

This document is all about what you will study in Year 10 in school. There are also suggestions for extra reading or work your parents/carers can supervise with to broaden your knowledge and understanding outside school.

We look forward to you telling us about how many of these extra activities you have done at a consultation evening. This means you will always have plenty to do outside school and you should be doing somewhere in the region of an hour to one and a half hours minimum of work at home every night and have lots to occupy you at weekends.

Subject overview

English Language

English Literature

Maths

Science

Art

Child development

Citizenship

Design & Technology

CPSHE

French

Geography

History

Hospitality & Catering

Performing Arts

Physical Education

Textiles

Year 10 subject overview

YEAR 10		Term 1.1 (Autumn 1)	Term 1.2 (Autumn 2)	Term 2.1 (Spring 1)	Term 2.2 (Spring 2)	Term 3.1 (Summer 1)	Term 3.2 (Summer 2)
English		The Novel: A Christmas Carol Literature: Reading Language: Writing	The Novel: A Christmas Carol Literature: Reading Language: Writing	Power and Conflict Poetry: AQA Poetry comparisons Unseen Poetry Language: Writing	Power and Conflict Poetry: AQA Poetry comparisons Unseen Poetry Language: Writing	Shakespeare: Macbeth	Shakespeare: Macbeth AQA Spoken Language Endorsement
Maths	founda tion	Unit 9 Algebra 3 - Graphs Unit 10 Transformations	Unit 11 Ratio, Proportion and Rates of Change 1 Unit 12 Right-angled triangle	Unit 13 Probability 1 Unit 14 Ratio, Proportion and Rates of Change 2 - Multiplicative Reasoning	Unit 15 Geometry and Measure 5 - Constructions, Loci and Bearings Unit 16 Algebra 4 - Quadratics, Equations and Graphs	Unit 17 Geometry and Measure 6 - Perimeter, Area and Volume 2	Unit 9 to 17 Recall and Retrieval (FORM) Transition Project Work
	Higher	Unit 9 Algebra 3 - Equations and Inequalities Unit 10 Probability	Unit 11 Ratio, Proportion and Rates of Change 1 - Multiplicative Reasoning Unit 12 Geometry and Measure 4 - Similarity and Congruence	Unit 13 Geometry and Measure 5 - More Trigonometry Unit 14 Statistics 2 - Further Statistics	Unit 15 Algebra 4 - Equations and Graphs Unit 16 Geometry and Measure 6 - Circle Theorems	Unit 17 Algebra 5 - More Algebra Unit 18 Geometry and Measure 6 - Perimeter, Area and Volume 2	Unit 9 to 17 Recall and Retrieval (FORM) Transition Project Work
Science		Particles at work - electric circuits Treating and preventing diseases Chemical changes	Electricity in the home Noncommunicable diseases	Molecules and matter Electrolysis Photosynthesis and respiration	Chemical calculations Energy changes	Radioactivity Crude oils and fuels	Genetics and reproduction
Art		AO1 Research Students explore the work of two or more artists	AO1 Research Students explore the work of two or more artists	AO2 Experiment Students begin to experiment with different mediums,	AO3 Develop Students develop design ideas towards their final piece	AO3 Develop Students develop design ideas towards their final piece	AO4 Final Piece Students create their final response for the year

			materials and techniques			
Business GCSE	Enterprise and Entrepreneurship	Spotting a business opportunity	Putting a business idea into practice	Making the business effective	Understanding external influences	Growing a business
Child development	Equipment for a Nursery	Nutrients for a child under the age of 5.	Making a meal for a child under the age of 5.	Contraception, Conception and Pregnancy.	Development of Children	Types of Play and Stages of Play
Citizenship						
D&T	New and emerging technologies	Energy generation and storage	Systems approach to designing	Materials and properties	Quality control	Past and present designers/ companies
Performing Arts	Introduction and Revision of Skills	Continuation of Basic Skills	Study of Practitioners (Component 1 & 2)	Study of Practitioners (Component 1 & 2)	Preparation of final Submission of Component 2	Submission of Component 2 Coursework
CPHSE	Diversity and inclusion	The law and crime	Employability	Mental health and wellbeing	Sexual relationships	Health and finance
French	AQA GCSE Conversation Themes 1 - 3 Leisure activities Technology, TV, Films & Music Reading	Comparing & justified opinions on TV programs & films Revisions & End of Module 2 test Role Plays	Food & restaurants Shopping for clothes & fashion Daily life Food for special occasions	Family celebrations Festivals Revisions & End of Module 3 test	Photo Cards Where you live The weather Transports Dream town Tourism	Year 10 Mocks Future plans Community projects World countries Higher conversation Themes 1 - 3
Geography	Paper 1 Section A: The Challenge of Natural Hazards (Tectonic Hazards)	Paper 1 Section A: The Challenge of Natural Hazards (Weather Hazards and Climate Change)	Paper 1 Section B: The Living World (Ecosystems and Tropical Rainforests)	Paper 1 Section B: The Living World (Hot Deserts)	Paper 1 Section C: Physical Landscapes in the UK (Coasts)	Paper 1 Section C: Physical Landscapes in the UK (Rivers)
History	Paper 1 Crime and Punishment 1000-modern day	Paper 1 Crime and Punishment 1000-Modern Day	Paper 3 Weimar and Nazi Germany 1918-1939	Paper 3 Weimar and Nazi Germany 1918-1939	Paper 3 Weimar and Nazi Germany 1918-1939	Paper 2 The Cold War 1945-1991
Hospitality & Catering	The Importance of Nutrition	Cooking methods & menu planning	Skills and Techniques of Preparation, Cooking and Presentation of Dishes	Evaluating cooking skills	Environmental Considerations	Food packaging

PE	Musculo-skeletal system	Cardio-respiratory system	Movement analysis	Physical training	Health, fitness and wellbeing	Sport psychology
Textiles	Hand Stitching Skills and Making a Soft Toy	Fabric Crayons and Soft Portrait	Sewing Machine Basic Skills	Fabric Printing	Machine Skills and Making Shorts	Knitting and Making a Scarf

ENGLISH LANGUAGE

Subject Overview:

Now that you are in Year 10, it is expected that you have the skills to read, write, speak and listen effectively. You have been taught these skills since you started primary school and it is now time to master these to achieve your potential in your English Language GCSE. As you will be sitting your English Literature GCSE in May 2024, this year's course will focus heavily on the texts and skills required for that exam, although these skills are heavily interwoven into the English Language GCSE and you will continue to develop the skills required for English Language as well.

You are studying the AQA exam board curriculum (8700) and you will sit two exams at the end of this course in Year 11 and your GCSE is graded on the outcome of these papers. Paper 1 'Explorations into Creative Reading and Writing' (fiction paper) and Paper 2 'Writers' Viewpoints and Perspectives' (non-fiction paper). Both papers are 1 hour and 45 minutes long and are worth 80 marks each. These marks are divided equally between your reading and writing skills. In the reading sections you are expected to be able to select relevant information from the previously unseen texts; write about the effects of language and structure; evaluate a text using your opinions and compare the methods used by authors (paper 2 only). In the writing section you are expected to be able to select the correct style and form to write in; engage the reader through different writing techniques; structure your writing effectively from sentence to whole text level and use an extensive range of vocabulary and punctuation.

In addition to this, in the Summer Term you will complete a Spoken Language Endorsement assessment where you will be awarded a Pass, Merit or Distinction (which will feature on your English Language GCSE certificate) for your ability to deliver a 3-4 minute speech and respond to questions based on this speech for 6-7 minutes. Here you will be tested on your ability to structure your speech effectively; use a wide vocabulary and how you listen and respond appropriately.

Other ways to support learning outside school:

- Read a variety of fiction and non-fiction texts frequently - this is vital to engage with the style, form, structure and vocabulary used in these texts. Read articles with parents/carers/friends and discuss/debate the points within it.
- Use the 'Bedrock' vocabulary development program.
- Practise writing creatively - create a list of specific vocabulary and generic imagery.
- Write letters to friends, family, organisations, newspapers.
- Use your revision guides and resources on the Google Classroom to practise exam style questions and time yourself carefully.
- Use Youtube videos to learn different approaches to answering the exam questions.

ENGLISH LITERATURE

Subject Overview:

You will be sitting your English Literature GCSE in May 2024. It is very important for you to be prepared for these exams and plan a programme of revision as early as possible because you need to maintain your knowledge of all texts on this course throughout the year, even if you are not studying them in class. You must talk to your English teacher about how to do this if you are unsure. You are studying the AQA exam board curriculum (8702) and you will sit two exams at the end of this course; your GCSE is graded on the outcome of these papers. Paper 1: 'Macbeth and A Christmas Carol' and Paper 2: 'An Inspector Calls, Conflict Poetry and Unseen Poetry'. Paper 1 is 1 hour and 45 minutes and is worth 64 marks. Paper 2 is 2 hours and 15 minutes and is worth 96 marks. All texts are assessed for your ability to select evidence; identify techniques and methods used by the author and analyse the effects of these on the reader. All texts are also assessed for your knowledge of the contexts surrounding them, apart from the Unseen Poetry section. Responses to 'An Inspector Calls' and 'Macbeth' are awarded 4 marks on each for Spelling, Punctuation and Grammar (SPAG), so it is extremely important to read through these essays carefully.

Other ways to support learning outside school:

- Read and revise all the texts you've studied frequently - this is vital to ensure you maintain your knowledge of the narratives, characters, themes, key quotations and contexts.
- Prepare revision cards and materials to help you remember key information about the texts. Ask friends and family to test you on your knowledge of key quotations.
- Practise writing about different characters and themes in the texts.
- Research the contexts for different texts in detail and try to make links between this and your understanding of the narratives, characters and themes.
- Attend performances or events featuring the key texts or their contexts.
- Watch a variety of adaptations of the texts on film. (Although keep in mind that these may differ from the original text.
- Use your revision guides and resources on the Google Classroom to practise exam style questions and time yourself carefully.
- Use Youtube videos to learn different approaches to answering the exam questions and to revise set texts.

MATHEMATICS

Subject Overview

In year 10 students are in their first year of a 2 year 9-1 curriculum. Students will be given 4 hours of Maths each week plus possible additional intervention sessions throughout the year. Students should now be independent learners, and regularly be doing Maths outside of lessons. This is in addition to home learning tasks set. They will be familiar with Hegarty Maths and other websites/ resources that they can use to stretch/support their learning. This may for example be, complete extension tasks, address misconceptions from lessons or responding to their teachers comments in their exercise books.

There are 2 schemes of work followed in KS4 depending on sets. All schemes of work will challenge students and build upon prior learning. There is a strong emphasis on problem solving and functional maths. We encourage students to develop a deeper understanding of the topics to a 'mastery' level so they feel confident applying their knowledge to exam style questions. We hope students will contribute to class discussions and have a curious attitude towards learning.

Students following the higher tier can attain up to a grade 9, compared to the foundation tier where the highest grade they can attain is a grade 5.

Enrichment opportunities will be provided throughout the year including UKMT Maths Challenge for our most able students, inter house competitions and careers events.

Other ways to support learning outside school:

- Encourage your child to be persistent in Maths and approach lessons with a positive mindset. We have an open door policy so are delighted to support students not only in lessons but at break, lunch, after school or via email.
- Show an interest in what they are learning by looking at their classwork/exercise book.
- Ensure students take pride in their classwork and home learning and meet deadlines set. These will be shared with parents on Show my homework.
- Ensure students come to school equipped for lessons including a **scientific calculator**.
- Support the faculty by attending parent consultation evenings.
- Ensure students are working independently doing maths for at least 3x 30-45 minute sessions each week. This is in addition to the home learning set.
- Encourage students to start thinking about what they will do when they leave RCS at the end of Year 11. We have found that students who have direction and are aware of the entry requirements for the institutions they want to attend, helps motivate and encourage them to stay focused in Year 10 and 11.

SCIENCE

Subject Overview

Students will continue getting ready for the AQA GCSE exam board. First set is getting ready for separate sciences exams.

Regular assessments will continue throughout the year with key exams in December and June consisting of the previous Year's GCSE examination papers and used to check students' understanding of key concepts within the curriculum. Home learning will help to support and consolidate students' learning and Show my Homework will allow students to access the work. Students will also be required to complete several key practicals across Biology, Chemistry and Physics throughout the course and a key focus will be applying practical knowledge to extended questions in assessments.

By this stage of KS4 students will be expected to show a good understanding of the basic concepts in Biology, Chemistry and Physics, which are embedded throughout all of the courses in Science. They will also be expected to apply Mathematical calculations, formulae and standard form to all three disciplines of Science. Every student must bring a scientific calculator to all lessons along with their revision notes.

Other ways to support learning outside school:

- Revisiting notes and regular use of revision guides. There is lots of content so students should be encouraged to use thinking patterns, spider diagrams and flash cards to consolidate their learning.
- Use exam papers and past paper questions to apply knowledge to assessments. These papers are available on the [aqa gcse combined science/chemistry/biology/physics](https://www.aqa.org.uk/gcse/combined-science/chemistry/biology/physics) website
- Access revision Websites to support students learning. There are many Science interactive websites including BBC GCSE Bitesize, Youtube - freescience lessons, Seneca learning

ART

Subject Overview

All work produced during this year will be submitted as part of each students' GCSE Personal Portfolio. A personal portfolio equates to two components. Component one (60%); a body of work and Component two (40%); an external set brief. This is followed by a 10 hour controlled practical assessment, this makes up AO4 towards the end of component 2.

This specification builds the knowledge, skills and understanding for all art, craft and design specification titles and is designed to contribute to the quality, breadth of choice and coherence of national provision. It is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli. This specification provides an opportunity for learners to take a personal interest in why Art and Design matters and to be inspired and changed by studying an exciting and stimulating course of study. Learners have the opportunity to gain insight into the practices of individuals, organisations and creative and cultural.

In year 10 Students focus on component one of their qualification.

Other ways to support learning outside school:

- Much of a students' portfolio requires independent and personalised work. Students should be encouraged to work on their current sketchbook independently at home every week. This is in addition to weekly home learning tasks
- Photography is a key part of all projects. Encourage students to take photography regularly; at the coast, of buildings of interest, during a visit to London. Keeping a visual journal is a great way of generating ideas
- Visiting art exhibitions and seeing work first hand is a valuable experience for Art students and always encouraged
- Drawing is a skill that is learned and developed, and so practising observational drawing at home is essential
- Art studies are crucially about self expression; encourage students to talk and discuss their opinions, views and creative ideas

BUSINESS STUDIES GCSE

Subject Overview

Within Business Studies Year 10, you will be extending your learning of business concepts and developing your knowledge on how to apply the theory to real-life situations and scenarios.

The course is an Edexcel 9-1 GCSE qualification and is broken down into two Topic areas. In year 10 you will be studying Topic 2 - Building a Business. You will learn about business growth in terms of objectives and ethics. This will give you an insight into how and why businesses make decisions and also how they are influenced by morals and competition. This then leads on to the marketing mix, where you extend your knowledge on how businesses sell their products and services to customers. However, you also focus more on how technology has influenced the 4P's and how products actually get to the intended customers. You then learn about a new concept called 'Business Operations'. Within this unit you will be taught about the different methods of production and quality assurance tests. This will give you an insight into how businesses actually work and produce their items. The course then recaps finance and additional formulas and concepts are added such as GPM and ARR. The final unit concerns human resources. In this section you will learn how and why businesses recruit, train and motivate staff. This will help you to understand managerial decisions and gain further insight into real business situations.

You will be assessed at the end of each unit with a formal written assessment. The assessments are out of 35 and will contain a range of questions from multiple choice to short and long essay/scenario style questions. You will be taught exam technique throughout the year to support you and help you to effectively complete these tests. At the start and end of the academic year you will be given a full exam assessment to check your understanding. These range from 45 minute to 90 minute tests. You will also be required to complete revision notes for each unit at the end of the topic which will be recorded and banked for your revision in Year 11.

Homework tasks are set throughout the year and tend to be real-life scenario questions and case study tasks in order to prepare you for your assessments and check your knowledge and understanding.

Other ways to support learning outside school:

- Students are **required** to purchase the Edexcel Purple Revision Guide
- Students are **advised** to purchase the Edexcel Purple Workbook (exam questions / tasks)
- Students are **expected** to complete independent revision to embed your learning further
- Students are **advised** to keep up to date with business stories in the news
- Students are **expected** to catch-up on all missed lessons using Google Classroom to ensure that you do not miss out on important elements of the course and put yourself at a disadvantage when completing assessments or external examinations.

Child Development

Subject Overview

Working as a childcare professional needs an understanding of the care needs for children of all ages. This qualification will help you to develop knowledge, understanding and skills that will allow you to help and support those in your care, starting from preconception through to children aged birth to five years. It is important that childcare settings provide a safe and nurturing environment to care for babies and young children, as well as providing activities and support to help them develop. This qualification will allow you to gain knowledge and skills to help provide such an environment for children in your care. The knowledge and skills you develop will help you to progress onto further study in the care sector.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- preparing a feed or meal for a child
- choosing suitable equipment to use in a childcare setting
- planning suitable play activities
- helping to prevent accidents in a childcare setting.

This will help you to develop independence and confidence in using skills that would be relevant to the Childcare sector.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- research skills – for example, within the NEA set assignment students will need to complete research for equipment to help make decisions on which to choose and explain why
- communication skills – for example, within the NEA set assignment students will need to make recommendations to the nursery on how accidents can be prevented. T

What will you study as part of the qualification?

You will study key knowledge, understanding and skills that relate to working in the Child Development sector. You will also have the opportunity to apply what you learn by completing practical activities. This qualification has three mandatory units:

- Health and well-being for child development
- Creating a safe environment and understand the nutritional needs of children
- Understanding the development of a child from one to five years.

Citizenship

DESIGN AND TECHNOLOGY

Subject Overview

AQA GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Assessment is 50% theory which consists of a two hour written examination taking place at the end of year 11 and students will take part in their first official PPE at the end of year 10 but will do a number of practice papers for each topic throughout year 10.

The written examination is broken down as follows: Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles. Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.

The remaining 50% will be awarded through the NEA which is a combination of written and practical elements. Students have 35 hours (approx) to research, design, make and evaluate a product of their choice which responds to a given design brief. Students begin the NEA in the summer term of year 10.

Contextual challenges are released annually by AQA on the 1st of June in the year prior to the submission of the NEA • Students will produce a prototype and a portfolio of evidence • Work will be marked by teachers and moderated by the AQA exam board.

In year 10 students will cover the following topics through a range mini projects and theory based exercises in class:

- SECTION 1 - New & Emerging Technologies
- SECTION 2 - Energy, Materials, Systems and Devices
- SECTION 7 - Making Principles
- SECTION 5F - Electronic Systems

Other ways to support learning outside school:

- Ensure you attempt past and practice papers to improve your exam technique and get used to the style of questions which may come up.
- Read through the revision guide and attempt the practice tasks in the revision workbooks.
- Make sure you complete all homework sheets which cover exam style questions.
- Go over your homework and classwork to correct errors and address any misconceptions.
- It can also help to visit the Design Museum and read up around designers and design movements to increase your awareness of the subject.

Performance

Subject Overview

At Key Stage 4, Ethics and Values endeavours to teach our students what to expect now that they have started their secondary education, how they can navigate the world they are growing up in and how to be a positive member of the school and wider community. The curriculum covers a range of topics with the aim of showing students how they impact the immediate environment and people around them in a multitude of ways and how they can use that influence to better themselves and the people around them. Ethics and Values is assessed in a variety of ways to show students that progress in school and life occurs in many ways and to highlight the different skills and learning styles that they each have. In year 10 there is also a focus on preparing students to approach adulthood as well as the further education and careers opportunities that go with them.

Year 10 will begin the year by studying about British values and how to live in harmony in a multicultural community. They will learn about the British justice system and the negative impact of crime on society. They will consider key transferable skills, and what is important in the employability market. They will then study 'Personal wellbeing' and how to take care of themselves in terms of their self-esteem, changing relationships with their families and peers. After this, they will begin the topic of 'prevent', the risks associated with extremist groups and how to support somebody at risk. The final term will consider relationships and teach students to promote positive relationships and avoid negative ones.

Other ways to support learning outside school:

- Ethics and Values is about knowledge of themselves and the world around them, so encouraging your child to engage in anything which exposes them to other places and people will be beneficial; this could be through travel, documentaries, or simply watching the news.
- Encourage your child to begin practising revision techniques. Retention of content features heavily across all subjects at Key Stage 4 so it is sensible for year 7 pupils to begin exploring ways in which they can take on board and *learn* information. In Ethics and Values we teach a variety of these methods, and similarly provide resources to help them at home; mind maps, flashcards, knowledge organisers and revision clocks are just a few options which you can explore with your child.
- Discussing issues and events with your child and helping them to express their opinion will help them to better articulate their ideas in lessons and improve both their verbal and written answers.
- Show an interest in what they are learning by looking at their classwork/exercise book.
- Ensure students take pride in their classwork and home learning and meet deadlines set. These will be shared with parents on Show my homework.
- Ensure students come to school equipped for lessons including a black pen, red marking pen, pencil, ruler, calculator etc.
- Support the faculty by attending parent consultation evenings.
- Ensure your child feeds back on teacher marking; to improve they need to ensure they read teacher comments, but then act on them. This could be through learning key spellings, or developing points further.

FRENCH

Subject Overview

At Sanders Draper, we follow the AQA syllabus (8658) GCSE in French (9-1) which allows students to develop their ability to communicate with French native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of French-speaking communities and countries. Students will need to develop and use their knowledge and understanding of French grammar progressively through their course of study. Students must also build on their range of vocabulary throughout the course.

The **aims and objectives** of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them their GCSE as well as for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

The **3 THEMES** we study across the whole GCSE course are:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current & future study and employment

Students will be assessed in an End of Module test in Terms 1 & 2 in the following 4 skills: Listening, Speaking, Reading and Writing, where each skill has a 25% weighting. In Term 3, students will

complete a full Mock exam, completing actual GCSE past papers in either Foundation or Higher, depending on their ability. Dictionaries will not be allowed during these assessments.

Other ways to support learning outside school:

All students should have the following:

- Vocabulary booklets, which contain key vocabulary, expressions & structures essential for this course
- GCSE AQA French Complete Revision & Practice book (available to purchase @ a reduced price from ParentMail); this CGP book is packed with all the study notes and practice questions (including free audio files to go with listening questions) students will need to revise independently!

The school subscribes to Linguascope, which is full of extra KS4 resources that our students have free access to. Parents/carers can support learning by ensuring their son/daughter is making regular use of given resources, is completing homework as set by the class teacher and can test their child on their vocabulary & grammatical concepts before any test. Watching films in French with English subtitles is a fun and invaluable way to connect with the language too! There are many Apps they can download onto their phones such as Duolingo, which may be helpful to them. There are also many video clips on YouTube which may help students to fully grasp some of the more complex grammatical points covered in class. Students should work with each other or someone at home to get tested on the vocabulary & spellings, continue making revision cards, record themselves on their phones and listen to it so as to practise further. It is important that all students have a bilingual French dictionary and that they come properly equipped to lessons. In order to achieve their full potential & stretch themselves further, it is highly recommended that students complete regular independent revision in addition to any work set by their class teacher.

It is equally important that parents inform us of any issues and that they attend parents' evenings.

GEOGRAPHY

Subject Overview

At Key Stage 4, students follow the AQA 9-1 syllabus which is broken down into three papers:

- Paper 1: Living with the Physical Environment (35%)
- Paper 2: Challenges in the Human Environment (35%)
- Paper 3: Geographical Applications (30%)

In Year 10, students will also conduct a fieldwork enquiry at Southend which links to our Physical Landscapes in the UK unit.

Section	Unit	Key questions
The Challenge of Natural Hazards	Tectonic Hazards	What causes earthquakes and volcanic eruptions? How do the effects of, and responses to, a tectonic hazard vary between countries of contrasting levels of wealth? How can we manage tectonic hazards to reduce the risks to people?
	Weather Hazards	What is the link between atmospheric circulation and weather and climate? How do tropical storms (hurricanes) form? How do tropical storms impact people and the environment? What weather hazards does the UK experience? How do extreme weather events in the UK have impacts on human activity?
	Climate Change	Is climate change natural or is it caused by humans? How does climate change impact people and the environment? How can we manage the climate crisis?
The Living World	Ecosystems	How do living and nonliving things interact within an ecosystem?
	Tropical Rainforests	What are tropical rainforests like? How is deforestation having economic and environmental impacts? How can we manage tropical rainforests sustainably?
	Hot Deserts	What are hot deserts like? What opportunities and challenges are there in developing hot desert regions? Why are the areas at the fringe of hot deserts at risk?
Physical Landscapes in the UK	UK Physical Landscapes	What is the UK landscape like?
	Coastal Landscapes in the UK	How do physical processes shape our coastline? What are some of the distinctive features that we see at the coast? How can we protect our coastlines from flooding and erosion?
	River Landscapes in the UK	How does the shape of a river change as it flows downstream? What are some of the distinctive river features and how do they form? How can we protect river landscapes from the effects of flooding?

Other ways to support learning outside school:

- Geography is a subject that extends far beyond the confines of the classroom, so please encourage your child to engage in anything that exposes them to other places. This could be

through travel, reading and discussing the news, watching documentaries, reading books or listening to podcasts. Here are some of our suggestions:

- Nature documentaries are a fantastic tool to help contextualise many geographical concepts. We recommend David Attenborough's "Planet Earth", "A Perfect Planet" and "Seven Worlds, One Planet" on BBC iPlayer.
- Films such as "Before the Flood" and "The Impossible" can also offer insight into some key geographical concepts like climate change and tectonic hazards.
- For students who enjoy reading, Tim Marshall's "Prisoners of Geography" and the sequel "Powers of Geography" offer an insight into how decisions of world leaders have been shaped by geography - an excellent introduction to geopolitics.
- Podcasts work well for students who prefer to listen rather than read or watch. "Costing the Earth" on BBC Radio 4, and the Royal Geographical Society "Ask A Geographer" are both excellent resources.
- Home learning is set fortnightly on SatchelOne. This task is a short multiple choice quiz that aims to improve recall and retrieval of information from across the course of study. Please encourage your child to complete their homework every week.
- Revision guides are available for all three papers and you may wish to purchase one of these for your child to support the material they have in their books. We recommend the CGP GCSE 9-1 Geography AQA Complete Revision & Practice.

Other ways to support learning outside school:

- We insist upon flashcards being made for all topics - the sheer volume of content can be overwhelming if this is left until year 11, so please help us by ensuring these are being completed systematically as we progress through the course.
- We set home learning weekly, quite often this might be completing revision activities or exam questions to give practice of exam style questions; please assist us by ensuring your child is organised, gives activities adequate time and thought at home. These will be shared with parents on Show my homework.
- Bespoke revision guides are available for all three papers, you may wish to purchase one of these for your child, to support the material they have in their books.
- There are a range of revision websites which your child can use to aid revision, BBC Bitesize is particularly useful - please encourage your child to access this resource.

HISTORY

Subject Overview

At Sanders Draper we aim to use our GCSE history curriculum to help our students achieve not only the best grade possible for them but all of the above. We encourage whole class discussion and peer support at all times. Regardless of individual target grades we help all students develop both historical and life skills that will help them with all future career and educational pathways.

Our chosen topics (from the Pearson 2016 specification) are:

Paper 1: British Thematic Study, with Historic Environment

Crime & Punishment through time (c.1000 - present day) with a historic environment study on Whitechapel (c.1870-1900)

Paper 2 (Part 1): Period Study

The Cold War (1941-91)

Paper 2 (Part 2): British Depth Study

Early Elizabethan England (1558-1588)

Paper 3: Modern Depth Study

Weimar & Nazi Germany (1918-39)

You can find more information about our GCSE Specification by visiting this website:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Other ways to support learning outside school:

- Check they always bring essential equipment to school
- Where possible buy relevant revision guides, the department will help with advice about these. There are also bespoke revision guides available on the 'Edexcel GCSE History' Google Classroom, which all students are invited into.
- Ensure all homework is completed and deadlines met.
- Encourage students to watch relevant age appropriate historical documentaries and films.
- Ensure your child is completing flash cards based on what they learn in class.
- From time to time check your child is happy with their understanding of all the topics being covered. If you ever feel concerned please contact us by email as soon as possible.

HOSPITALITY AND CATERING

Subject Overview

The Eduqas Level 1/2 Vocational Award in Hospitality and Catering has been designed to support students to fulfil their potential in a multi million pound industry. It is most suitable as a foundation for further or higher educational study. This course gives our students the opportunity to develop a range of specialist and general skills that would support their progression into employment. Employment in hospitality and catering could include; maitre d, mixologist, chefs, hotel managers, environmental health officers, teaching, food technologists and food product developers in food manufacturing.

Lessons will be a mixture of theory and practical. Students are likely to cook weekly and they will continue to provide their own ingredients. Students need to be interested and passionate about food and the industry, as well as open minded to a variety of different cuisines.

Assessment

The first area of assessment is the online written examination, Unit 1: The Hospitality and Catering Industry. This examination is worth 40% of the total qualification and lasts for 90 minutes. There are five main learning objectives that are assessed within this, they are as follows:

- Understand the environment in which hospitality and catering providers operate.
- Understand how hospitality and catering provision operates.
- Understand how hospitality and catering provision meets health and safety requirements.
- Know how food can cause ill health.
- Be able to propose a hospitality and catering provision to meet specific requirements.

The second area of study is the more practical element which is undertaken in the classroom, Unit 2: Hospitality and Catering in Action. This is a non examination assessment and is internally assessed, externally set and moderated, it is worth the remaining 60% of the qualification and takes nine hours with a four hour practical element. The applied purpose of the unit is for students to safely plan, prepare, cook and present nutritional dishes, the three learning objectives within this unit are:

- Understand the importance of nutrition when planning menus.
- Understand menu planning.
- Be able to cook dishes.

The grading for this qualification are not numerical, they are equivalent to the GCSE numerical grades and are as follows:

Level 1 Pass
Level 2 Pass
Level 2 Merit
Level 2 Distinction

During this year we will continue to work through the learning objectives across both of the units. Students will complete a written examination, in the style of this qualification, to demonstrate their understanding of the subject and to ensure they are confident with this style of examination. We will also complete two practice units and two briefs during the year in order to reinforce their understanding and importance of this area of assessment.

Other ways to support learning outside school:

- Discussing home learning tasks is helpful because it forces students to recall the lesson and think about how to complete the task in more detail, it also provides you with an insight into their school work. Often students like to remake or perfect the dishes at home, which helps reinforce their skill and confidence. Spending time going over marked work to correct errors and address any misconceptions.
- Students should be involved with home cooking, if possible. This will encourage them in the subject and help develop their confidence, skills and ability. It is a great way to pass down recipes and tips.
- If they are able to test run dishes before a practical assessment it would be beneficial for planning, cooking and presentation.
- Being aware and getting involved when visiting any Hospitality or Catering venues, from Cruise ships to the local take away, the more they are immersed in the diverse industry the better understanding they will gain.
- Watching television programs or documentaries relating to Food, there are many cooking shows on TV, this can help with food presentation, creativity and recipe ideas.
- Ensure you attempt past and practice papers to improve your exam technique and get used to the style of questions which may come up.
- Read through the revision guide and attempt the practice tasks in the revision workbooks.

PHYSICAL EDUCATION

Subject Overview

The study of GCSE PE in Year 10 is done through the Edexcel Examination Board and involves both practical and theoretical elements. The course continues to improve physical literacy through a variety of different activities and practical lessons continue to be taught alongside four theory lessons per fortnight where you will learn the physical, social, biomechanical and psychological aspects in more detail.

Assessment is 60% theory consisting of two written examinations, 30% practical which requires you to choose three practical areas (individual and team based) to be assessed in. The final 10% focuses on a Personal Exercise Programme that you will create in-line with your strongest activity area.

You will continue to develop knowledge, understanding and skills required to participate effectively in a range of different sports and activities. You will refer to the Edexcel practical criteria to develop the skills and techniques in specific activity areas and learn how to apply them in competitive situations to help you to make informed choices.

You will have a clear understanding of what makes performance effective and how to apply these principles to your own and others' work through self-analysis and peer assessment. You will know when to take the initiative and make informed decisions about what to do in increasingly challenging situations which will allow you to perform effectively in a variety of games, gymnastics, athletics, trampolining and fitness.

Your games understanding, tactical awareness and problem solving skills will be improved by constantly referring to the success criteria of the examination board, focusing on the activity areas that are relevant to you.

You will be able to apply knowledge of your skeletal, cardiovascular, muscular and respiratory systems to your practical performance, identifying how exercise improves health and wellbeing and knowing the effects of exercise on your body. You will understand how physical activity can impact your physical, social and emotional wellbeing and will understand the ethics of sport and why they are important.

You will complete a Personal Exercise Programme that is relevant to an activity of your choice and complete a 6 week training programme, using graphs and data to show your findings. You will have the opportunity for more leadership opportunities and have the option to apply for the role of Sports Captain which will require you to lead House competitions as well as attending your own to gain as many house points as possible.

The extra-curricular provision will continue to be based around what is on the curriculum each half term and clubs are available before, during and after school. It is vital that you attend the clubs that you are considering being assessed in. There are still lots of opportunities to represent the school in borough competitions and fixtures against other schools in the activities mentioned above. Take every opportunity presented to you and you will reap the benefits.

Other ways to support learning outside school:

- Check your work to ensure that you are using subject specific language and highlight areas of strength and development after each topic.
- Attendance at extra-curricular clubs is essential. This is where your skills, understanding and knowledge can be developed further to improve practical grades.
- It is also highly recommended that you join a sports or activity club outside of school to ensure that you achieve the highest possible practical grade.

TEXTILES

Subject Overview

Textile design is a very broad subject and students may focus their area of study on the way the fabrics are created or decorated to create a functional or non-functional piece. Students may show an interest in a variety of related industries and focus their work into those industries, such as Fashion, Costume, interior or art textiles.

Students have to develop and apply knowledge, understanding and skills to show their personal response relevant to textile design and their selected area(s) of study. The way sources inspire the development of ideas, include:

- how sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations.
- how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

Assessment

This course has two components, both are in the form of a non examination assessment (NEA).

The portfolio is worth 60% of the GCSE and is in two parts,

1. A sustained project completed in year 11.
2. A selection of further work completed in the previous years.

The Externally set assignment is the remaining 40%. This is set by the examination board in January. Students are able to complete their preparatory period from this time and there is no restriction on the scale of work, media or material used. This followed by a 10 hours supervised time.

Other ways to support learning outside school:

- Support students in managing time and meeting deadlines. Discuss home learning tasks and details of projects will help your child to think about their work from a different view point and it also provides you with an insight into their school work.
 - Visiting exhibitions, galleries and museums to look at other designers' work and gain inspiration.
 - Watching television programs or documentaries relating to Textiles Design, including art, fashion, interior or costume. There are many shows which can help with inspiration and creativity.
 - Ensure students are recording or collecting inspirational items or quotes as well as taking photographs and drawing regularly. This will help develop their skills, and continue to help their practice develop.
-
- Much of a students' portfolio requires independent and personalised work. Students should be encouraged to work on their mini home sketchbook independently at home every week. This is in addition to weekly home learning tasks.
 - Textiles Design is a personal response to the set brief; encourage students to talk and discuss their opinions, views and creative ideas.

- Independently researching designers of interest will help broaden a students' knowledge and interest; YouTube videos and the designers own website are a great starting point.
- It is essential that students arrive to each lesson fully equipped and prepared, to help them maximise their practical time