 THE TOP BIG IDEAS IN HISTORY



- 1 History is global and can be told from many perspectives.
- 2 History is a construct; there are different interpretations of the past.
- 3 The reasons for different interpretations of the past can be explained.
- 4 Some people, events and changes have been given more historical significance than others.
- 5 There are many reasons why things happen and there are many consequences of events.
- 6 Within time periods, and across time periods, some things change and some things stay the same.
- 7 Not everyone's experience of the past was the same.
- 8 The changing nature of beliefs has shaped societies over time.
- 9 The changing nature of conflict has shaped societies over time.
- 10 The changing nature of power has shaped societies over time.



# History

<b>Autumn Term 1</b> <ul style="list-style-type: none"><li>• The Norman Conquest 1065 - 1087<ul style="list-style-type: none"><li>◦ England before the Conquest</li><li>◦ Contenders to the throne in 1066</li><li>◦ The Norman invasion</li></ul></li></ul> <b>Autumn Term 2</b> <ul style="list-style-type: none"><li>• The Norman Conquest 1065 - 1087<ul style="list-style-type: none"><li>◦ Development of castles</li><li>◦ Impact of Norman rule</li></ul></li><li>• Revision - The People's Health 1200 - the present</li></ul> <b>Spring Term 1</b> <ul style="list-style-type: none"><li>◦ Living under Nazi Rule, 1933 - 1945<ul style="list-style-type: none"><li>◦ Dictatorship</li><li>◦ Control and Opposition, 1933 - 1939</li></ul></li></ul>	<b>Spring Term 2</b> <ul style="list-style-type: none"><li>• Living under Nazi Rule, 1933 - 1945<ul style="list-style-type: none"><li>◦ Changing Lives, 1933 - 1939</li><li>◦ Germany in War</li><li>◦ Occupation</li></ul></li></ul> <b>Summer Term 1</b> <ul style="list-style-type: none"><li>• Portchester Castle – History Around Us</li></ul> <b>Summer Term 2</b> <ul style="list-style-type: none"><li>• Portchester Castle – History Around Us</li></ul>
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## Reading lists

- The History of Medicine, Ian Dawson
- Medieval Medicine and the Plague, Lynne Elliott
- Ralph Tailor's Summer: A Scrivener, his City and the Plague, Keith Wrightson
- Dirty Old London: The Victorian Fight Against Filth, Lee Jackson
- The Norman Conquest, Marc Morris
- The Norman Conquest: a very short introduction, George Garnett
- Wulf the Saxon, a story of the Norman Conquest, G A Henty
- Castle, A History of the Building that shaped Medieval Britain, Marc Morris
- Writing Local History, John Beckett

## Websites

- BBC Bitesize revision websites
- History of Portchester Castle [www.english-heritage.org.uk/visit/places/portchester-castle/history/](http://www.english-heritage.org.uk/visit/places/portchester-castle/history/)
- History of Portchester Castle (unofficial) [www.portchestercastle.co.uk](http://www.portchestercastle.co.uk)

## Films and Documentaries

- Medicine Through Time – History File documentary (YouTube)
- Simon Schama, A History of Britain – Part 2 'Conquest' (YouTube)
- Battlefield Britain, Episode 2, 'Hastings' (YouTube)

## Possible enrichment activities at home

- Science Museum (Medicine exhibition) [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)
- Imperial War Museum, London (Holocaust Exhibition and WWII): [www.iwm.org.uk/visits/iwm-london](http://www.iwm.org.uk/visits/iwm-london)
- The Wellcome Collection, London [www.wellcomecollection.org.uk](http://www.wellcomecollection.org.uk)
- The British Museum [www.britishmuseum.org](http://www.britishmuseum.org)
- Portchester Castle
- Arundel Castle

# 10 BIG

THE TOP

IDEAS IN

# DESIGN & TECHNOLOGY



1

Understand how to work safely.

2

Learn how to work with a range of materials.

3

Development of confidence in executing skills.

4

Plan/Re-plan/Adapt.

5

Visualise and realise a design using creativity and imagination.

6

Troubleshoot and adapt.

7

Develop resilience and perseverance.

8

Evaluate the process.

9

Develop understanding of the role of professionals in industry, including career paths.

10

Develop understanding of the use of design and technology around the world.



# Hospitality and Catering

Practical cooking lessons will occur throughout the year.

## **Autumn Term 1**

### **Health and Safety in Hospitality and Catering Provision**

- Food Safety
- Food related causes of ill health
- Symptoms and Signs of food-induced ill health

## **Autumn Term 2**

### **Health and Safety in Hospitality and Catering Provision**

- Preventative control measures
- The role of the Environmental Health Officer (EHO)

## **Spring Term 1**

### **Hospitality and Catering Providers and the Services they offer**

- Commercial vs Non-Commercial providers.
- Types of Food Service.

## **Spring Term 2**

### **Working in the Hospitality and Catering Industry.**

- Industry Qualifications
- Employment Contracts / Pay / Remuneration
- Creating a successful Hospitality and Catering Business.

## **Summer Term 1**

### **Operational Procedures within the Hospitality and Catering Industry**

- Operation of the Front and Back of House.
- Customer Requirements
- Provision to meet specific customer needs.

## **Summer Term 2**

### **Understanding the Importance of Nutrition**

- Understanding the importance of Nutrition
- Cooking Methods - Impact on Nutritional value
- Menu Planning

## **Reading lists**

- WJEC Food Preparation & Nutrition (Revision Guide)

## **Possible Enrichment Activities.**

- Watching Master Chef on TV
- Practical Cookery at home
- Cooking Competitions and Courses



# 10 THE TOP BIG IDEAS IN MATHS KS4



**1** Statistical representation - two way tables, frequency trees, scatter graphs, pie charts, stem and leaf diagrams and Venn diagrams

**2** Probability

**3** Prime factorisation, LCM and HCF and Standard Index Form leading to index laws

**4** Forming and solving equations

**5** Quadratics expanding and factorising

**6** Straight line graphs

**7** Transformations - translations, enlargements, rotations and reflections

**8** Area and volume of shapes including circles

**9** Pythagoras

**10** Problem solving of all these skills



# Mathematics

## **Foundation**

Throughout the year students will have assessment points as well as a formal exam.

### **Autumn**

- Solve linear equations, brackets extend to the introduction of quadratics
- Probability - tree diagrams and Venn diagrams
- Straight line graphs, extend to solving simultaneous equations
- Ratio and proportion. Multiplicative reasoning
- Transformations

### **Spring**

- Congruence and similarity
- Angles and bearings, construction and loci
- Circles and cylinders- area and volume
- Plans and elevations
- Vectors

### **Summer**

- Percentages
- Equations and inequalities, representing solutions
- Quadratics: factorising, solving
- Simultaneous equations
- Pythagoras and trigonometry

## **Higher**

Throughout the year students will have assessment points as well as a formal exam.

### **Autumn**

- Solving Quadratics by factorising, completing the square and quadratic formula
- Probability from Venn diagrams with 3 sets and tree diagrams
- Solving simultaneous equations - linear and nonlinear
- Multiplicative reasoning
- Transformations - combined
- Sequences linear and quadratic
- Graphs of trigonometric functions

### **Spring**

- Similarity and congruence in 2D and 3D
- Constructions, loci and bearings
- Circles, cylinders, spheres and cones - area and volume
- Circle theorems and circle geometry
- Collecting, representing and interpreting data - cumulative frequency graphs, box plots and histograms

### **Summer**

- Introduction surds
- Sketching quadratic graphs, plotting complex graphs, solving quadratics
- Graphical solutions of inequalities including quadratics
- Simultaneous equations 2 non linear equations
- Rearranging formulae
- Trigonometry Exact Trig. values

## **Reading lists**

- Revision Guides and Workbooks
- Can you solve my problems? by Alex Bellos
- The Maths book Big ideas simply explained by DK and Matt Parker

## **Possible enrichment activities at home**

- BBC sounds for podcasts by Marcus Du Sautoy or Simon Singh
- Visit to Bletchley Park/ Science museum in London
- Attend college open days or Southampton University open days - see the opportunities with Maths.

# 10 THE TOP BIG IDEAS IN MUSIC



1

Music is a way to use sound organised in time, pitch, tone and volume in order to communicate.

2

Music is a part of culture and reflects societies' and individuals' experience of life.

3

Attitude and practice are vital components of musical success.

4

Music can be transcribed and recorded using a variety of notations and recordings.

5

Performing requires a mixture of instrumental mastery, practice, flair and confidence.

6

Composing music is being creative within set parameters.

7

Music can inspire people on both an emotional and aesthetic level.

8

Familiarity with different genres, traditions and styles increases comfort.

9

Music can be performed, composed and enjoyed in a variety of contexts including solo, and groups.

10

Music is inclusive.



# Music

## OCR GCSE Music

### Autumn

- Solo Performance (minimum 2 minutes)
- Revision of Elements of Music
- Conventions of Pop
  - Rock 'n' roll 50s-60s
  - Rock Anthems 60s-70s
  - Pop Ballads 70s-90s
  - Solo Artists 90s-present

### Spring

- Composition 1 - free composition (minimum 1.5 minutes)
- Film and Videogame Music

### Summer

- Group Performance (minimum 2 minutes)
- Concerto through the Ages
  - The Baroque solo Concerto and Concerto Grosso
  - The Concerto of the Classical era
  - The Romantic Concerto

### Possible enrichment activities at home

- Revise using BBC Bitesize
- Listen to a variety of radio stations, styles, genres and music from different periods and analyse the music using the following questions:
  - What is the metre?
  - What is the tempo?
  - What instruments can you hear?
  - Can you notate the melody?
  - What are the characteristics of the style?
  - When was it written?
  - What is the mood? And how is the mood created?
  - Who is likely to have written the music?
- It is vital that students have access to an instrument at home and practise regularly (4-5 times a week for 20-30 minutes) if they are to make good progress.
- Practice using Noteflight at home

### Extra-Curricular Opportunities

Throughout the year there are a number of opportunities to groups to get involved with including:

- Production - Matilda Jr.
- Instrumental lessons - £82 for paired lessons a term
- Band - Thursday lunchtimes



# 10 THE TOP BIG IDEAS IN ART & PHOTOGRAPHY

1

## **Art and Photography are composed of Visual Elements**

*Composition, arranging of Colour, texture, pattern, shape, tone, line, form*

2

## **The use of Tone is important and creates realism in the artwork**

*3D, realism, texture*

3

## **The ability to use Colour makes a difference to the artwork**

*Colour theory, primary and secondary colours – the colour wheel*

4

## **Drawing from Observation is vital in developing artistic skill**

*Drawing from direct and secondary sources*

5

## **The use of Media & Techniques broadens artistic skill**

*Drawing, painting, 3D, printmaking, digital manipulation and photography etc*

6

## **The use of Technical Drawing supports realism in the artwork**

*Facial and body proportions, distance and perspectives, enlargement*

7

## **Creating, Expanding and realising Ideas is crucial for the production of good Artwork**

*Experimentation, Idea development, Planning, Resulting Outcomes*

8

## **The use of Annotation is important to convey meaning and purpose**

*Explanation, Reasoning, Evaluation, Opinions, Critical Thinking*

9

## **Artists use many different Sources for Inspiration**

*Artists, art movements, cultures, current affairs, historical events, society*

10

## **It is vital to show the Creative Journey of the artwork**

*Creative journey, Sketchbooking, Presentation, Communication, Showing work progress*



# Photography

## GCSE ART AND DESIGN: PHOTOGRAPHY

Due to the changes for Art and Design GCSE assessment structure by AQA – students will no longer have a final exam project to complete. Students are to focus on completing their Portfolio projects.

Every project entered for the Portfolio must cover the 4 Assessment Objectives required by AQA. Each of the Assessment Objectives are equally marked and so worth 25% of a project.

The Assessment Objectives are:

AO1 Critical Understanding / Artist Research to develop Ideas

AO2 Explore and Experiment / Planning Ideas

AO3 Recording Ideas / Observations

AO4 Personal Response / Final Outcome realising Ideas

The projects and the mock exam can be entered for Component 1: Portfolio which is worth 60% of the total GCSE Fine Art grade.

The actual exam is Component 2: Externally Set Task which is worth 40% of the total GCSE Fine Art grade.

The projects can be entered for Component 1: Portfolio which is worth 60% of the total GCSE Photography grade.

### Distortion – Autumn / Spring Term

Students will use this theme to inspire their explorative artwork. They will look at the work of a variety of artists to help develop their understanding and skills of critical analysis. They will develop their own personal final outcome based on their research and observations on their theme of Lost & Found.

### Mock Exam – Summer Term

Students will be given a previous GCSE paper and will choose one of the 7 themes for them to develop their own independent work on. Students will have approximately 8 school weeks of lessons and homework to complete the preparatory work (AO1,2 and 3) and will create their final outcome (AO4) in the timetabled exam

## Reading list

- Visit the school library to see the range of art books on offer to give inspiration for own work.
- Research artists on the internet.
- Also these recommended Art Gallery websites:  
In London - [www.tate.org.uk](http://www.tate.org.uk); [www.saatchigallery.com](http://www.saatchigallery.com);  
[www.thephotographersgallery.org.uk](http://www.thephotographersgallery.org.uk)  
In USA - [www.moma.org](http://www.moma.org) ; [www.mocp.org](http://www.mocp.org) ; [www.metmuseum.org](http://www.metmuseum.org)  
In Europe - [www.jeudepaume.org](http://www.jeudepaume.org) ; [www.smb.museum](http://www.smb.museum) ; [www.guggenheim-bilbao.es/en](http://www.guggenheim-bilbao.es/en)

## Possible enrichment activities at home

- Students should complete be proactive in taking photographs as often as possible to help develop their skills and should experiment with composition and subject.
- Students should research artists and photographers whose work inspires them.
- Students should visit exhibitions and galleries such as Southampton City Art Gallery to see the range of artwork from both traditional and contemporary artists.

Students should also take the opportunity to practise skills or continue classwork in the GCSE Afterschool sessions and Lunchtime Art Club sessions are where students are able to work independently with the Art department's resources.



# **10** THE TOP **BIG** IDEAS IN **PHYSICAL EDUCATION**

**1**

Develop physical literacy and core skills to participate in a wide range of physical activities/sports.

**2**

Develop holistic skills to support work life including teamwork, leadership and communication.

**3**

Improve physical fitness to be able to complete everyday activities with ease.

**4**

Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.

**5**

Develop tactical awareness and have the ability to develop strategies within a game.

**6**

Identify and understand the link between physical exercise and mental wellbeing.

**7**

Explore and develop creativity.

**8**

Develop knowledge of activities that are played around the world.

**9**

Develop a love or appreciation of physical activity to support lifelong participation.

**10**

Experience competitive activities to all and be aware of community links.



# Physical Education

Throughout the year, the students will be involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle. They will be encouraged to use and develop a variety of tactics and strategies to overcome opponents. New activities will be introduced to enhance participation opportunities.

	10x1	10x2	10x3	10x4	10y1	10y2	10y3
04.09.23 – 06.10.23	Ultimate Frisbee	Football	Basketball	Netball	Ultimate Frisbee	Football	Netball
09.10.23 – 20.10.23	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country
30.10.23 – 17.11.23	Badminton	Hockey	Rugby	Football	Badminton	Netball	Football
20.11.23 – 15.12.23	Dance	Rugby	Table Tennis	Rugby	Dance	Table Tennis	Rugby
02.01.24 – 26.01.24	Table Tennis	Badminton	Football	Hockey	Table Tennis	Dance	Hockey
29.01.24 – 01.03.24	Fitness	Table Tennis	Badminton	Fitness	Fitness	Badminton	Fitness
04.03.24 – 28.03.24	Netball	Fitness	Fitness	Badminton	Netball	Fitness	Badminton
17.04.23 – 21.07.23	Athletics Striking & Fielding	Striking & Fielding Athletics	Athletics Striking & Fielding	Striking & Fielding Athletics	Athletics Striking & Fielding	Striking & Fielding Athletics	Athletics Striking & Fielding

## Extra-Curricular Opportunities

After school clubs and teams

Why not try setting yourself a daily step challenge.

Can you beat the number of steps a PE staff member completes?

Why not follow a work out session from Youtube.

How about a family cycle outing!

## Out of School Opportunities

Waterside Table Tennis Club

Tottonians Rugby Club

[www.tottonians.com](http://www.tottonians.com)

Southampton Hockey Club

[www.southamptonhc.org](http://www.southamptonhc.org)

Calmore Cricket Club

[www.calmoresports.co.uk](http://www.calmoresports.co.uk)

New Forest Junior Athletics Club

[www.newforestjuniors.co.uk](http://www.newforestjuniors.co.uk)

Testwood Gymnastics Club

[www.testwoodgymnastics.co.uk](http://www.testwoodgymnastics.co.uk)

Totton & Eling Tennis Centre

[www.servingtennis.net/totton.htm](http://www.servingtennis.net/totton.htm)

Stagecoach

[www.stagecoach.co.uk/totton](http://www.stagecoach.co.uk/totton)



# 10 THE TOP BIG IDEAS IN PSHE



- 1** **Physical Health** - getting to know how to keep our bodies physically fit and cared for.
- 2** **Mental Health** - learning how to take care of our minds and emotional wellbeing.
- 3** **Growing and changing** - understanding that there will be physical and emotional changes as we grow.
- 4** **Personal Safety** - learning how to keep ourselves safe, online and offline.
- 5** **Relationships and Sex** - knowing how to build healthy, consensual relationships and boundaries with people
- 6** **Inclusivity** - understanding that everyone is accepted in our community and how we can respect each other's differences.
- 7** **Digital Literacy** - in an ever changing world, our digital literacy helps us to navigate all forms of communication in an effective manner.
- 8** **Finance** - discovering how our finances may look in the future and how to keep these well-managed and secure
- 9** **Careers** - Learning how to access various opportunities, and learn the pathways to future aspirations.
- 10** **Community and responsibility** - PSHE encompasses all the building blocks that lead us to becoming well-rounded, responsible citizens in our community.



## Year 10 PSHE 2023/24

PSHE at Testwood School is split into 5 key areas: Mental Health, Physical Health, Global Community, Careers and Finance, and RSE (Relationships and Sex Education). We have dedicated staff in place to teach each area.

These key areas are taught during tutor time on a Thursday morning.

The last half term is saved for key relevant themes. This year we will be looking at Community and Inclusivity.

<b>Autumn Term 1</b> <ul style="list-style-type: none"><li>• Physical Health</li></ul> <b>Autumn Term 2</b> <ul style="list-style-type: none"><li>• Global Community</li></ul> <b>Spring Term 1</b> <ul style="list-style-type: none"><li>• Relationships and Sex Education</li></ul> <b>Spring Term 2</b> <ul style="list-style-type: none"><li>• Careers and Finance</li></ul>	<b>Summer Term 1</b> <ul style="list-style-type: none"><li>• Mental Health</li></ul> <b>Summer Term 2</b> <ul style="list-style-type: none"><li>• Community and Inclusivity</li></ul>
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### Useful Websites:

#### General advice and support

- Childline - [www.childline.org.uk](http://www.childline.org.uk)
- NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)

#### Sex and Relationships

- Let's talk about it - [www.letstalkaboutit.nhs.uk](http://www.letstalkaboutit.nhs.uk)

# **5** THE TOP **BIG** IDEAS IN **SCIENCE**



**1**

**Cells** are the fundamental building blocks of all living things. They reproduce to cause organisms to grow and can become specialised to take on many different roles. They can co-ordinate and communicate to form organs or entire organisms.

**2**

**Interdependence** – living things depend on each other for food and other resources. Changes to feeding relationships occur when biotic or abiotic factors in ecosystems are disturbed, and this can result in catastrophic collapse and loss of biodiversity.

**3**

**Forces** change the shape and motion of objects in the universe. The fundamental forces such as gravity, electrostatic, nuclear shape the behaviour of all objects from atoms to stars, galaxies and the entire universe.

**4**

**Energy** cannot be created or destroyed, it is transferred from one energy store to another. Energy is a useful concept that can allow us to describe the behaviour of open and closed systems.

**5**

**Particles** (atoms & molecules) are the fundamental building blocks of all materials in the universe. The behaviour of simple materials and reactions can be described by the particle model and kinetic theory. All of the different elements in the periodic table were forged in the heart of a dying star. Each type of element is made of a single type of atom and understanding the patterns caused by building atoms from protons, neutrons and electrons is fundamental to unlocking the secrets of chemistry.





# Science (Trilogy)

## Autumn Term 1

- Chemical Calculations (C4)
- Organising Animals and Plants (B4)
- Electric Circuits (P4)

## Autumn Term 2

- Communicable Diseases (B5)
- Chemical Changes (C5)
- Electricity in the Home (P5)

## Spring Term 1

- Preventing and Treating Disease (B6)
- Electrolysis (C6)
- Molecules and Matter (P6)

## Spring Term 2

- Non Communicable Diseases (B7)
- Energy Changes (C7)

## Summer Term 1

- Rates and Equilibrium (C8)
- Radioactivity (P7)

## Summer Term 2

- Photosynthesis (B8)
- Respiration (B9)
- The Human Nervous System (B10)
- Hormonal Coordination (B11)

There are a series of 21 required practical tasks that will be covered across the entire course.

\* Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

## Reading lists

- AQA 9-1 Core Science Revision Guide\*\*
- Forces and Motion (Physical Science in Depth) (D.Dreier)
- Atoms and Elements (D.Bradley)
- Biology, Chemistry, Physics AQA Revision (mp3 download)
- Biology, Chemistry, Physics AQA Revision App
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- [www.senecalearning.com](http://www.senecalearning.com)
- [www.freesciencelessons.co.uk](http://www.freesciencelessons.co.uk)

\*\*The topics listed above match those in the AQA Revision Guide.

## Possible enrichment activities at home

- Southampton University Open Days
- Winchester Science Centre and Planetarium
- General Hospital Open Days (Medicine)
- The Science Museum, London



# Science (Triple)

## Biology

### Autumn Term 1

- Organisation and the Digestive System (B3)
- Organising Animals and Plants (B4)

### Autumn Term 2

- Communicable Diseases (B5)
- Preventing and Treating Disease (B6)

### Spring Term 1

- Non-Communicable Diseases (B7)

### Spring Term 2

- Photosynthesis (B8)
- Respiration (B9)

### Summer Term 1

- The Human Nervous System (B10)
- Hormonal Coordination (B11)

### Summer Term 2

- Homeostasis in Action (B12)

There are a series of 10 required practicals that will be covered across the entire course.

\* Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

## Chemistry

### Autumn Term 1

- Structure and Bonding (C3)
- Chemical Calculations (C4)

### Autumn Term 2

- Chemical Changes (C5)
- Electrolysis (C6)

### Spring Term 1

- Energy Changes (C7)

### Spring Term 2

- Rates and Equilibrium (C8)
- Crude Oil and Fuels (C9)

### Summer Term 1

- Organic Reactions (C10)
- Polymers (C11)

### Summer Term 2

- Chemical Analysis (C12)

There are a series of 8 required practicals that will be covered across the entire course.

\* Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

# Physics

## Autumn Term 1

- Revision P1-5
- Molecules and Matter (P6)

## Autumn Term 2

- Radioactivity (P7)

## Spring Term 1

- Forces in Balance (P8)
- Motion (P9)

## Spring Term 2

- Forces and Motion (P10)

## Summer Term 1

- Force and Pressure (P11)

## Summer Term 2

- Wave Properties (P12)

There are a series of 10 required practical tasks that will be covered across the entire course.

\* Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

## Reading lists

- AQA 9-1 Core Science Revision Guide\*\*
- Forces and Motion (Physical Science in Depth) (D.Dreier)
- Atoms and Elements (D.Bradley)
- Biology, Chemistry, Physics AQA Revision (mp3 download)
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- [www.freesciencelessons.co.uk](http://www.freesciencelessons.co.uk)

\*\*The topics listed above match those in the AQA revision guide.

## Possible enrichment activities at home

- Southampton University Open Days
- Winchester Science Centre and Planetarium
- General Hospital Open Days (Medicine)
- The Science Museum, London

# **10 THE TOP BIG IDEAS IN PHYSICAL EDUCATION**



- 1** Develop physical literacy and core skills to participate in a wide range of physical activities/sports.
- 2** Develop holistic skills to support work life including teamwork, leadership and communication.
- 3** Improve physical fitness to be able to complete everyday activities with ease.
- 4** Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.
- 5** Develop tactical awareness and have the ability to develop strategies within a game.
- 6** Identify and understand the link between physical exercise and mental wellbeing.
- 7** Explore and develop creativity.
- 8** Develop knowledge of activities that are played around the world.
- 9** Develop a love or appreciation of physical activity to support lifelong participation.
- 10** Experience competitive activities to all and be aware of community links.



# Sport Studies

## **Autumn 1 – Sport and the Media**

- Learn how sport is covered across the media.
- Explore the positive and negative effects media can have on sport.

## **Autumn 2 – Sport and the Media**

- Explore the relationship between sport and the media.
- Evaluate media coverage of sport.

## **Spring 1 – Sport and the Media**

- Completion of Set Assignment using sporting examples set by the exam board.

## **Spring 2 – Sport and the Media**

- Completion of Set Assignment using sporting examples set by the exam board.

## **Summer 1 – Contemporary Issues in Sport**

- Sport values and behaviour – Olympic and Paralympic movement.
- National Initiatives, such as Sport England.
- Physiological demands on the body and performance-enhancing drugs.

## **Summer 2 – Contemporary Issues in Sport**

- Factors affecting participation.
- Individual differences in performers.
- Sporting opportunities.

## **Reading List**

- OCR Sport Studies Specification - <https://ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>
- BBC Bitesize - <http://www.bbc.co.uk/education/levels/z98jmp3>
- Sport England - <https://www.sportengland.org/>
- Lance Armstrong, drugs cheat - <https://www.youtube.com/watch?v=PgRBxsW26vY>
- International Olympic Committee - <https://www.olympic.org/the-ioc>
- International Paralympic Committee - <https://www.paralympic.org/>

## **Possible enrichment activities**

- Weekly discussion with family about sport in the media - <http://www.bbc.co.uk/sport>
- Students should attend extra-curricular activities as a participant, coach or official at least twice a week.
- Students should set a target of competing for the school in a chosen sport.
- Students should participate in physical activity that raises the heart rate and should occur for at least 30 minutes per day.

Students should set a target of becoming a member of an external sports club or leisure centre.



# 10 THE TOP BIG

# IDEAS IN DESIGN & TECHNOLOGY



1

Understand how to work safely.

2

Learn how to work with a range of materials.

3

Development of confidence in executing skills.

4

Plan/Re-plan/Adapt.

5

Visualise and realise a design using creativity and imagination.

6

Troubleshoot and adapt.

7

Develop resilience and perseverance.

8

Evaluate the process.

9

Develop understanding of the role of professionals in industry, including career paths.

10

Develop understanding of the use of design and technology around the world.



# Textiles

## **Pearson Set Assignment Theme: Landmarks**

### **Autumn 1 – Beach Huts**

- Research how Jackie Gale represents Landmarks through stitch
- Design own beach hut using scrap fabric
- Choose a UK Landmark and recreate in the style of JG

### **Autumn 2 – 3D Sculptures**

- Research the projects of Christo and Jean Claude
- Make 3D sculptures
- Add a different dimension through the use of fabrics

### **Spring 1 – Landscapes**

- Researching the work of artist Hundertwasser
- Fabric painting on a chosen landmark
- Enhance using stitch and embellishment

### **Spring 2 and Summer 1 – Final Piece- Landmarks**

- Using all of the research completed in the previous 3 terms, create a final piece for this component
- Evaluate own work

### **Summer 2 – Component 2 Mock**

- Using a previous Pearson Set Assignment, undertake a mini project based upon the work required in Yr 11

### **Reading List**

- YouTube videos of sewing techniques- will help to improve skill level
- BBC iPlayer- Watching the Great British Sewing Bee- lots of inspiration on there
- Websites of textile artists- Jackie Gale, Christo and Jean Claude and Hundertwasser etc

### **Possible enrichment activities**

- Watch The Great British Sewing Bee and discuss design ideas- what they would create, what you would create, how would they do it differently
- Discuss their lessons, projects and design ideas with them
- Encourage them to practise their hand stitching - scrap fabric, repairs etc
- Discuss costumes and garments that you see at the theatre/ on the TV/ in movies
- Speak with friends and relatives about Make do and Mend

# Recommended Reading for Year 10

**For Every One** *by Jason Reynolds*

**The Hate U Give** *by Angie Thomas*

**My Side of the Diamond** *by Sally Gardner*

**The Survival Game** *by Nicky Singer*

**Moonrise** *by Sarah Crossan*

**The Weight of a Thousand Feathers** *by Brian Conaghan*

**The 57 Bus** *by Dashka Slater*

**White Rabbit, Red Wolf** *by Tom Pollock*

**Goodbye, Perfect** *by Sara Barnard*

**After the Fire** *by Will Hill*

**Saint Death** *by Marcus Sedgwick*

**The Book Thief** *by Markus Zusak*

**Unbecoming** *by Jenny Downham*

**The Rest of Us Just Live Here** *by Patrick Ness*

**A Song for Ella Grey** *by David Almond*

**Noble Conflict** *by Malorie Blackman*

**Hello Darkness** *by Anthony McGowan*

**The Bunker Diary** *by Kevin Brooks*

**Life: An Exploded Diagram** *by Mal Peet*

**Between Shades of Gray** *by Ruta Sepetys*

**Brave New World** *by Aldous Huxley*

**The Great Gatsby** *by F Scott Fitzgerald*

**Catch 22** *by Joseph Heller*

**Mischling** *by Affinity Konar*

**Frankenstein** *by Mary Shelley*

**Anita and Me** *by Meera Syal*