

# **Curriculum Booklet**

## **Year 10**

**2025 - 2026**

## ***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.

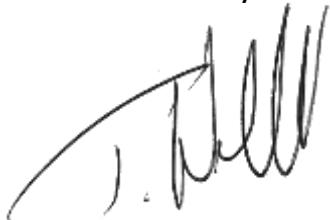
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

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 2025/2026. 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'.

Mr T Webber  
*Headteacher*

# 10 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*



# 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.

## Climate Crisis – Autumn / Spring Term

Students will thoroughly research the issue of Climate Crisis and develop ideas on transforming these issues in to their visual and creative artworks. Their work will be inspired by the themes of Deforestation, plastic pollution and animal extinction, as well as selected artists, in supporting their developed ideas. Students will use a mix of media including ceramics, printmaking and collage in creating a personal response that represents their own personal opinions on our Climate Crisis.

## 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.centre Pompidou.fr/en](http://www.centre Pompidou.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.

# THE TOP 10 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

## **Autumn Term 1 – 3.1 Business in the Real World**

- 3.1.1 Entrepreneurs
- 3.1.2 Business Ownership
- 3.1.3 Setting business Aims & Objectives
- 3.1.4 Stakeholders
- 3.1.5 Location – overseas trade
- 3.1.6 Business Planning with basic financial terms & calculations
- 3.1.7 Expanding a business

## **Autumn Term 2 – 3.2 Influences on Business**

**PESTLE**

- 3.2.1 Technology
- 3.2.2 Ethical
- 3.2.3 Economical
- 3.2.4 Social
- 3.2.4 Political
- 3.2.5 Legal

## **Spring Term 1 – 3.2 Influences on Business**

- 3.2.3 Impact of economic climate
- 3.2.4 Globalisation
- 3.2.5 Employment Law, H&S Law, Consumer Law
- 3.2.6 Competitive environment

## **Spring Term 2 – 3.5 Marketing**

- 3.5.1 Identifying and understand customers
- 3.5.2 Segmentation
- 3.5.3 The purpose and methods of market research
- 3.5.4 Marketing Mix

## **Summer Term 1 – 3.4 Human Resources**

- 3.4.1 Organisational structures
- 3.4.2 Recruitment and selection
- 3.4.3 Motivating Employees
- 3.4.4 Training

## **Summer Term 2 – 3.3 Business Operations**

- 3.3.1 Production process, Lean, Kaizen,
- 3.3.2 JIT, JIC, supply chains, Quality Control, logistics
- 3.3.3 Concept of Quality – quality control, TQM, costs
- 3.3.4 Customer service
- 3.3.5 Procurement

## **Reading list**

- <https://www.bbc.com/bitesize/subjects/zpsvr82>
- CGP AQA GCSE Revision Guide AQA GCSE Business - by Malcolm Surridge & Andrew Gillespie (Hodder Education)

## **Possible enrichment activities at home**

- Watch daily news/read newspapers
- Conversations with parents about work/their working environment
- Watch programmes such as Inside the Factory, Dragons Den, Hotel Inspector, Panorama, The Apprentice, Hell's Kitchen
- [www.businessstudiesonline.co.uk](http://www.businessstudiesonline.co.uk)

10  
THE TOP

# BIG IDEAS IN CHILD DEVELOPMENT



- 1** Child development is about the health and well-being of children aged 0 - 5
- 2** The course will introduce students to pre-conceptual, antenatal and postnatal care
- 3** Students will learn how to create a safe environment for young children
- 4** As part of the coursework, students will learn the physical, intellectual and social developmental norms for children
- 5** Child development covers childhood illnesses and how to care for an ill child
- 6** Students complete practical activities like creating a meal for a child, observing a pre-school student and planning a play activity
- 7** Students will have the opportunity to visit childcare settings and learn additional skills, like first aid
- 8** The course is made up of a final exam 40% and two non examined assessments worth 30% each
- 9** Students have the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment
- 10** The course develops research and communication skills, which students work on as individuals and as part of a team



# Child Development

## Autumn 1

- RO58 Create a safe environment and understand the nutritional needs of children from birth to five years
- Topic Area 2: Choosing suitable equipment for a childcare setting
- Topic Area 1: Creating a safe environment in a childcare setting
- NEA task 1 and 2

## Autumn 2

- R057: Health and well-being for child development
- Topic Area 4: Childhood illnesses and a child safe environment
- End of unit assessment – Topic 4
- **Spring 1 –**
- RO58 Create a safe environment and understand the nutritional needs of children from birth to five years
- Topic Area 3: Nutritional needs of children from birth to five years

## Spring 2

- RO58 Create a safe environment and understand the nutritional needs of children from birth to five years
- Topic Area 3: Nutritional needs of children from birth to five years
- NEA task 3 and 4

## Summer 1

- RO57 Health and well-being for child development
- Topic area 1: Pre-conception and well-being for child development
- End of unit assessment – Topic 1

## Summer 2

- RO57 Health and well-being for child development
- Topic area 2: Antenatal care and preparation for birth
- End of unit assessment – Topic 2

## Reading list

- Visit the school library to see the range of books on offer to give inspiration for working or caring for young children.
- Recommended websites:  
<https://www.nhs.uk/>  
<https://www.bounty.com/>  
<https://www.nutrition.org.uk/>  
<https://www.nhs.uk/best-start-in-life/early-learning-development/>

## Possible enrichment activities at home

- Students should seek out opportunities to observe children under 5
- Students should watch programmes linked to child development like Secret life of a five year old.
- Students should keep up to date with childhood related news items

# 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

- An introduction to computational thinking
- Starting to apply programming fundamentals
- Data types and how they can be applied in programming
- Designing, creating and refining algorithms

## Autumn Term 2

- Storing data and units
- Understanding Binary
- CPU architecture and the FDE cycle
- The Performance of the CPU
- Embedded Systems

## Spring Term 1

- Understanding hardware from primary and secondary storage
- Understanding software from operating systems and utility software

## Spring Term 2

- Looking into additional programming techniques and the IDE
- Using search and sort algorithms to find information in arrays

## Summer Term 1

- Understanding Boolean Logic
- Defensively designing programs and testing them to effectively
- Understanding the languages of programming

## Summer Term 2

- Mock revision and reflection

## Reading list

- Isaac Computer Science: <https://isaaccomputerscience.org/topics/gcse#ocr>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
- Teach ICT: [https://www.teach-ict.com/v/ks3/ks3\\_home.html](https://www.teach-ict.com/v/ks3/ks3_home.html)
- Code Academy: <https://www.codecademy.com/>
- Cisco Binary Games: <https://learningcontent.cisco.com/games/binary/index.html#>
- Typing Club: <https://www.typingclub.com/>

## Possible enrichment activities at home

- Bletchley Park
- National Museum of Computing
- The Science Museum

# 10 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.



# Construction and the Built Environment

## **Autumn Term 1**

- Hazard Identification
- Risk Rating (Understand how to assess risk).
- People at risk.
- Control measures
- Health and Safety (PPE / Signage)
- Writing and Reviewing a risk assessment.

## **Autumn Term 2**

- Marking and Measuring
- Specialist Tools and Equipment (Carpentry)
- Use of setting-out rods
- Reading and Interpretation of construction drawings.
- Wasting techniques
- Jointing techniques
- Assembly techniques
- Finishing techniques

## **Spring Term 1**

- Marking and Measuring
- Specialist Tools and Equipment (Carpentry)
- Use of setting-out rods
- Reading and Interpretation of construction drawings.
- Wasting techniques
- Jointing techniques
- Assembly techniques
- Finishing techniques
- Component 2 Mock Exam

## **Spring Term 2**

- Component 2 Practical Exam (12 hours)
- Internally assessed assignment set by the exam board.

## **Summer Term 1**

- Strength and Stability
- Fire Resistance / Thermal Resistance / Weather Resistance
- Sound Reduction / Absorption
- Sustainability

## **Summer Term 2**

- Forms of Low-Rise Construction
- Foundations
- Groundworks
- Unit 1 Theoretical Assessment
- Component 3 introduction and preparation

## **Reading list**

- BTEC First Construction and Built Environment Student Book.
- Basic Carpentry Techniques
- Woodworking for Beginners

## **Possible enrichment activities at home**

- Bridge Building Challenge (Design and build a small bridge using household items).
- Junk Modelling (Use recycled materials to build self-standing structures).
- Build small useful items such as bird boxes, picture frames or a desk tidy.
- Design and Construct using technic Lego. Realise an idea to final product using Lego

# 10 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/btectech-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.

# THE TOP 10 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

- C1- 'Blood Brothers' by Willy Russell
- Students will study the set text play practically in lessons and learn about the main themes of the performance.
- They will work towards a performing assessment that builds on characterisation, staging, teamwork and performance skills (C3)

## Autumn Term 2

- C1- Blood Brothers the exam
- Students will finish exploring the play and will then be introduced to the C1 written exam. Here they will learn how to write about Acting and theatre in relation to the set text.

## Spring Term 2

- C2- Drama Practitioners and Devising
- 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 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 in the Summer term 1

## Summer Term 1

- C2 - Completion of filmed devised performance and written Log sections - Stimulus and Development
- Students will complete all sections of their C2 written logs after viewing their own performance

## Summer Term 2

- C3 - Texts in practice
- Students will be given a set duologue extract in order to prepare and rehearse for 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- 'Oliver JR'
- Visit [www.digitaltheatreplus.com](http://www.digitaltheatreplus.com) login- student@testwoodschool.co.uk password- Student Here you can watch a wide variety of live filmed theatre performances.

# 10 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: 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 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: 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 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 BIG IDEAS IN FRENCH

THE TOP



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

The French GCSE specification revolves around three main themes, subdivided in topics.

1. People and Lifestyle
2. Popular Culture
3. Communication and the World around Us

## **Autumn Term 1**

- 1.2 Healthy Living And Lifestyle
- 2.1 Free Time Activities

## **Autumn Term 2**

- 1.3 Education And Work

## **Spring Term 1**

- 2.1 Free Time Activities
- 2.2 Customs, Festivals And Celebrations

## **Spring Term 2**

- 1.1 Identity And Relationship With Others
- 2.3 Celebrity Culture

## **Summer Term 1**

- 3.1 Travel And Tourism, Including Places Of Interest

## **Summer Term 2**

- General revision of grammar and topics studied in preparation for Year 11
- Understanding the Speaking exam (preparation and revision)
- Being Y11 ready - developing revision strategies that work

## **Support materials**

- AQA GCSE French Revision Guides and Workbooks (CGP - from 2026)
- AQA GCSE past papers on revisionworld.com
- Phone applications such as Duolingo
- lyricstraining.com
- ilini.com

## **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

# THE TOP 10 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

- **Paper 1, Section B:** Living World  
Focus on Hot Deserts and Desertification.
- **Paper 1, Section A:** Urban Issues and Challenges

## Autumn Term 2

- **Paper 1, Section C:** Coastal Landscapes

## Spring Term 1

- **Paper 2, Section C:** Resource Management

## Spring Term 2

- **Paper 1, Section A:** Natural Hazards

## Summer Term 1

- **Paper 1, Section A:** Natural Hazards
- Mock Exam

## Summer Term 2

- **Paper 3, Section B:** Fieldwork

## 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>
- AQA GCSE Geography past papers, using the 2016 Specification - past paper practice is the best way to revise and improve exam technique

# 10 BIG IDEAS IN THE TOP 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-2022specification>
  - 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 will be weekly recall quizzes (although not set during the periods when we are completing coursework)

# 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

## Autumn Term 1

- The Making of America 1789 - 1900:
- Expansion 1789 - 1838
- Settlement of the West 1838 - 1860

## Autumn Term 2

- The Making of America 1789 - 1900:
- Conflict on the Plains 1861 - 1877
- The Civil War: Causes and impact
- American lives 1877 - 1900

## Spring Term 1

- The Norman Conquest 1065 - 1086
- Anglo Saxon England and Norman society before 1066
- The succession crisis and the three battles
- Resistance and rebellion

## Spring Term 2

- The Norman Conquest 1065 - 1086
- Resistance and rebellion
- Castles
- Impact of Norman rule

## Summer Term 1

- Portchester Castle
- Roman fort
- Norman castle
- Royal palace
- Prisoner of war camp

## Summer Term 2

- People's Health
- Medieval public health c.1250 - 1500
- Early modern health c.1500 - 1750

## Reading lists

- An Indigenous People's History of the USA for young people by Roxanne Dunbar
- The Norman Conquest by Marc Morris
- Castle: A History of the Building that shaped Medieval Britain by Marc Morris
- The Norman Conquest: a very short introduction, George Garnett
- Wulf the Saxon, a story of the Norman Conquest, GA Henty
- Portchester Castle by English Heritage guidebook
- Writing Local History, John Beckett
- The Time Travellers Series by Ian Mortimer
- Medieval Medicine and the Plague, Lynne Elliott
- Ralph Tailor's Summer: A Scrivener, his City and the Plague, Keith Wrightson

## Films and Documentaries

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

## Possible enrichment activities at home

- Science Museum (Medicine exhibition) [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)
- The Wellcome Collection, London [www.wellcomecollection.org.uk](http://www.wellcomecollection.org.uk)
- The British Museum [www.britishmuseum.org](http://www.britishmuseum.org)



# 10 BIG IDEAS IN THE TOP 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

## **Autumn Term 1**

- Macro and Micronutrients - a practical application.
- Health, Safety and Hygiene practises in the kitchen.
- Understanding the Nutritional Value of different dishes
- Hospitality and Catering Providers
- Working in the Hospitality Industry
- Life Stages and Dietary Needs

## **Autumn Term 2**

- Macro and Micronutrients - a practical application.
- Health, Safety and Hygiene practises in the kitchen.
- Understanding the Nutritional Value of different dishes
- Practical Skills and Techniques
- Food Safety (HACCP)
- Assessment of practical skills
- Assessment of Theoretical knowledge.

## **Spring Term 1**

- Macro and Micronutrients - a practical application.
- Health, Safety and Hygiene practises in the kitchen.
- Cooking Methods and Techniques
- Customer Needs
- Food causes of ill health
- Symptoms and Signs of illness

## **Spring Term 2**

- Macro and Micronutrients - a practical application.
- Health, Safety and Hygiene practises in the kitchen.
- Cooking Methods and Techniques
- Preventative Measures
- Role of the EHO
- Presentation Techniques

## **Summer Term 1**

- Macro and Micronutrients - a practical application.
- Health, Safety and Hygiene practises in the kitchen.
- Cooking Methods and Techniques
- Menu Planning
- Production Planning

## **Summer Term 2**

- Practical Assessment of Skills
- Assessment of Theoretical Knowledge and Understanding
- Unit 2 Exam Preparation
- Menu Planning
- Production Planning
- Evaluation and Review

## **Reading lists**

- WJEC Level 1/2 Vocational Award in Hospitality & Catering: Revision Guide
- WJEC Level 1/2 Vocational Award Hospitality and Catering Exam Practice Workbook

## **Possible enrichment activities at home**

- Practise a range of knife techniques (Brunoise, Julienne, Chiffonade)
- Practise measuring and weighing ingredients
- Make a mayonnaise (emulsifying)
- Cover fruit in melted chocolate (Bain-Marie the chocolate)
- Pipe a cupcake with frosting

# THE TOP 10 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 BIG IDEAS IN MEDIA STUDIES

**1**

Every media product created has an intended meaning and purpose.

**2**

Media products are anything designed to be consumed by an audience.

**3**

Media texts come in many forms: newspapers, film, TV, radio, advertising, video games, music videos, etc.

**4**

Communication requires a message and an audience.

**5**

Context places the content of the media product in relation to its production.

**6**

The media industry forms the background of a media product.

**7**

Decoding meaning leads to a better understanding of a media product.

**8**

Representation in media is key.

**9**

Consuming many forms of media strengthens our understanding.

**10**

Media is meant to be enjoyed, but with the understanding that media should be consumed carefully.



# Media Studies

## **Autumn 1 – Introduction to Media and Advertising**

- Learn the key media terminology
- Learn how to apply the key terminology to advertising
- Study the set texts of the Quality Street and NHS 111 advertisements

## **Autumn 2 – Film and Magazine**

- Study the Film set texts - Man with the Golden Gun, No Time to Die
- Understand the film industry and its marketing strategies
- Study the Magazine set texts - Vogue and GQ

## **Spring 1 – Newspapers**

- Research the Newspaper industry and the different types of newspapers, as well as their uses
- Study the Newspaper set texts - The Guardian and the Sun
- Apply key media terminology to both sets of products

## **Spring 2 – Video Games**

- Research the Video Game industry with a focus on appealing to an audience
- Study the Video Games set text - Fornite
- Learn about the laws and legislations around video games.

## **Summer 1 – Non-Examination Assessment - Coursework**

- Investigate the coursework briefs and the industry we are given.
- Write our statement of aims.
- Begin drafting our assessed piece

## **Summer 2 – Non-Examination Assessment - Coursework**

- Continue editing and creating our coursework pieces
- Moderation and submission of marks

## **Reading list**

- YouTube challenge: 'Mrs Fisher' - full of helpful information on all of the Media Studies theories.
- BBC iPlayer - stay up to date with current TV media texts.
- Media magazines - Empire, NME, Mojo, etc.
- Articles on current events - the news is a form of media too!
- The BFI
- IntoFilm - loads of articles, courses and resources on film making.

## **Possible enrichment activities at home**

- Discuss current news with students.
- Discuss their lessons, projects and ideas with them
- Discuss the media techniques that you see at the theatre/on the TV/in movies/in adverts.
- Speak with friends and relatives about the films, TV, music, etc they enjoy.

# THE TOP 10 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 – Oliver Jr.
- Instrumental lessons
- Revision TBA
- The Music Department is open most days at lunch time and after school for students to practise, compose and revise in

# 10 BIG IDEAS IN PER

THE TOP



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.



# Philosophy, Ethics & Religion

<b>Autumn Term 1 - Christian Beliefs</b> <ul style="list-style-type: none"><li>• Creation</li><li>• Trinity</li><li>• Incarnation</li><li>• The last days of Jesus' life</li><li>• Salvation</li></ul> <b>Autumn Term 2 - Christian Beliefs/Marriage and the Family</b> <ul style="list-style-type: none"><li>• Eschatology</li><li>• The Problem of Evil</li><li>• Divergent solutions to the Problem of Evil</li><li>• Marriage</li><li>• Sexual relationships</li><li>• Families</li></ul> <b>Spring Term 1 - Marriage and the Family</b> <ul style="list-style-type: none"><li>• Support for the family in the local parish</li><li>• Contraception</li><li>• Divorce</li><li>• Equality of men and women in the family</li><li>• Gender prejudice and discrimination</li></ul>	<b>Spring Term 2 - Living the Christian Life</b> <ul style="list-style-type: none"><li>• Worship</li><li>• Sacraments</li><li>• Prayer</li><li>• Pilgrimage</li><li>• Celebrations</li><li>• The future of the Church</li></ul> <b>Summer Term 1 - Matters of Life and Death</b> <ul style="list-style-type: none"><li>• Origins and value of the universe</li><li>• Sanctity of Life</li><li>• Origins and value of human life</li><li>• Abortion</li></ul> <b>Summer Term 2 - Matters of Life and Death</b> <ul style="list-style-type: none"><li>• Life after death</li><li>• Responses to arguments against life after death</li><li>• Euthanasia</li><li>• Issues in the natural world</li></ul>
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## 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).
- Revision Guide 1
- Revision Guide 2
- Revision Guide 3

## Possible enrichment activities at home

- Discussion and debate on the issues with people at home.
- Visit the Edexcel website and look at past papers for the Religious Studies course (Route B – Christianity/Islam).

# 10 BIG IDEAS IN THE TOP 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 look at and explore a variety of experimental techniques for distorting images. 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 experiments on their theme of Distortion.

### 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 and Photography 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.centre Pompidou.fr/en](http://www.centre Pompidou.fr/en) ; [www.guggenheim-bilbao.es/en](http://www.guggenheim-bilbao.es/en)

### Possible enrichment activities at home

- Students must complete observation shoots at home to develop their skills.
- Students must experiment with a range of media to develop their skills.
- Students must 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 Photography GCSE, where students are able to work independently with the Art department's resources and teacher support.

# 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.



# Core PE

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.

	10x/PE1 Th2 / Fri3 Th4 / Fri2	10x/PE2 Th2 / Fri3 Th4 / Fri2	10x/PE3 Th2 / Fri3 Th4 / Fri2	10y/PE1 Tu2 / Fri5 Wed3 / Fri4	10y/PE2 Tu2 / Fri5 Wed3 / Fri4	10y/PE3 Tu2 / Fri5 Wed3 / Fri4
03.09.25 – 03.10.25 (4 Weeks)	Hockey (ATP) (Outside/Boots)	Netball (Trainers)	Handball (SH) (Trainers)	Hockey (ATP) (Outside/Boots)	Netball (Trainers)	Handball (SH) (Trainers)
06.10.25 – 24.10.25 (3 Weeks)	Cross Country (Outside/Boots)					
03.11.25 – 28.11.25 (4 Weeks)	Football (Outside/Boots)	Hockey (Outside/Boots)	Table Tennis (Outside/Boots)	Football (Trainers)	Hockey (Trainers)	Table Tennis (Trainers)
01.12.25 – 09.01.26 (4 Weeks)	Dance (Trainers)	Fitness (Trainers)	Badminton (Trainers)	Dance (Trainers)	Fitness (Trainers)	Badminton (Trainers)
12.01.26 – 13.02.26 (5 Weeks)	Table Tennis (Trainers)	Badminton (Trainers)	Football (Trainers)	Table Tennis (Trainers)	Badminton (Trainers)	Football (Trainers)
23.02.26 – 27.03.26 (5 Weeks)	Badminton (Trainers)	Table Tennis (Trainers)	Netball (Trainers)	Badminton (Trainers)	Table Tennis (Trainers)	Netball (Trainers)
13.04.26 – 22.05.26 (6 weeks)	L1 – Athletics L2 – Striking & Fielding	L1 – Striking & Fielding L2 – Athletics	L1 – Athletics L2 – Athletics	L1 – Athletics L2 – Striking & Fielding	L1 – Striking & Fielding L2 – Athletics	L1 – Athletics L2 – Athletics
01.06.26 – 21.07.26 (7 weeks)	L1 – Multi Activity L2 – Striking & Fielding	L1 – Striking & Fielding L2 – Multi Activity	L1 – Multi Activity L2 – Striking & Fielding	L1 – Multi Activity L2 – Striking & Fielding	L1 – Striking & Fielding L2 – Multi Activity	L1 – Striking & Fielding L2 – Striking & Fielding

*S&F – Striking and Fielding games such as rounders/cricket/softball. Lessons will be outside and may require boots for term 5 (April to May)*

Extra-Curricular Opportunities	Out of School Opportunities
<p>After school clubs and teams</p> <p>Why not try setting yourself a daily step challenge.</p> <p>Can you beat the number of steps a PE staff member completes?</p> <p>Why not follow a work out session from Youtube.</p> <p>How about a family cycle outing!</p>	<p>Waterside Table Tennis Club <a href="http://www.watersidettc.ttclubs.co.uk">www.watersidettc.ttclubs.co.uk</a></p> <p>Tottonians Rugby Club <a href="http://www.tottonians.com">www.tottonians.com</a></p> <p>Southampton Hockey Club <a href="http://www.southamptonhc.org">www.southamptonhc.org</a></p> <p>Calmore Cricket Club <a href="http://www.calmoresports.co.uk">www.calmoresports.co.uk</a></p> <p>New Forest Junior Athletics Club <a href="http://www.newforestjuniors.co.uk">www.newforestjuniors.co.uk</a></p> <p>Testwood Gymnastics Club <a href="http://www.testwoodgymnastics.co.uk">www.testwoodgymnastics.co.uk</a></p> <p>Totton &amp; Eling Tennis Centre <a href="http://www.servingtennis.net/totton.htm">www.servingtennis.net/totton.htm</a></p> <p>Stagecoach <a href="http://www.stagecoach.co.uk/totton">www.stagecoach.co.uk/totton</a></p>

# GCSE PE

## Autumn 1

### Components of fitness and Fitness Testing

- Theory behind fitness
- How to measure fitness
- Applying it to sporting activities.
- Assessment

## Autumn 2

### Training methods

- How to create a training programme
- The different types of training methods
- Applying it to sporting activities.
- Assessment

## Spring 1

### Anatomy and Physiology

- Bones, joints muscles, tendons, ligaments
- How movement is created, levers.
- Applying it to sporting activities.
- Assessment

## Spring 2

### Anatomy and Physiology

- Cardiovascular system, respiratory system, blood
- Applying it to sporting activities.
- Assessment.

## Summer 1 and 2

- Coursework Analysis
- Athletics

## Reading list

- AQA Specification GCSE PE <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification>
- BBC Bitesize <https://www.bbc.co.uk/bitesize/examspecs/zp49cwx>
- Sport England - <https://www.sportengland.org/>

## Possible enrichment activities at home

- 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.



# THE TOP 10 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.



# PSHE

PSHE is run on a rotation of 6 different topics. Students will study one topic with a specialist teacher before changing to a different teacher who specialises in a different topic.

## **Unit 1: Careers**

Students will focus on Post 16 choices and work experience. They will also continue working with our dedicated careers platform [xello.co.uk](http://xello.co.uk)

## **Unit 2: Finance**

Students will continue to explore budgeting with a focus on wealth growth and management. Students will explore concepts of frugality and how to grow wealth by using different streams of income and interest.

## **Unit 3: Philosophy**

Students will explore the topic of Artificial Intelligence and its impact on morality and ethics. Students will be encouraged to look at this through the perspectives of different religions

## **Unit 4: Mental Health**

Students will explore different mental health conditions and how to manage their own mental health. Students will look at negative stimuli that can have a negative impact on their mental health and where to seek support.

## **Unit 5: Physical Health**

Students will focus on the drug trade and the consequences of using and abusing substances. Students will explore the law and how this applies to illicit substances.

## **Unit 6: Relationships and Sex Education**

Students will explore intimacy and how we create intimate relationships that are positive. Students will also explore contraception and how to keep themselves safe during sexual activity.

## **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)

## **Possible enrichment activities at home**

- Discussing and exposing your child to the work family members are in
- Budgeting with your child
- Reading and discussing daily news

# THE TOP 5 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)
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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

# THE TOP 10 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:** Set by exam board (Recent themes- Travel, Consumerism, Landmarks)

## Component One of BTEC Textiles

### Autumn Term – Tasks One and Two

During the autumn term, students will begin their final project based on the theme of '**Travel Destinations**'. They will carry out **primary research**, exploring places they have visited or would like to visit, and collect images or drawings to inspire their work. This will be supported by **secondary research** using online sources to expand their ideas and visual references. Students will then complete **artist research**, studying the work of **Carolyn Saxby (mixed media)**, **Alexander McQueen (range and innovation)**, and **Georgia O'Keeffe (landscapes)**. They will produce practical work **in the style of one chosen artist**, showing understanding of their techniques and visual language. Students will also create a **moodboard** to present their ideas clearly and visually. In the **technique exploration** phase, they will **select three techniques** from earlier projects and apply them creatively to the theme of travel.

### Spring Term – Tasks Three and Four

In the spring term, students will focus on developing and refining their **design ideas**, deciding on the final textile piece they wish to create. They will explore different compositions, materials, and techniques to find the most effective approach. Once confident in their design, students will move on to **making their final piece**, applying the skills and techniques they have developed throughout the year. The project will conclude with an **evaluation**, where students will reflect on what worked well, what could be improved, and how their work links to their research and chosen theme.

### Summer Term- Artist Anthology

During the summer term, students will begin creating their own '**Artist Anthology**', a digital resource designed to prepare them for **Year 11 Textiles**. This project encourages students to consolidate their knowledge of a wide range of artists and designers studied throughout the year and beyond. They will research and select artists whose work links to key themes such as **consumerism, sustainability, and material experimentation**, analysing their styles, techniques, and inspirations.

Students will then **curate and present their findings digitally**, using images, annotations, and visual analysis to demonstrate understanding. The anthology will serve as a personal reference guide, supporting future coursework and helping students develop greater independence in research and idea development. This project aims to strengthen students' ability to make meaningful artist connections, reflect critically on creative practice, and prepare confidently for the expectations of BTEC **Component 2** in Year 11

### Reading List

- **Loved Clothes Last – Orsola de Castro**  
Explores how repairing, reusing, and rethinking our clothes can change the fashion industry - ideal for sustainability and ethical design themes.
- **Fashionopolis: The Price of Fast Fashion and the Future of Clothes – Dana Thomas**  
Investigates how the fashion industry works and the innovators driving positive change - perfect for research and discussion work.
- **The Art of Manipulating Fabric – Colette Wolff**  
Practical and visual guide to pleating, gathering, smocking, and fabric construction - great for developing technical and experimental skills.
- **Alexander McQueen: Savage Beauty – Andrew Bolton**  
Inspiring look at McQueen's conceptual and technical brilliance, showing how textiles can be used to tell powerful stories.
- **Contemporary Textiles: The Fabric of Fine Art – Black Dog Publishing**  
Showcases modern textile artists blending fine art, fashion, and technology - perfect for creative project inspiration.

## Possible enrichment activities

### Make & Create

- Upcycle an old T-shirt, bag, or jeans.
- Try visible mending – repair holes with colourful stitching.
- Make something small from fabric scraps (e.g. scrunchie, keyring, or mini cushion).
- Practise hand stitches like running, chain, and blanket stitch.

### Design & Research

- Create a mood board using magazines or Pinterest.
- Research a designer or artist (e.g. Vivienne Westwood, Alexander McQueen).

### Digital & Creative

- Make a digital inspiration board for a fashion theme.
- Create a mini design brief (e.g. “Festival outfit” or “Eco fashion”).

### Reflect & Share

- Keep a small journal of sketches and samples.
- Set up a mini “textile exhibition” at home with your work.

# 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