Curriculum Booklet

Year 10

2026 - 2027

Dear Parents/Carers and Students

As 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.

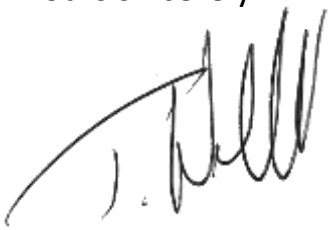
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

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 2026/2027. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely



Mr T Webber
Headteacher

THE TOP 10 BIG IDEAS IN ART & PHOTOGRAPHY

TESTWOOD SCHOOL

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 ; www.saatchigallery.com ; www.nationalgallery.org.uk
  In New York - www.moma.org ; www.guggenheim.org ; www.metmuseum.org
  In Europe - www.louvre.fr/en ; www.centrepompidou.fr/en ; 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

TESTWOOD SCHOOL

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

Two papers at the end of the 2 year course.

Paper 1 - 1 hour and 45 minutes.

Unit 1 - Business in the Real World
Unit 2 - Influences on Business
Unit 3 - Business Operations
Unit 4 - Human Resources

Paper 2 - 1 hour and 45 minutes.

Unit 1 - Business in the Real World
Unit 2 - Influences on Business
Unit 5 - Marketing
Unit 6 – Finance

Assessment criteria
AO1 - Demonstrate Knowledge and understanding
AO2 - Apply knowledge and understanding
AO3 - Analyse and evaluate to demonstrate understanding, make judgements and draw conclusions

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

- 3.2.1 Technology
- 3.2.2 Ethical and environmental considerations
- 3.2.3 The economic climate of business
- 3.2.4 Globalisation

Spring Term 1 – 3.2 Influences on Business

- 3.2.5 Legislation - Employment Law, H&S Law, Consumer Law
- 3.2.6 Competitive environment - interest rates and exchange rate

Spring Term 2 – 3.3 Business Operations

- 3.3.1 Production process
- 3.3.2 JIT. JIC. Supply chains, quality control logistics

Summer Term 1 – 3.3 Business Operations

- 3.3.3 Concept of quality - TQM
- 3.3.3 Customer service
- 3.3.5 Procurement

Summer Term 2 – 3.4 Human Resource Management

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

Reading list

- CGP - GCSE AQA Business - ISBN - 9 7 1 78294689 2
- Andrew Gillespie (Hodder Education)

Possible enrichment activities at home

- Watch programmes related to business - Inside the Factory, Hotel Inspector, Panorama, Country File, Hell's Kitchen, The World's Most Expensive...
- Work experience

THE TOP 10 BIG IDEAS IN CHILD DEVELOPMENT

TESTWOOD SCHOOL

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

THE TOP 10 BIG IDEAS IN COMPUTER SCIENCE

TESTWOOD SCHOOL

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
- Ethical, Legal, Environmental and Cultural Issues in Computer Science
- Answering 8-mark questions

Summer Term 2
- Mock revision and reflection

Reading list
- OCR GCSE Revision Guide: https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science/cor43-gcse-computer-science-ocr-revision?srsltid=AfmBOooqaLSJaB2I-ds_BcFhrLxOWBb9yjdcxb6HmDa1PB_kQgtJ9v5R
- Programming Revision Guide: https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science/copyr42-python-programming-guide-for-gcse
- 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
- 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
- Isaac Computer Science Quizzes
- Algorithm Implementations
- CPU Architecture Deep-Dive
- 8-Mark Essay Blueprint

THE TOP 10 BIG IDEAS IN DESIGN & TECHNOLOGY

TESTWOOD SCHOOL

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

THE TOP 10 BIG IDEAS IN PHYSICAL EDUCATION

TESTWOOD SCHOOL

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

TESTWOOD SCHOOL

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.
- 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. Trips to see Blood Brothers and Curious Incident will be happening in the year.
- Involvement in the whole school production- 'Frozen', Drama captain status, and performing arts shows in the autumn term.
- Visit www.digitaltheatreplus.com login- student@testwoodschool.co.uk password- Student Here you can watch a wide variety of live filmed theatre performances.

THE TOP 10 BIG IDEAS IN ENGLISH

TESTWOOD SCHOOL

'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'

THE TOP 10 BIG IDEAS IN FRENCH

TESTWOOD SCHOOL

1. French has different phonics. To 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

- General revision of grammar and topics studied in preparation for Year 11
- Understanding the Speaking exam (preparation and revision)
- First practice speaking

Summer Term 2

3.1 Travel And Tourism, Including Places Of Interest
Being Year 11 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 Duo lingo
- lyricstraining.com
- ilini.com

Possible enrichment activities at home

- Comics such as Astérix, Tintin, les Schtroumpfs, and 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

TESTWOOD SCHOOL

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

THE TOP 10 BIG IDEAS IN HEALTH & SOCIAL CARE

TESTWOOD SCHOOL

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)

THE TOP 10 BIG IDEAS IN HISTORY

TESTWOOD SCHOOL

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

Recommended Revision Guide
- Hodder My Revision Notes GCSE 9-1 OCR B Schools History Project (SHP) History

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
- The Wellcome Collection, London www.wellcomecollection.org.uk
- The British Museum www.britishmuseum.org

THE TOP 10 BIG IDEAS IN DESIGN & TECHNOLOGY

TESTWOOD SCHOOL

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

TESTWOOD SCHOOL

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

- Solving Equations
- Solving Inequalities
- Representing Inequalities
- Angle Rules
- Angles in Polygons and Parallel Lines
- Fractions and Decimals
- Percentages
- Ratio and Proportion

Spring

- Area and Perimeter of 2D Shapes
- Volume and Surface Area of 3D Shapes
- Circles and Cylinders
- Compound Measures: Speed, Density, Pressure
- Bar Charts, Stem and Leaf Diagrams, Pie Charts, Frequency Polygons, Pictograms
- Scatter Graphs
- Standard Form

Summer

- Probability: Core Skills, Two Way Tables, Frequency Trees
- Probability: Venn Diagrams and Tree Diagrams
- Straight Line Graphs, Equations of a line
- Real Life Graphs
- Distance Time Graphs
- Similarity and Congruence
- Pythagoras and Trigonometry

Higher

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

Autumn

- Angles in Polygons and Parallel Lines
- Fractions
- Percentage
- Ratio and Proportion
- Accuracy and Bounds
- Compound Measures
- Circles
- Volume and Surface Area of 3D Shapes

Spring

- Pythagoras' Theorem and Trigonometry
- Solving Simultaneous linear equations
- Solving Quadratics by: Factorising, Completing the Square & Using the Quadratic Formula
- Solving Simultaneous Quadratic Equations
- Inequalities: Representing and Solving
- Linear Graphs: Drawing, Interpreting, Solving Problems
- Other Graphs: Quadratic Graphs, Cubic Graphs, Trigonometry Graphs, Circular Graphs, Real Life Graphs
- Probability: Venn Diagrams, Tree Diagrams, Conditional Probability, Probability Equations

Summer

- Similarity and Congruence in 2D and 3D
- Capture/Recapture and Sampling
- Box Plots, Cumulative Frequency, Histograms and comparing distributions
- Advanced Algebra: Rearranging complex formula, expanding triple brackets, Algebraic Fractions, Functions, Proof, Iteration
- Advanced Trigonometry: Sine Rule and Cosine Rule
- Pythagoras' Theorem and Trigonometry in 3D

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.

THE TOP 10 BIG IDEAS IN MEDIA STUDIES

TESTWOOD SCHOOL

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 – 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

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

TESTWOOD SCHOOL

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 – Frozen
- Instrumental lessons
- Revision TBA
- The Music Department is open most days at lunch time and after school for students to practise, compose and revise

THE TOP 10 BIG IDEAS IN PDP

TESTWOOD SCHOOL

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.



PDP

PDP (Personal Development Programme) is run on a rotation of 7 different topic areas; all based around the school values. Students will study one topic with a specialist teacher before changing to another specialist teacher for another topic.

Caring Unit 1

Students will continue to explore different mental health conditions and how to care for your mental wellbeing in a variety of different settings. Students will continue to explore the importance of sleep.

Caring Unit 2

Students will explore the negative health impacts of smoking, vaping, alcohol and recreational illicit drugs. Students will also explore how to navigate the UK healthcare system and the science behind immunisations.

Inclusive Unit 1

Students will explore some of the benefits and drawbacks to Artificial Intelligence before beginning to focus on debating. Students will explore debating skills before researching a topic and participating in an up to date debate.

Inclusive Unit 2

Students will continue to explore contraception choices and look at women's reproductive health. Students will explore the damage caused by female genital mutilation

Ambitious Unit 1

Students will continue their journey with our careers programme focussing on their CV and applications. Students will continue to work on our dedicated careers platform xello.co.uk. Students will also look ahead to post 16 options

Ambitious Unit 2

Students will look towards the exam season in Year 11 by developing curated and individual resources perfect for revision.

Philosophy, Ethics and Religion

Students will explore what makes us human by exploring the difference between AI and ourselves. Students will link this to different religions' views on the matter including the afterlife and good/evil.

Useful Websites:

General advice and support

- Childline - www.childline.org.uk
- NSPCC - www.nspcc.org.uk

Sex and Relationships

- Let's talk about it - 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 10 BIG IDEAS IN PER

TESTWOOD SCHOOL

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

Autumn Term 1 - Christian Beliefs

- Creation
- Trinity
- Incarnation
- The last days of Jesus' life
- Salvation

Autumn Term 2 - Christian Beliefs/Marriage and the Family

- Eschatology
- The Problem of Evil
- Divergent solutions to the Problem of Evil
- Marriage
- Sexual relationships
- Families

Spring Term 1 - Marriage and the Family

- Support for the family in the local parish
- Contraception
- Divorce
- Equality of men and women in the family
- Gender prejudice and discrimination

Spring Term 2 - Living the Christian Life

- Worship
- Sacraments
- Prayer
- Pilgrimage
- Celebrations
- The future of the Church

Summer Term 1 - Matters of Life and Death

- Origins and value of the universe
- Sanctity of Life
- Origins and value of human life
- Abortion

Summer Term 2 - Matters of Life and Death

- Life after death
- Responses to arguments against life after death
- Euthanasia
- Issues in the natural world

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).

THE TOP 10 BIG IDEAS IN ART & PHOTOGRAPHY

TESTWOOD SCHOOL

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 ; www.saatchigallery.com ; www.nationalgallery.org.uk
  In New York - www.moma.org ; www.guggenheim.org ; www.metmuseum.org
  In Europe - www.louvre.fr/en ; www.centrepompidou.fr/en ; 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.

THE TOP 10 BIG IDEAS IN PHYSICAL EDUCATION

TESTWOOD SCHOOL

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 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 Mon2/Fri4 Wed3/Fri4	**10x/PE2** Mon2/Fri4 Wed3/Fri4	**10x/PE3** Mon2/Fri4 Wed3/Fri4	**10x/PE4** Mon2/Fri4 Wed3/Fri4	**10y/PE1** Mon5 / Fri2 Mon5 / Fri2	**10y/PE2** Mon5 / Fri2 Mon5 / Fri2	**10y/PE3** Mon5 / Fri2 Mon5 / Fri2
01.09.26 – 02.10.26 (5 weeks)	Badminton *(Trainers)*	Netball *(Trainers)*	Football *(Outside/Boots)*	Football *(Outside/Boots)*	Badminton *(Trainers)*	Football *(Outside/Boots)*	Netball *(Trainers)*
05.10.26 – 23.10.26 (3 weeks)	Netball *(Trainers)*	Fitness *(Outside/Boots)*	Fitness *(Outside/Boots)*	Fitness *(Outside/Boots)*	Netball *(Trainers)*	Fitness *(Outside/Boots)*	Fitness *(Outside/Boots)*
02.11.26 – 27.11.26 (4 weeks)	Fitness *(Trainers)*	Football *(Outside/Boots)*	Handball (ATP) *(Outside/Boots)*	Basketball / Table Tennis	Fitness *(Trainers)*	Handball (ATP) *(Outside/Boots)*	Football *(Outside/Boots)*
30.11.26 – 17.12.26 (3 weeks)	Dance *(Trainers)*	Dance *(Trainers)*	Badminton *(Trainers)*	Handball *(Trainers)*	Dance *(Trainers)*	Badminton *(Trainers)*	Handball *(Trainers)*
04.01.27 – 21.01.27 (3 weeks)	Teaching Space - Gymnasium	Teaching Space – Main Hall	Fitness Room *(Trainers)*	Badminton *(Trainers)*	Teaching Space - Gymnasium	Fitness Room *(Trainers)*	Badminton *(Trainers)*
25.01.27 – 12.02.27 (3 weeks)	Fitness Room *(Trainers)*	Badminton *(Trainers)*	Table Tennis *(Trainers)*	American Football *(Outside/Boots)*	Fitness Room *(Trainers)*	Table Tennis *(Trainers)*	Basketball *(Trainers)*
25.02.27 – 12.03.27 (3 weeks)	Table Tennis *(Trainers)*	Fitness *(Trainers)*	Basketball *(Trainers)*	Netball *(Trainers)*	Table Tennis *(Trainers)*	Basketball *(Trainers)*	American Football *(Outside/Boots)*
15.03.27 – 25.03.27 (2 weeks)	Frisbee *(Trainers)*	Handball *(Outside/Boots)*	Pickle Ball *(Trainers)*	Table Tennis *(Trainers)*	Frisbee *(Trainers)*	Pickle Ball *(Trainers)*	Table Tennis *(Trainers)*
12.04.27 – 21.05.27 (6 weeks)	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
24.05.27 – 21.07.27 (8 weeks)	L1 – S&F L2 – Multi Activity	L1 – Multi Activity L2 – S&F	L1 – S&F L2 – Multi Activity	L1 – Multi Activity L2 – S&F	L1 – Multi Activity L2 – S&F	L1 – S&F L2 – Multi Activity	L1 – Multi Activity L2 – S&F

S&F – Striking & Fielding; Cricket, Rounders, Softball
Multi Activity – lifelong sports

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
www.watersidettc.ttclubs.co.uk

Tottonians Rugby Club
www.tottonians.com

Southampton Hockey Club
www.southamptonhc.org

Calmore Cricket Club
www.calmoresports.co.uk

New Forest Junior Athletics Club
www.newforestjuniors.co.uk

Testwood Gymnastics Club
www.testwoodgymnastics.co.uk

Totton & Eling Tennis Centre
www.servingtennis.net/totton.htm

Stagecoach
www.stagecoach.co.uk/totton

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.

Psychology GCSE (OCR)

Autumn 1: Criminal Psychology
This term explores why individuals commit crimes by contrasting environmental frameworks like Social Learning Theory against biological and personality explanations, such as Eysenck's Criminal Personality Theory. Core studies covered include Cooper and Mackie (1986) alongside Heaven (1996). Disciplinary skills focus on comparing official crime statistics against self-reports, formulating hypotheses, identifying variables, and evaluating laboratory experiments and correlational research.

Autumn 2: Psychological Development
This unit examines human brain development, nervous system growth, and cognitive processes from pre-natal stages through to adulthood. Content covers IQ testing alongside developmental theories by Piaget, Dweck, and Willingham, paired with core studies like Piaget (1952) and Blackwell et al. (2007). Research skills cover ethical standards under the BPS Code of Ethics, the reductionism versus holism debate, sampling principles, and identifying research biases in natural and field experiments.

Spring 1: Psychological Problems
Students investigate mental health along a continuum, examining historical trends, societal stigma, and clinical conditions such as Schizophrenia and Clinical Depression. Biological and psychological explanations—including the Dopamine Hypothesis and the ABC Model—are analyzed alongside core studies by Daniel et al. (1991) and Tandoc et al. (2015). Disciplinary methods focus on quantitative data analysis, Likert scales, cause-and-effect limitations, and evaluating clinical studies for scientific rigor.

Spring 2: Social Influence
This topic explores how situational and dispositional factors influence human behaviors such as conformity, obedience, and collective crowd actions. Core research includes Bickman's (1974) uniform study on obedience and NatCen's (2011) qualitative study on the London Riots. Methodological skills center on qualitative focus groups, accessing hard-to-reach populations, balancing ethical deception with debriefing, and weighing situational versus dispositional explanations.

Suggested Reading & Extra-Curricular Opportunities

- *OCR GCSE (9-1) Psychology* by Mark Billingham and Helen J. Kitching.

Museums/Exhibitions to visit:

- National Justice Museum (Nottingham)*
- Bow Street Police Museum (London)
- Royal Courts of Justice (London)
- Science Museum Medicine Galleries (London)
- Twist Museum (London)*
- Bethlem Museum of the Mind (Beckenham)
- Wellcome Collection (London)
- Freud Museum (London)*

THE TOP 5 BIG IDEAS IN SCIENCE

TESTWOOD SCHOOL

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 or 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
- www.senecalearning.com
- 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)
- Biology, Chemistry, Physics AQA Revision App
- www.bbc.co.uk/bitesize
- www.senecalearning.com
- 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

Sociology

Autumn Term

During the autumn term, students begin their sociological journey by exploring how society shapes human behavior, identity, and opportunity. They will investigate foundational perspectives (including Functionalism, Marxism, Feminism, Interactionism, and the New Right) and apply these theories to core debates surrounding culture, socialisation, gender, race, and ethnicity. Alongside these theoretical frameworks, students will master the scientific methods used to study human society. They will learn how to design robust, small-scale research projects, navigate complex practical and ethical dilemmas, and construct quantitative and qualitative tools such as surveys, interviews, and observations. By analysing statistics and case studies, students will develop the critical thinking and data literacy skills required to evaluate sociological evidence objectively.

Spring Term

In the spring term, students investigate the family as a core social institution, examining its functions, structures, and shifting dynamics. They will explore the concept of the traditional nuclear family alongside modern family diversity, alternatives to the family, and variations in a global context. Through the contrasting lenses of Functionalism, Marxism, Feminism, and the New Right, students will analyse how power, roles, and relationships operate within the household. The curriculum focuses heavily on changing modern relationships, guiding students to analyse the trends, causes, and consequences of shifting marriage and divorce rates. Students will also critically evaluate internal family dynamics, examining the evolution of parent-child relationships and the division of domestic labour through theories of conjugal roles and the "symmetrical family."

Summer Term

During the final term of the year, students examine the role of the education system as an agency of socialisation and its relationship with wider society. They will compare different types of schooling (including state, private, and alternative education models) while contrasting Functionalist and Marxist perspectives on the functions of schools and their link to capitalism. A central focus of the term is the sociology of educational achievement. Students will analyse how external factors (such as the home environment) and internal factors (such as labelling and teacher expectations) impact student success. Ultimately, they will evaluate how social class, gender, and ethnicity create inequalities in achievement and subject choice, concluding with an assessment of how state educational policies aim to address these disparities. Alongside this, students will also complete a Paper One mock examination and will spend some time consolidating their knowledge of all the topics covered this year.

Reading List

- *AQA GCSE (9-1) Sociology Student Book* by Pauline Wilson and Allan Kidd (Collins)
- *AQA GCSE (9-1) Sociology, Updated Edition* by David Bown (Hodder Education)
- *AQA GCSE 9-1 Sociology All-in-One Revision and Practice* (Collins GCSE)
- *The AQA GCSE Sociology Specification: Appendix B Key Texts Summary* (AQA Exam Board - found on the AQA website)

Possible enrichment activities

Documentaries to watch to aid understanding of concepts covered throughout the year:

- The Up Series - available on ITVX/Youtube
- The Secret Life of 4 and 5 Year Olds - available on Channel 4 streaming
- Educating Yorkshire (or any others in the Educating…series) - available on Channel 4 streaming
- Generation Gifted - available on BBC iPlayer/Youtube

Museums/Exhibitions to visit:

- People's History Museum in Manchester
- Museum of the Home in London
- Black Cultural Archives in London
- International Slavery Museum in Liverpool

THE TOP 10 BIG IDEAS IN TEXTILES

TESTWOOD SCHOOL

1. **Art is a Response**
   We design because we want to say something about the world.
2. **Textiles Speak**
   Fabric, colour, stitch and surface are a creative language
3. **Explore to Grow**
   New ideas come from testing techniques and materials
4. **Learn From Others**
   Artists, designers and cultures inspire our practice
5. **Record Your Journey**
   Sketchbooks, samples and photos show how your ideas develop
6. **Skills Build Power**
   The more techniques you learn, the more creative freedom you have
7. **Surfaces Tell Stories**
   Dye, print, embellishment and stitch transform fabric into art
8. **Design = Function + Aesthetics**
   Great textiles balance usefulness and beauty
9. **Be Sustainable, Be Creative**
   Responsible choices with materials spark innovation
10. **Show Your Voice**
    Your final outcomes reflect your style, values and creativity



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

Little White Lies by Jennifer Lynn Barnes

Catch Your Death by Ravena Guron

Powerless by Lauren Roberts

A Consuming Fire by Laura E. Weymouth

The Other Girl by Emily Barr

Dancers of the Dawn by Zulekha A Afzal

Within the Heart of Wicked Creatures by Rima Orie

The Murder Hypothesis by Sarah Wishart

A Tempest of Tea by Faizal Hafsah

The Dark Becomes Her by Judy I Lin

The Drowned Woods by Emily Lloyd-Jones

If He Had Been with Me by Laura Nowlin

Extraordinary Means by Robyn Schneider

The Black Air by Jennifer Lane

The Dark Within Us by Jess Popplewell

The Undying Tower by Melissa Welliver

Love You To Death by Gina Blaxill

In The Ends by Alex Wheatle

Thieve's Gambit by Kayvion Lewis

A Grave Inheritance by Felicity Epps

With Fire in Their Blood by Kat Delacote

As Long As The Lemon Trees Grow by Zoulfa Katouh