



What Your Child Will Learn

Year 10

The purpose of this booklet

Is to provide you with an insight into what your child will learn in year 10. We also have editions for each of the other year groups and subject by subject versions will be available soon on our website.

The content will allow you to support your child's learning and future choices by discussing with them what they are studying in class and prepare them for what they will be studying in the future. Alongside the lesson information, it provides you with contact information for the Heads of Department for each subject and top tips for helping at home.

Terminology

Autumn 1:	September to October half-term
Autumn 2:	October half-term to December
Spring 1:	January to February half-term
Spring 2:	February half-term to Easter
Summer 1:	Easter to May half-term
Summer 2:	May half-term to the summer holiday

Who to contact

1. Reception who can answer any administrative or logistical questions or queries and redirect your enquiry to the appropriate member of staff
2. The class teacher for lesson or homework related questions or queries
3. The Head of Department for subject or curriculum related questions or queries
4. The Head of House for further support

Reporting on your child's progress and attitude to learning

Year 10 pupils receive reports in October, February and July with details of their 'Attitude to Learning' graded using a descriptive scale below and explained [here](#):

- 'Significantly Above Expectations'
- 'Above Expectations'
- 'Meets Expectations'
- 'Below Expectations'
- 'Significantly Below Expectations'

Their attainment will be graded using GCSE 1-9 grades and you will receive: their target grade, the grade they are currently working at and a predicted grade for the end of the course.

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GCSE Mathematics

What your child will learn in...		
Mathematics		
Department	Mathematics	
Head of Department	Mr Sam Robinson	
Head of Department email	srobinson@reachfree.co.uk	
Exam Board	Pearson Edexcel	
Lessons per week	Four	
Location of lessons	MA1 - MA5	
Term by term		
Autumn 1	Autumn 2	Spring 1
• Straight line graphs and coordinate geometry • Inequalities, quadratics and cubic graphs • SDT and compound measures	• Real-life graphs • Pythagoras and trigonometry • Angles and bearings	• Pie charts and sampling • Probability trees and venn diagrams
Spring 2	Summer 1	Summer 2
• Plans, elevations and constructions • Circles, arcs and sectors • Surface area and volume	• Similarity and congruence • Transformations • Vectors	• Sequences • Forming and solving equations • Simultaneous equations
Key skills developed	• Problem Solving • Reasoning • Logical Thinking • Modelling • Critical Thinking	
Useful websites	Sparx Maths Corbett Maths Maths Genie Just Maths	
Top tip for helping at home	Encourage your child to be positive about maths. Resilience is key: Don't give up after the first attempt! Use Sparx Maths and other resources to help you when you are struggling with a topic.	

Mathematics - Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You are always punctual and prepared for lessons. You consistently engage with lessons in a positive way and always contribute to class discussions. You consistently complete all classwork and homework to an excellent standard and always hand it in on time. You always complete the challenge tasks available within lessons and proactively use resources such as Sparx Maths, Google Classroom and your PLCs independently to consolidate learning. Your presentation is neat and you take pride in your work. You show a willingness to deepen your knowledge and understanding of the subject and you act on feedback given to do this.
Above Expectations	You are always punctual and prepared for lessons. You consistently engage with lessons in a positive way and always contribute to class discussions. You complete all classwork and homework to an excellent standard and always hand it in on time. You always complete the challenge tasks available within lessons and regularly use resources such as Sparx Maths, Google Classroom and your PLCs independently to consolidate learning. Your presentation is neat and you take pride in your work. You show a willingness to improve and you act on feedback given to do this.
Meets Expectations	You are punctual and prepared for lessons. You engage positively within lessons and regularly contribute to class discussions. You generally complete classwork and homework to a good standard and hand it in on time. You often complete the challenge tasks available within lessons and sometimes use resources such as Sparx Maths, Google Classroom and your PLCs to consolidate learning. Your presentation is neat and your working out is clear and easy to follow. You show a willingness to improve and you act on feedback given to do this.
Below Expectations	Most of the time you are punctual and prepared for lessons. You engage well in most lessons but show an inconsistent commitment to your learning. You could contribute more in lessons and sometimes need to be reminded to display the enthusiasm and resilience that will aid you in your learning. You generally complete classwork and homework however this is of an inconsistent standard and your presentation could be improved. You could be more proactive in your use of resources such as Sparx Maths, Google Classroom and your PLCs to consolidate your learning.
Significantly Below Expectations	You are rarely punctual and prepared for lessons. You struggle to settle and engage positively with lessons and your attitude often impacts negatively on the class environment. You rarely complete homework and the quality of your classwork, including presentation, could be significantly improved. You are not proactive in your use of resources such as Sparx Maths, Google Classroom and your PLCs to consolidate your learning.

Mathematics

Year 10 Attainment Expectations

	Grade descriptor
Significantly Above Expectations (8-9)	You are able to perform complex procedures and interpret and communicate complex information accurately. You can make deductions and draw conclusions as to construct substantial chains of reasoning, including convincing arguments and formal proofs. You regularly generate efficient strategies to solve complex problems. You make and use connections, which may not be immediately obvious, between different parts of mathematics and are able to critically evaluate methods, arguments, results and the assumptions made. To improve you should continue to develop your reasoning skills in order to be able to evaluate the efficiency of methods across a range of topics.
Above Expectations (6-7)	You are able to perform single- and multi-step procedures accurately by recalling and applying facts, definitions and formulae. You can interpret and communicate information accurately in order to draw conclusions. You can often construct chains of reasoning, including arguments and basic formal proofs. You are able to generate strategies to solve problems and will evaluate methods, results and arguments. To improve you should look to build confidence using problem solving and reasoning to construct logical arguments and evaluate the effectiveness of methods.
Meets Expectations (4-5)	You are able to perform routine single- and multi-step procedures effectively by recalling and applying facts, definitions and formulae. You can interpret and communicate information effectively as to make deductions, inferences and draw conclusions. You are able to generate strategies to solve problems and interpret results in the context of the given problem. To improve you should look to build confidence combining multi-step procedures in order to solve more complex problems. You should also look to improve your ability to construct logical arguments and draw conclusions across a range of mathematical topics.
Below Expectations (2-3)	You can perform routine single- and multi-step procedures by recalling and applying facts and definitions. You are able to interpret and communicate information to make simple deductions and draw conclusions. You can solve problems when following simple mathematical processes and are able to interpret results in the context of the given problem. To improve you should develop your numerical fluency in order to be able to follow mathematical procedures with more confidence. You should also continually review the content covered by using your PLCs and google classroom materials.
Significantly Below Expectations (1-U)	You can recall and use facts and definitions; perform routine procedures, including some multi-step procedures. You are able to interpret and communicate basic information and use reasoning to obtain results. You can solve problems by following simple mathematical processes and are able to provide basic evaluation of results. To improve you should develop your numerical fluency in order to be able to follow mathematical procedures with more confidence. You should also continually review the content covered by using your PLCs and google classroom materials.

GCSE English Language and Literature

What your child will learn in...		
English		
Department	English	
Head of Department	Miss Carla Da Silva & Miss Amber Richardson	
Head of Department email	cdasilva@reachfree.co.uk arichardson@reachfree.co.uk	
Exam Board	Literature: Eduqas Language: AQA	
Lessons per week	Five	
Location of lessons	EN1 - EN5	
Term by term		
Autumn 1	Autumn 2	Spring 1
An Inspector Calls	A Christmas Carol	English Language Paper 1
Spring 2	Summer 1	Summer 2
Anthology Poetry & Introducing Unseen Poetry	Macbeth	Revision Shorts
Key skills developed	• Reading a range of texts with good understanding • Making connections across their reading • Reading in depth, critically and evaluatively • Writing accurately, effectively and analytically about their reading • Using knowledge gained from reading to inform and improve their own writing • Writing effectively and coherently using Standard English, to match a range of text types, purposes and audiences • Effective spoken communication	
Useful websites	BBC Bitesize Seneca Massolit	
Top tip for helping at home	Establish a reading culture: read with your child and discuss what you are reading regularly.	

English Literature & Language

Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You exceed expectations for set work, and engage in independent learning as well as utilising teacher feedback effectively. You always do your best to present your work neatly. Your behaviour models leadership qualities in supporting the learning of others. You consistently demonstrate enthusiasm and determination, and this helps you to improve your work.
Above Expectations	You complete all set work to a high standard, consistently acting on teacher feedback. You always do your best to present your work neatly. You regularly participate in lessons and your behaviour promotes a positive learning environment. You consistently demonstrate enthusiasm and determination, and this helps you to improve your work.
Meets Expectations	You persevere with all set work and act on teacher feedback. You always do your best to present your work neatly. You participate in lessons and your behaviour facilitates a positive learning environment. You have demonstrated enthusiasm and determination, and this helps you to improve your work.
Below Expectations	You do not always show perseverance and resilience, and you do not always complete set work to the best of your ability. You do not always act on teacher feedback. You do not always do your best to present your work neatly. You do not always participate in lessons and your behaviour does not always facilitate a learning environment. You sometimes need reminding to demonstrate the grit and enthusiasm which will help you to achieve your targets.
Significantly Below Expectations	You rarely show perseverance and resilience, and you regularly fail to complete set work to the best of your ability. You rarely act on teacher feedback. You do not take pride in the presentation of your work. You rarely participate in lessons and your behaviour is detrimental to the learning environment. You often need reminding to demonstrate the grit and enthusiasm which will help you to achieve your targets.

GCSE English Language Attainment Expectations

	Grade descriptor
Significantly Above Expectations (8-9)	You summarise and critically evaluate, with detailed and perceptive understanding. You understand and respond with insight to explicit and implicit meanings and viewpoints. You analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure. You substantiate your understanding and opinions with illuminating references to texts and contexts. You make convincing and apt links and comparisons within and between texts. You communicate with impact and influence. You produce ambitious, accomplished and effectively-structured texts. You use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact. You spell, punctuate and use grammar accurately so that writing is virtually error-free.
Above Expectations (6-7)	You summarise and confidently evaluate with clear and some detailed understanding. You understand and respond effectively to explicit and implicit meanings and viewpoints. You analyse and confidently evaluate aspects of language, grammar and structure. You support your understanding and opinions with well-selected references to texts and contexts. You make secure links and comparisons between texts. You communicate confidently with impact on the reader. You produce confident, well-structured and purposeful texts. You use a range of sentence types and structures and use vocabulary appropriate to purpose and effect. You spell, punctuate and use grammar accurately with occasional errors on more complex elements.
Meets Expectations (4-5)	You understand and make valid responses to explicit and implicit meanings and viewpoints, though responses to implicit meanings might be inconsistent. You explain and are beginning to analyse relevant aspects of language, grammar and structure. You support your understanding and opinions with relevant references to texts. You make explicit links between texts and develop points of comparison. You summarise and evaluate the main points with accuracy and understanding. You communicate clearly, to engage the reader's interest. You produce texts with a clear overall structure and understanding of purpose. You vary sentence types and structures and use vocabulary appropriate to purpose and effect. You spell, punctuate and use grammar accurately with some errors.
Below Expectations (2-3)	You describe and summarise with some accuracy and understanding. You respond in a straightforward way to most explicit information and viewpoints. You make some relevant comments about language and structure but they offer explanation instead of analysis. You support your comments and opinions with some textual references but they might not be appropriate. You make links between the texts which are clear, but not developed. You make some attempt to engage with the task and the reader. You make some use of structure, but understanding of purpose is insecure. You use some varied sentence types and structures but with limited awareness of purpose and effect. You show some accuracy with spelling, punctuation and grammar.
Significantly Below Expectations (U-1)	You describe and summarise with limited accuracy and understanding. You respond in a straightforward way to some explicit information and viewpoints. You make some relevant comments about language. You support your comments and opinions with general references. You make straightforward links between texts. You communicate simply with some clarity for the reader. You produce texts with basic structures and some awareness of purpose. You show some control over sentence type, structure and vocabulary. You spell, punctuate and use grammar with limited accuracy.

GCSE English Literature Attainment Expectations

	Grade descriptor
Significantly Above Expectations (8-9)	You sustain a convincing, informed personal response to explicit and implicit meanings of texts. You sustain a perceptive critical analysis of the ways in which writers use language, form and structure. You use judicious and well-integrated textual references to develop personal responses. You show a perceptive understanding of how contexts shape texts and responses to texts. You make illuminating comparisons between texts.
Above Expectations (6-7)	You develop a cogent and detailed personal response to explicit and implicit meanings of texts. You analyse in some detail the ways in which writers use language, form and structure. You use relevant and well-selected textual references to support responses. You show a clear understanding of contexts to inform responses to texts. You make developed comparisons between texts.
Meets Expectations (4-5)	You develop a generally coherent and reasonable response to explicit and implicit meanings of texts. You develop a reasonable understanding of the ways in which writers use language, form and structure. You use apt textual references to support responses. You use understanding of contexts to inform responses to texts. You make relevant comparisons between texts.
Below Expectations (2-3)	You try to respond to explicit and implicit meanings of texts. You show some understanding of the ways in which writers use language, form and structure. You use some textual references to support your responses, but these are not always appropriate. You make some reference to context to inform your response. You make some basic links between texts.
Significantly Below Expectations (U-1)	You make straightforward comments about explicit meanings of texts. You describe straightforward aspects of language, form or structure. You make general references to obvious details of texts. You show awareness that texts are related to contexts. You attempt to make basic links between texts.

GCSE Combined Science

What your child will learn in...		
Science		
Department	Science	
Head of Department	Mr Michael Bennell	
Head of Department email	mbennell@reachfree.co.uk	
Exam Board	Edexcel	
Lessons per week	Five	
Location of lessons	SC1 - SC6	
Term by term		
Autumn	Spring	Summer
Biology: Topic 2 - Cells and Control Chemistry: Topic 1 - Key Concepts 1b Physics: Topic 1- Key Concepts Physics: Topic 2 - Motion and Forces	Chemistry: Topic 7 - Rates of Reaction Physics: Topic 15 - Forces and Matter Physics: Topic 8 - Forces doing work Physics: Topic 9 - Forces and their effects	Biology: Topic 3 - Genetics Chemistry: Topic 3a - Chemical Changes - Acids & Alkalis Physics: Topic 4 - Waves Physics: Topic 5 - Light & The electromagnetic Spectrum
Key skills developed	● Application of knowledge ● Working Scientifically ● Extended Open Response ● Mathematical Skills	
Useful websites	Key Stage 4 Bitesize CS KS4 Bitesize Chemistry / Biology / Physics SenecaLearning United Learning Platform Footprints Physicsandmathstutor Savemyexams Oak National Academy	
Top tip for helping at home	Review end of topic assessments with your child to address areas of strengths and weaknesses. These can then be reviewed against the topic Can Do statements so that gaps in knowledge can be closed. This will also keep you in the loop about your child's current attainment.	

GCSE Triple Science

What your child will learn in...		
Science		
Department	Science	
Head of Department	Mr Michael Bennell	
Head of Department email	mbennell@reachfree.co.uk	
Exam Board	Edexcel	
Lessons per week	Eight	
Location of lessons	SC1 - SC6	
Term by term		
Autumn	Spring	Summer
Biology: Topic 2 -Cells and Control Chemistry: Topic 1- Key Concepts 1B Chemistry: Topic 1- Key Concepts 1C Physics: Topic 1 Key concepts Physics: Topic 2 - Motion & Forces Biology: Topic 3 - Genetics	Biology: Topic 5 - Health, Disease and the Development of Medicines Chemistry: Topic 3 - Chemical Changes Chemistry: Topic 4 - Extracting Metals & Equilibria Physics: Topic 4 - Waves Physics: Topic 5 - Light & The Electromagnetic Spectrum	Biology: Topic 6 - Plant Structure and Functions Biology: Topic 7 - Animal Coordination, Control and Homeostasis Chemistry: Topic 5 - Separate Chemistry 1 Physics: Topic 6 - Radioactivity Physics: Topic 8 - Forces doing Work
Key skills developed	• Application of knowledge • Working Scientifically • Extended Open Response • Mathematical Skills	
Useful websites	Key Stage 4 Bitesize CS KS4 Bitesize Chemistry / Biology / Physics SenecaLearning United Learning Platform Oak National Academy - Biology / Chemistry / Physics Footprints Physicsandmathstutor savemyexams	
Top tip for helping at home	Review end of topic assessments with your child to address areas of strengths and weaknesses. These can then be reviewed against the topic Can Do statements so that gaps in knowledge can be closed. This will also keep you in the loop about your child's current attainment.	

GCSE Science

Attainment Expectations

Grade descriptors	Application of knowledge	Working Scientifically	Extended open response	Mathematical Skills
Significantly Above Expectations (8-9)	You demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology. You critically analyse qualitative and quantitative data and draw logical, well-evidenced conclusions. You explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them. You confidently use a range of mathematical skills to perform complex, multi-step scientific calculations and interpret graphical representation of data accurately.			
Above Expectations (6-7)	You demonstrate accurate and relevant knowledge and understanding and apply these mostly correctly to both familiar and unfamiliar contexts using accurate scientific terminology. You evaluate methodologies to suggest improvements and developments to experimental methods, and comment on the reliability and validity of scientific conclusions. You develop accurate, logical and detailed descriptions and straightforward explanations with extended open response questions. You use a range of mathematical skills to perform multi-step scientific calculations. You interpret and construct graphical representations of data with few errors.			
Meets Expectations (4-5)	You demonstrate mostly accurate and appropriate knowledge and understanding and apply these correctly to familiar and unfamiliar contexts, using some accurate scientific terminology. You evaluate methodologies to suggest improvements to experimental methods, and comment on the reliability and validity of scientific conclusions. You develop mostly accurate and logical descriptions, which include some relevant detail and simple explanations. You understand that scientific discoveries have risks and benefits. You use appropriate mathematical skills to perform multi-step calculations. You interpret and construct graphical representations of data with some errors.			
Below Expectations (2-3)	You display correct answers when provided with prompts and scaffolding. You make some comments relating to experimental methods, but may not demonstrate an understanding of how to improve the experimental method or the accuracy of scientific conclusions. Your descriptions are often partial and lacking relevant detail. You perform some calculations when scaffolding is given.			
Significantly Below Expectations (1-U)	You inconsistently demonstrate some relevant scientific knowledge and understanding using limited scientific terminology. You make basic comments relating to experimental methods. Your lines of reasoning are unsupported or unclear in an extended open response question. You perform some basic calculations with support and you are aware of how to construct and describe graphical representations of data which you complete with some errors.			

GCSE Science

Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You demonstrate an outstanding level of engagement in every aspect of Science. You not only participate, but often lead discussions, bringing new perspectives or ideas to the table. You produce work of consistently exceptional quality, going far beyond the expected curriculum requirements. You routinely take the initiative to extend your knowledge through independent study, completing extra tasks or projects. You often seek out opportunities for feedback and improvement, displaying a growth mindset. You display exemplary focus and discipline in lessons, consistently setting a positive example for your peers. You frequently take on leadership roles in collaborative tasks, supporting others while managing your own responsibilities with excellence.
Above Expectations	You actively participate in all aspects of the lesson, offering insightful contributions during discussions, and showing enthusiasm in experiments and group work. You consistently produce high-quality work, going beyond the basic requirements. You actively seek out feedback and use it to improve. You show a proactive approach to learning, such as extra revision or reading beyond the curriculum. You demonstrate excellent self-discipline and focus, often taking a leadership role in group tasks and will support peers. You frequently ask thoughtful questions, seeking to explore concepts in greater depth.
Meets Expectations	You participate in class discussions, complete group work and practical experiments with a reasonable level of involvement. You complete homework on time, with an appropriate level of detail and care. You review feedback and make some effort to improve. You prepare effectively for tests and exams as required. You follow instructions and remain focused during lessons. You can work well independently and in groups, contributing to the class environment in a positive way. You occasionally ask questions to clarify or expand on ideas but primarily stick to the course material.
Below Expectations	You can show limited interest within the lesson. You rarely contribute to class discussions and may not ask questions when unsure which leads to you sometimes leaving tasks incomplete. You do not come prepared for assessments with sufficient or effective revision having taken place and will on occasion leave blanks in your written assessments. During feedback lessons you may repeat mistakes without acting on feedback or making the required improvements. You can at times be reluctant to engage in practical activities, fail to follow instructions or take risks with the safety procedures.
Significantly Below Expectations	You are consistently disengaged in lessons, frequently distracted or inattentive which then may disrupt the class, negatively affecting the learning environment. You regularly will not attempt tasks independently and will avoid responsibility for your own learning. You regularly forget the essential materials, miss homework deadlines and come to class unprepared. You do not come prepared for assessments with sufficient or effective revision having taken place and will leave a majority of the paper blank showing no real attempt to try. You regularly refuse to engage in the practical experiments or if you do you display a careless attitude, ignoring safety rules and instructions.

GCSE Geography

What your child will learn in...		
Geography		
Department	Humanities	
Head of Department Subject Leader	Mrs Faizah Awan Miss Buckley	
Head of Department email Subject Leader email	fawan@reachfree.co.uk abuckley@reachfree.co.uk	
Exam Board	AQA	
Lessons per week	Three	
Location of lessons	HU1 - HU4	
Term by term		
Autumn 1	Autumn 2	Spring 1
The Challenge of Natural Hazards: Tectonics	The Challenge of Natural Hazards: Weather Hazards The Challenge of Natural Hazards: Climate Change	UK Landscapes: Coasts
Spring 2	Summer 1	Summer 2
UK Landscapes: Rivers	Urban Issues and Challenges: Lagos	Urban Issues and Challenges: London Fieldwork
Key skills developed	• Describing distributions • Justification of opinions • Using evidence to support points • Analysing links • Assessing scales of impacts • Graphical, Cartographic, Statistical and fieldwork skills	
Useful websites	AQA Specification Kerboodle- online textbook (code be9) Cool Geography	Planet Lacey Revision Videos Oak National Academy: Rainforests, Deserts, Coasts, Rivers, Urban issues
Top tip for helping at home	Review the PLC on a regular basis to see what you have learnt and what will be coming up. Begin to make mind maps that show links between the different topics and content that you have learnt. Watch the revision videos of the units we have covered.	

KS4 Geography Expectations

Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You always contribute well thought-out and informed ideas in class and respond to feedback in a mature and constructive way. You show a high degree of determination when faced with a difficult task and take on new challenges with enthusiasm which makes you a real asset to the class.
Above Expectations	You contribute well thought-out ideas in class and respond to feedback in a constructive way. You show a good degree of determination when faced with a difficult task and take on new challenges with a 'can do' attitude.
Meets Expectations	You always attempt the work set and complete most tasks, while having the confidence to share your ideas while showing a positive attitude to your work, which is often shown through supporting other students during lessons.
Below Expectations	You rarely contribute your ideas in class and often struggle with responding to feedback in a positive way. There are sometimes gaps in your work due to a lack of focus, which can become disruptive to both yourself and others during lessons.
Significantly Below Expectations	You regularly disrupt the learning of yourself and others during lessons and your approach to your classwork and homework means that there are considerable gaps in your understanding.

Attainment Expectations

	Grade descriptor
Significantly Above Expectations	You show strong knowledge, understanding and application of geographical information and issues around the different topics we study. You demonstrate a strong application of geographical skills. You also show a strong understanding of the complex interactions and interrelationships between people and the environment.
Above Expectations	You show broad knowledge, understanding and application of geographical information and issues around the different topics we study. You demonstrate a broad application of geographical skills. You also show a broad understanding of the complex interactions and interrelationships between people and the environment.
Meets Expectations	You show good accurate knowledge, understanding and application of geographical information and issues around the different topics we study. You demonstrate a good application of geographical skills. You also show a good understanding of the complex interactions and interrelationships between people and the environment.
Below Expectations	You show some knowledge, understanding and application of geographical information and issues around the different topics we study. You demonstrate some application of geographical skills. You also show some understanding of the complex interactions and interrelationships between people and the environment.
Significantly Below Expectations	You show limited knowledge, understanding and application of geographical information and issues around the different topics we study. You demonstrate limited application of geographical skills. You also show limited understanding of the complex interactions and interrelationships between people and the environment.

GCSE History

What your child will learn in...					
History					
Department	Humanities				
Head of Department Subject Leader	Mrs Faizah Awan Mr Rhydian Sendall				
Head of Department email Subject Leader email	fawan@reachfree.co.uk rsendall@reachfree.co.uk				
Exam Board	OCR B				
Lessons per week	Three				
Location of lessons	HU1 - HU4				
Term by term					
Autumn 1		Autumn 2		Spring 1	
History Around Us: Verulamium		Viking Expansion			
Spring 2		Summer 1		Summer 2	
Viking Expansion & Norman England		Norman England			
Key skills developed		● Describing historical events ● Explaining causal links between events ● Analysing historical sources ● Using evidence to support arguments ● Justifying opinions on historical topics ● Understanding different interpretations			
Useful websites		BBC Bitesize Seneca Oak National Academy			
Top tip for helping at home		Talk with your child each week about what they have learned in history and try to get them to explain what happened in the different topics. Also encourage watching historical documentaries.			

KS4 History Expectations

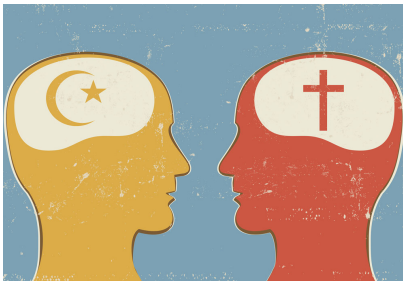
Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You always contribute well thought-out and informed ideas in class and respond to feedback in a mature and constructive way. You show a high degree of determination when faced with a difficult task and take on new challenges with enthusiasm which makes you a real asset to the class, as you always support your peers and contribute towards a positive working environment. You clearly demonstrate an excellent attitude to completing revision and homework at home, which has benefited you highly in class and in your assessments.
Above Expectations	You contribute well thought-out ideas in class and respond to feedback in a constructive way. You show a good degree of determination when faced with a difficult task and take on new challenges with a 'can do' attitude. You have routinely completed a good amount of revision and work at home that has helped to benefit you both in class and in your assessments.
Meets Expectations	You always attempt the work set and complete most tasks. This shows that you are engaged well in lessons and are able to work well in developing your knowledge and skills within History. There are occasional times where your concentration may slip and you fail to complete tasks, or you don't always take the feedback on board to help you improve.
Below Expectations	You rarely contribute your ideas in class and often struggle with responding to feedback in a positive way. There are sometimes gaps in your work due to a lack of engagement with the tasks in lessons which leaves a lot of gaps in your work, which can become disruptive to both yourself and others during lessons. Continuing in this way will have a detrimental affect on your outcomes at GCSE.
Significantly Below Expectations	You regularly disrupt the learning of yourself and others during lessons and your approach to your classwork and homework means that there are considerable gaps in your understanding. This is shown through a lack of classwork or homework being completed to an acceptable standard and you are often found distracting others rather than focusing on your own work.

Attainment Expectations

	Grade descriptor
Significantly Above Expectations	You are on track to achieve a strong grade at GCSE. You are showing an in-depth understanding of the contextual historical knowledge for the different units and are able to apply this with finesse to the different question styles using the exam techniques and concepts you have studied. This is demonstrated in your clear and concise writing style where you deploy accurate knowledge to support well substantiated arguments.
Above Expectations	You are on track to achieve a good grade at GCSE. You are showing a strong understanding of the contextual historical knowledge for the different units and are able to apply this in your exam answers using good structure to your writing. You have a good grasp of the different skills and concepts, but are sometimes inconsistent in applying this to specific questions. This could be either through not using PEEL correctly, or through lacking depth in your explanations by not linking directly to the question.
Meets Expectations	You are on track to achieve a pass at GCSE. You show a good understanding of the contextual historical knowledge for the different units and are able to apply this to the exam questions. You are not always consistent with your writing structures and don't follow the PEEL structure. This is shown either in your lack of extended writing for longer answers, or through not providing enough evidence to support your arguments.
Below Expectations	You show some understanding of the historical detail, but have some gaps or misconceptions that affect the accuracy of your work. You also struggle to use effective structure in your writing to fully analyse the content. The main aspect where this is shown is in your lack of detailed historical knowledge used to support the demands of the question. This is limiting your ability to fully structure a PEEL paragraph.
Significantly Below Expectations	You are on track to not pass the GCSE. Your understanding of the historical detail is severely lacking, which doesn't give you the opportunity to effectively analyse or use the exam skills to answer the question. You are consistently demonstrating this through not answering questions in assessments, or only writing short answers to extended writing tasks. This lack of engagement is leading you to not demonstrating your ability effectively.

GCSE Religious Education

What your child will learn in...		
RE		
Department	Humanities	
Head of Department	Mrs Faizah Awan	
Head of Department email	fawan@reachfree.co.uk	
Exam Board	AQA	
Lessons per week	Three	
Location of lessons	HU1 - HU4	
Term by term		
Autumn 1	Autumn 2	Spring 1
Muslim Beliefs	Muslim Practices	Religion and Life
Spring 2	Summer 1	Summer 2
Religion and Life	Religion, Peace & Conflict	Religion, Peace & Conflict
Key skills developed	• Analytical and critical thinking skills • Working through abstract ideas • Leadership and research skills • Assessing and evaluating key concepts • Oracy and communication through debate	
Useful websites	BBC Bitesize Seneca Oak National Academy	
Top tip for helping at home	Discuss different viewpoints on issues that are covered in the course and encourage your child to watch the news and keep up to date with current affairs.	

KS4 Religious Education Expectations

Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You always contribute well thought-out and informed ideas in class and respond to feedback in a mature and constructive way. You show a high degree of determination when faced with a difficult task and take on new challenges with enthusiasm which makes you a real asset to the class.
Above Expectations	You contribute well thought-out ideas in class and respond to feedback in a constructive way. You show a good degree of determination when faced with a difficult task and take on new challenges with a 'can do' attitude.
Meets Expectations	You always attempt the work set and complete most tasks, while having the confidence to share your ideas while showing a positive attitude to your work, which is often shown through supporting other students during lessons.
Below Expectations	You rarely contribute your ideas in class and often struggle with responding to feedback in a positive way. There are sometimes gaps in your work due to a lack of focus, which can become disruptive to both yourself and others during lessons.
Significantly Below Expectations	You regularly disrupt the learning of yourself and others during lessons and your approach to your classwork and homework means that there are considerable gaps in your understanding.

Attainment Expectations

	Grade descriptor
Significantly Above Expectations	You invariably demonstrate a critical and in-depth understanding of abstract theological concepts. Moreover, you continually apply a wide range of academic skills in your writing, including explanation, analysis and comparative evaluation. Furthermore, you aid class discussion with insightful and perceptive views on the two religious traditions we study.
Above Expectations	You demonstrate a solid understanding of key theological concepts. You regularly apply some essential technical skills in your writing, including explanation and analysis of the concepts studied. Furthermore, you have started to give some insightful views on the two religious traditions we study.
Meets Expectations	You show some understanding of the key theological concepts studied. You still need to apply more evidence of technical skills in their writing, including descriptions and explanations of the concepts studied. Importantly, in order to achieve a higher grade, you will need to further develop your explanative, analytical and evaluative written skills.
Below Expectations	You show some very basic understanding of the key theological concepts studied. You also need to apply more evidence of technical skills in your writing, including descriptions and explanations of the concepts studied. Importantly, in order to achieve a higher grade, you will need to further develop your explanative, analytical and evaluative written skills.
Significantly Below Expectations	You have shown little interest in attempting to understand the key theological concepts studied. You also demonstrate little evidence of technical skills in your writing, including descriptions and explanations of the concepts studied. Importantly, in order to achieve a good grade, you will need to further develop your explanative, analytical and evaluative written skills.

GCSE Citizenship

What your child will learn in...		
Citizenship		
Department	Humanities	
Head of Department Subject Leader	Mrs Faizah Awan Mr Joseph Phillipps	
Head of Department email Subject Leader email	fawan@reachfree.co.uk jphillipps@reachfree.co.uk	
Exam Board	AQA	
Lessons per week	Three	
Location of lessons	HU4 + MA5	
Term by term		
Autumn 1	Autumn 2	Spring 1
Life In Modern Britain	Rights and Responsibilities	Rights and Responsibilities
Spring 2	Summer 1	Summer 2
Politics and Participation	Politics and Participation	Active Citizenship
Key skills developed	• Literacy skills • Developing analytical reading skills • Developing critical thinking skills • Developing debating skills	
Useful websites	AQA Citizenship BBC Bitsize BBC News	
Top tip for helping at home	Encourage and check in with your child that they have completed their set homework task for each week. Speak to them about what is going on in the world, or with politics in the U.K.	

KS4 Citizenship Expectations

Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You always contribute well thought-out and informed ideas in class and respond to feedback in a mature and constructive way. You show a high degree of determination when faced with a difficult task and take on new challenges with enthusiasm which makes you a real asset to the class. You routinely show that you are reading and listening to things around the topic.
Above Expectations	You contribute well thought-out ideas in class and respond to feedback in a constructive way. You show a good degree of determination when faced with a difficult task and take on new challenges with a 'can do' attitude.
Meets Expectations	You always attempt the work set and complete most tasks, while having the confidence to share your ideas while showing a positive attitude to your work, which is often shown through supporting other students during lessons.
Below Expectations	You rarely contribute your ideas in class and often struggle with responding to feedback in a positive way. There are sometimes gaps in your work due to a lack of focus, which can become disruptive to both yourself and others during lessons.
Significantly Below Expectations	You regularly disrupt the learning of yourself and others during lessons and your approach to your classwork and homework means that there are considerable gaps in your understanding.

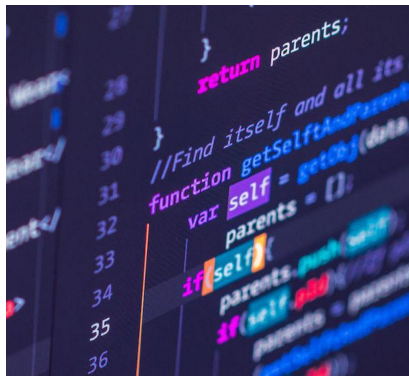
Attainment Expectations

	Grade descriptor
Significantly Above Expectations	You are able to confidently explain both sides of an argument, using well thought out evidence. You routinely demonstrate an excellent level of knowledge that allows you to receive consistently high grades. You also routinely contribute excellently to class discussions with well thought out and articulate speech.
Above Expectations	You are able to explain, to a good degree, both sides of an argument, using well thought out evidence. You demonstrate a level of subject knowledge that allows you to consistently receive good grades. You often contribute positively to the overall class discussion with well thought out speech.
Meets Expectations	You are able to explain effectively at least one side of an argument, generally using evidence. You demonstrate a decent subject knowledge. You generally contribute to the overall class discussion positively.
Below Expectations	You are able to only explain one side of an argument, and not always using evidence. Your subject knowledge often means you misunderstand questions and lose marks. You generally do not contribute to class discussions, though may do so occasionally when called upon.
Significantly Below Expectations	You are unable to properly explain through either side of an argument, and fail to use evidence within your arguments. Your subject knowledge is very poor, and this means you are unable to access the content or even the one or two markers within an exam. You very rarely contribute to class discussions, and are not confident in doing so even if called upon.

GCSE Spanish

What your child will learn in...		
Spanish		
Department	Modern Foreign Languages	
Head of Department	Mr Michael Shippey	
Head of Department email	mshippey@reachfree.co.uk	
Exam Board	Pearson Edexcel	
Lessons per week	Three	
Location of lessons	LA1 - LA3	
Term by term		
Autumn 1	Autumn 2	Spring 1
Module 3: Mi gente, mi mundo Module 3 Foundation Module 3 Higher KS4 Grammar PLC	Module 4: Mi estilo de vida Module 4 Foundation Module 4 Higher KS4 Grammar PLC	Module 4: Mi estilo de vida Module 4 Foundation Module 4 Higher KS4 Grammar PLC
Spring 2	Summer 1	Summer 2
Mocks revision KS4 Grammar PLC	Module 5: ¡A clase! KS4 Grammar PLC	Module 5: ¡A clase! KS4 Grammar PLC
Key skills developed	Pupils will learn key skills necessary to facilitate their long-term language learning. They will focus on the four key skills of listening, speaking, reading and writing in Spanish. Through learning Spanish pupils will also be introduced to Spanish culture as well as learning about life in other Spanish speaking countries in the world. Pupils will learn the present, past and future tenses in Spanish and they will learn how to give and justify a range of opinions on a variety of topics in Spanish throughout the year.	
Useful websites	Quizlet / Conjugemos / The Language Gym	
Top tip for helping at home	Pupils have a weekly quiz based on the vocabulary they learn on Quizlet. It would be fantastic if you could encourage this by testing them or checking their Quizlet account.	

GCSE Computer Science

What your child will learn in...		
Computer Science		
Department	Enterprise	
Head of Department Subject Lead	Ms Bradley Dr Sherratt	
Head of Department email Subject Lead email	cbradley@reachfree.co.uk dsherratt@reachfree.co.uk	
Lessons per week	Three	
Location of lessons	IT1 & IT2	
<u>Term by term</u>		
Autumn 1	Autumn 2	Spring 1
1.1 Systems Architecture 2.2 Programming fundamentals	2.4 Boolean logic 2.2 Programming fundamentals	1.3 Networks 2.2 Programming Project
Spring 2	Summer 1	Summer 2
1.3 Networks 2.2 Programming fundamentals		1.4 Network Security 2.2 Programming fundamentals
Key skills developed	Problem-solving skills - Using a programming language (Python) to break down complicated problems, and using logic and algorithms to develop a solution. Critical thinking skills - Analysing and evaluating the implications of the constantly evolving computing technology, including the social and ethical issues. Deductive reasoning - Using logic and reasoning to reach a deductive conclusion. Increase knowledge - Learn how information is stored inside computers (binary) and how the internal components of a computer manage and utilise this information.	
Useful websites	Youtube Craig 'n' Dave GCSE BBC Computer Science Seneca	
Top tip for helping at home	A home schedule to plan their work Show interest in the subject by asking them questions Provision of a suitable work area with access to equipment.	

Computer Science

Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You deserve the highest praise for your efforts and the way you have conducted yourself throughout the year. You have demonstrated exceptional communication and organisation skills, which was evidenced in your written work. You have also made tremendous progress on your computational skills and problem solving skills through the practical projects. The quality of all your work has always been outstanding and you have been one of the leading pupils of the group. You communicate complex ideas and instructions to colleagues with ease in group work and exhibit the true spirit of collaboration. You can see problems from several different angles. You always ask the right questions and are perceptive and imaginative. You work independently and are always eager to improve, seeking one to one feedback on written work. You can express yourself clearly in written work and noticeably confident in class presentations.
Above Expectations	You have been one of the leading pupils of the group and have always shown the talent and dedication needed for success. You are a positive pupil who has an outstanding work ethic and contributes to lessons, and helps others, adding to their overall learning experience. You have demonstrated outstanding communication and organisation skills, which was evidenced in your written work. You have also made substantial progress on your computational skills and problem solving skills through the practical projects. The quality of all your work has always been excellent and you have set an example of excellence in behaviour and cooperation. It is a pleasure to have you in the class.
Meets Expectations	If anyone deserves success it is you. Your mature and responsible attitude and approach to this subject has always impressed me. You have demonstrated impressive communication and organisation skills, which was evidenced in your written work. You have also made progress on your computational skills and problem solving skills through the practical projects. Although some of the work has been difficult, you have always demonstrated the attitude to achieve a high level of attainment and concentration.
Below Expectations	You seldom show any real interest in your work. You have demonstrated some communication and organisation skills, which was evidenced in your written work. You have made some progress on your computational skills and problem solving skills through the practical projects. Success can only be earned through hard work and effort and unless you are willing to make the effort you will attain only a mediocre standard in this subject and fail to fulfil your potential.
Significantly Below Expectations	You have not really put enough effort into your work. You have the ability to achieve a higher level of attainment, but you have been found wanting. You have demonstrated limited communication and organisation skills in your written work. You have also made little progress on your computational skills and problem solving skills through the practical projects. Some of your work did achieve good grades but your commitment was not consistent enough. A greater degree of concentration and an avoidance of any form of distraction is necessary.

Year 10 GCSE Computer Science Attainment Expectations

	Grade descriptor
Significantly Above Expectations	You have demonstrated accurate and more than appropriate knowledge and understanding of fundamental Computer Science concepts, including Algorithms, System Architecture, Network Security, Computational Logic, Memory and Storage, Data Representation and Programming. You have used analytical, logical and evaluative computational thinking to correctly solve a range of problems, where your solution satisfies all of the requirements of a substantial problem, as well as improving and refining the solution to a professional standard.
Above Expectations	You have demonstrated accurate and appropriate knowledge and understanding of fundamental Computer Science concepts, including Algorithms, System Architecture, Network Security, Computational Logic, Memory and Storage, Data Representation and Programming. You have used analytical, logical and evaluative computational thinking to solve a range of problems, where your solution meets all of the requirements of a substantial problem. To perform significantly above expectations, you must securely meet all the above standards with stronger performance in most areas.
Meets Expectations	You have demonstrated mostly accurate and appropriate knowledge and understanding of fundamental Computer Science concepts, including Algorithms, System Architecture, Network Security, Computational Logic, Memory and Storage, Data Representation and Programming. You have used analytical, logical and evaluative computational thinking to solve a range of problems, where your solution meets most requirements of a substantial problem. To perform above expectations, you must accurately meet all the above standards with stronger performance in most areas.
Below Expectations	You have demonstrated some knowledge and understanding of fundamental Computer Science concepts, including Algorithms, System Architecture, Network Security, Computational Logic, Memory and Storage, Data Representation and Programming. You attempted to use analytical, logical and evaluative computational thinking to solve a range of problems, and your solutions meet some of the requirements of a substantial problem. To meet expectations, you must meet most of the standards with stronger performance in most areas.
Significantly Below Expectations	You have demonstrated limited knowledge and understanding of fundamental concepts and principles including Algorithms, System Architecture, Network Security, Computational Logic, Memory and Storage, Data Representation and Programming. You applied fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to problems with limited accuracy. You produced a partial solution that meets some requirements of a substantial problem. To meet expectations, you must meet most of the standards with stronger performance in most areas.

Cambridge National in Information Technology

What your child will learn in...		
Information Technology		
Department	Enterprise	
Head of Department Subject Lead	Ms Bradley Dr Sherratt	
Head of Department email Subject Leader email	cbradley@reachfree.co.uk dsherratt@reachfree.co.uk	
Lessons per week	Three	
Location of lessons	IT1 & IT2	
<u>Term by term</u>		
Autumn 1	Autumn 2	Spring 1
Testing the spreadsheet solution Evaluating the spreadsheet solution	Augmented Reality Purpose and use Types of AR and user interaction	Designing an AR model Planning and design consideration
Spring 2	Summer 1	Summer 2
Creating AR model Triggers, layers and user interaction Testing and reviewing	NEA Assessment	NEA Assessment
Key skills developed	Creating spreadsheet solutions that are fit for purpose and meet the needs of the scenario and client requirements. Using a range of techniques and tools available through a chosen software development kit (SDK) to create a model prototype to present information Developing and using a testing plan that utilises appropriate test data and testing types to test a developed spreadsheet solution and AR model prototype.	
Useful websites	www.boost-learning.com	
Top tip for helping at home	A home schedule to plan their work Show interest in the subject by asking them questions Provision of a suitable work area with access to equipment.	

Information Technology

Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You display an exceptional attitude to learning in ICT, consistently performing at a level significantly above expectations. You show a deep passion for the subject, frequently going beyond the curriculum to explore advanced topics and apply their knowledge in creative ways. Your work is consistently of an outstanding quality, and you actively seek out opportunities to enhance your skills, whether through independent projects or supporting others in their learning. Your enthusiasm, initiative, and commitment to mastering the subject make you a standout student with tremendous potential for future success
Above Expectations	You demonstrate an excellent attitude to learning in ICT, consistently going above and beyond. You show a high level of engagement with all tasks, often seeking out additional challenges and exploring topics in greater depth. Your proactive approach and strong enthusiasm for the subject are reflected in your outstanding work and commitment to improving your skills. You take initiative in your learning, often contributing insightful ideas in class and helping peers when needed.
Meets Expectations	You consistently meet expectations in ICT, demonstrating a good understanding of the subject material. You engage well with tasks and complete your work to a good standard. While your approach is generally consistent, you could further benefit from pushing yourself to explore more challenging concepts and take more initiative in your learning. Overall, you maintain a positive attitude and have the potential to develop even more with a bit more curiosity and independent exploration.
Below Expectations	You have the potential to do well in ICT but are currently working below expectations. While you complete tasks, your engagement and effort could be more consistent. At times, you need encouragement to stay focused and fully participate in lessons. With a bit more attention to detail and a greater willingness to take on challenges, you can improve their overall performance. Increased effort and initiative would help reach your full potential.
Significantly Below Expectations	You are currently performing significantly below expectations in ICT. There is a noticeable lack of engagement in lessons, and tasks are often incomplete or of a lower standard than their abilities suggest. You could benefit from more focus, effort, and a stronger commitment to learning. Regular participation in class and seeking help when needed would help you make progress. With increased dedication, you have the ability to improve significantly, but they need to take more ownership of your learning.

Information Technology Attainment Expectations

	Grade descriptor
Significantly Above Expectations	You have demonstrated accurate and more than appropriate knowledge and understanding of ICT. You have used analytical and evaluative critical thinking to correctly solve a range of problems, where your solution satisfies all of the requirements of a substantial problem, as well as improving and refining the solution to a professional standard.
Above Expectations	You have demonstrated accurate and appropriate knowledge and understanding of ICT. You have used analytical and evaluative critical thinking to solve a range of problems, where your solution meets all of the requirements of a substantial problem. To perform significantly above expectations, you must securely meet all the above standards with stronger performance in most areas.
Meets Expectations	You have demonstrated mostly accurate and appropriate knowledge and understanding of ICT. You have used analytical and evaluative critical thinking to solve a range of problems, where your solution meets most requirements of a substantial problem. To perform above expectations, you must accurately meet all the above standards with stronger performance in most areas.
Below Expectations	You have demonstrated some knowledge and understanding of ICT. You attempted to use analytical and evaluative critical thinking to solve a range of problems, and your solutions meet some of the requirements of a substantial problem. To meet expectations, you must meet most of the standards with stronger performance in most areas.
Significantly Below Expectations	You have demonstrated limited knowledge and understanding of fundamental concepts. You applied fundamental concepts, principles and mathematical skills, using analytical thinking, to problems with limited accuracy. You produced a partial solution that meets some requirements of a substantial problem. To meet expectations, you must meet most of the standards with stronger performance in most areas.

GCSE Business

What your child will learn in...		
GCSE Business		
Department	Enterprise	
Head of Department Subject Lead	Ms Bradley Miss Dean	
Head of Department email Subject Leader email	cbradley@reachfree.co.uk sdean@reachfree.co.uk	
Exam Board	AQA	
Lessons per week	Standard - Three	
Location of lessons	BU1 - BU2	
Term by term		
Autumn 1	Autumn 2	Spring 1
Unit 4: Human Resources	Unit 3 and 4: Business Operations and Human Resources	Unit 3: Business Operations
Spring 2	Summer 1	Summer 2
Unit 2: Influences	Unit 2: Influences	Unit 5: Marketing including entrepreneurial challenge
Key skills developed	GCSE Business will enable learners to develop: • An interest in business and entrepreneurial skills • Connections between theory and practice so that learners are able to apply their understanding of business to real organisations • An informed approach that will help learners to evaluate choices and decisions about their own future working lives • Confidence in using both qualitative and quantitative data to make business decisions	
Useful websites	BBC Bitesize BusinessEd TwoTeachers	
Top tip for helping at home	Ensure you read around the subject! In Business, we need to be able to apply our knowledge to the real world, and so it is important you have an understanding of what is happening nationally and globally.	

Business Studies

Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You are working significantly above expectations and you complete work to a high standard including work completed independently, as well as having a high standard of presentation. You look to expand on your answers by asking thoughtful, on-topic questions. You read outside of the subject and are able to use your knowledge to understand complex topics. You always put in maximum effort, and are not afraid to ask questions or state your opinions during debate in class. Your behaviour is always exemplary.
Above Expectations	You are working above expectations. You complete work to a high standard and present your work neatly. You often make contributions to class discussion and will ask questions to help your understanding. You sometimes read around the subject, which helps with your understanding of more difficult topics. You work hard in most lessons and will contribute to class debate or discussions. Your behaviour is excellent.
Meets Expectations	You are meeting expectations. You complete work to a good standard, present your work neatly. You sometimes will contribute to class discussion and occasionally ask questions to help your understanding. You engage in reading around the subject, with support and direction, and this also helps you to piece together business concepts. You work well in most lessons and sometimes contribute to class discussions. Behaviour is mostly always good.
Below Expectations	You are currently working below expectations and do not complete all the work set. You need to focus more in lessons to ensure work is complete. The presentation of your work could improve and you could also contribute more in lessons both for the benefit of your own understanding and the understanding of others. You sometimes need reminding to demonstrate a positive attitude towards your learning, to enable you to participate in class discussions in a sensible manner. your behaviour can sometimes be poor, leading to the disruption of learning for you and your peers.
Significantly Below Expectations	You are working significantly below expectations and do not apply yourself in lessons. Behaviour is a concern due to significant disruption to lessons, and the presentation of your work requires significant improvement. Any contributions to lessons are generally negative and can often detract from the learning taking place and as a result you often need reminding to demonstrate positive attitudes towards your learning and your peers, which will enable you to access the learning and make progress.

Business Studies

Year 10 Attainment Expectations

	Grade descriptor
Significantly Above Expectations	You are able to recall, select and apply detailed knowledge and demonstrate thorough understanding of business keywords. You always present information clearly and accurately, using a wide range of terminology, and are able to apply relevant knowledge, understanding and skills in a range of situations. You have strong analysis and evaluation skills and can evaluate the evidence available, reviewing and adapting your methods where appropriate, making reasoned judgements and substantiated conclusions about your work. You are able to apply you knowledge to case studies and real world examples. You create work which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level. You attend stretch and support, TASP and seek out teacher support to continually improve and progress in the subject.
Above Expectations	You are able to recall, select and apply detailed knowledge and demonstrate thorough understanding of business keywords. You mostly present information clearly and accurately, using a wide range of terminology, are able to apply relevant knowledge, understanding and skills in different situations. You are developing your analysis and evaluation skills and are starting to be able to evaluate the evidence available, reviewing your methods where appropriate, making reasoned judgements and general conclusions about your work. You create material which reflects thoughtful planning, some evaluation of your work, as well as actively demonstrating developing practical skills. You attend Stretch and Support, TASP and seek out teacher support to further progress in the subject.
Meets Expectations	You are able to recall, select and apply sound knowledge and understanding of business studies keywords. You often present information clearly and with some accuracy, using a range of terminology. You are able to review evidence available, analysing and evaluating some information clearly and making some basic links to the case study. You are able to make judgements and draw appropriate conclusions.
Below Expectations	You are able to recall, select and apply some knowledge and understanding of Business Studies keywords. You can present brief information with some accuracy, using some terminology, apply suitable knowledge. You also review evidence available, analysing some information and making some links to the case study, making generally appropriate judgements and draw brief conclusions.
Significantly Below Expectations	You are able to recall, select and apply basic knowledge and understanding of Business Studies keywords. You are able to present basic information, using limited terminology and limited knowledge, understanding and skills. You can review evidence and come to basic conclusions and judgements. You are making weak connections with case studies and real world examples.

GCSE Food and Nutrition

What your child will learn in...		
Food and Nutrition		
Department	Enterprise	
Head of Department	Ms Bradley	
Head of Department email	cbradley@reachfree.co.uk	
Lessons per week	Three	
Location of lessons	TE1	
<u>Term by term</u>		
Autumn 1	Autumn 2	Spring 1
Unit 1: Food, Nutrition and Health Practical Skills	Unit 1: Food, Nutrition and Health Practical Skills	Food Science Practical Skills
Spring 2	Summer 1	Summer 2
Food Safety Practical Skills	Food Choice Practical Skills	Food Provenance Practical Skills
Key skills developed	Understanding recipes Time management Meal Planning Practical cooking skills Presentation skills Communication skills Cooking methods Nutrition within the body	
Useful websites	Seneca BBC Bitesize Food and Nutrition Learning Journey AQA Online Textbook	
Top tip for helping at home	Practice cooking at home as much as possible, experimenting with a wide variety of recipes.	

Food and Nutrition

Attitude to Learning Expectations

	Report snippet/ Curriculum intent/ Grade descriptor
Significantly Above Expectations	You deserve the highest praise for your efforts both within practical and theory lessons. You are able to display an outstanding commitment to your learning and feedback and you are always organised for practical lessons. A high standard of presentation is evident throughout and you make excellent and often thought provoking contributions to lessons. You continually strive to improve and are not afraid to take on challenging tasks, often going above and beyond by completing practical work outside of lessons and always completing homework to your utmost ability.
Above Expectations	You work hard in most practical and theory lessons and display a good commitment, often acting on feedback to improve the outcome of your work. You are able to make positive contributions to lessons and a good standard of presentation is regularly displayed. You display enthusiasm within lessons and are always organised for your lessons, often taking on some challenging tasks and supporting others.
Meets Expectations	You complete all tasks that are asked of you, both in and out of lessons and reflect on the feedback given to you. You often contribute to class discussions and your enthusiasm within practical and theory lessons has not gone unnoticed. You are organised for lessons and can positively support others in practical lessons.
Below Expectations	You have made average progress in most areas but lack motivation during lessons and rarely act on feedback given to you. You need to challenge yourself to contribute to class discussions in a positive manner. It has been difficult for you to take part in practicals due to not following instructions which has made it challenging for you to reach your target grade.
Significantly Below Expectations	You struggle to apply yourself in the lessons and do not act on the feedback given to you. This stems from a lack of motivation and drive within practical and theory lessons as well as negative contributions to the lessons which can affect others' learning. You often need reminding on how to demonstrate a positive working ethic and are rarely organised for lessons.

Year 10 Food and Nutrition Attainment Expectations

	Grade descriptor
Significantly Above Expectations	You demonstrate relevant and comprehensive knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. You can safely and effectively apply precise and sophisticated technical skills when using a wide range of equipment and ingredients to help plan, prepare and present complex dishes. You are able to critically analyse and evaluate, to draw well-evidenced conclusions and understand issues relating to food choices, provenance and production of food made by themselves and others
Above Expectations	You demonstrate mainly relevant and comprehensive knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. You can safely and effectively apply mostly precise and fairly sophisticated technical skills when using a range of equipment and ingredients to help plan, prepare and present dishes with varying degrees of complexity. You are able to coherently analyse and evaluate, to draw evidenced based conclusions of issues relating to food choices, provenance and production of food made by themselves and others
Meets Expectations	You demonstrate mostly accurate and appropriate knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. You can safely and effectively apply competent technical skills whilst using a range of equipment and ingredients to help plan, prepare and present dishes with some degree of complexity. You are able to analyse and evaluate, to draw coherent conclusions of issues relating to food choices, provenance and production of food made by themselves and others
Below Expectations	You demonstrate elements of accurate and appropriate knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. You can safely and effectively apply mainly competent technical skills whilst using a range of equipment and ingredients to help plan, prepare and present dishes with varying degrees of complexity. You are able to analyse and evaluate, to draw basic conclusions of issues relating to food choices, provenance and production and food made by themselves and others
Significantly Below Expectations	You demonstrate some relevant knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. You can safely apply limited skills whilst using equipment and ingredients to help plan, prepare and present simple dishes. You are able to make straightforward and obvious comments on issues relating to food choices, provenance and production of food made by themselves and others

GCSE Art

What your child will learn in...		
Fine Art		
Department	Creative Arts	
Head of Department Subject Leader	Mr Elizabeth Chambers Miss Rachel Yule	
Head of Department email Subject Leader email	echambers@reachfree.co.uk ryule@reachfree.co.uk	
Exam Board	AQA	
Lessons per week	Three	
Location of lessons	Art	
<u>Term by term</u>		
Autumn 1	Autumn 2	Spring 1
Deconstruct/Reconstruct Fruit Sculptures Exploring 2D and 3D	Deconstruct/Reconstruct Fruit Sculptures Exploring 2D and 3D	FANTASTIC & STRANGE Surrealism 3D/2D Skills Research Skills
Spring 2	Summer 1	Summer 2
FANTASTIC & STRANGE Invisible Cities 3D/2D Skills	FANTASTIC & STRANGE Invisible Cities 3D/2D Skills	COLLECTIONS Personal Investigation (Paper 1: Coursework 60% final grade)
Key skills developed	• Developing Sketchbook Presentation Skills • Researching into artists work, • Development of ideas through research and experimentation of materials • Recording skills and presentation of artwork by responding to artists' work to get ideas • Gallery Visits	
Useful websites	<u>List of Exhibitions in London</u> <u>Researching Artist</u> <u>BBC Bitesize KS4</u>	
Top tip for helping at home	Ensure you have space for pupils to work at home Two hours per week of practical drawings/paintings Ensure they have the art materials from the artpack Using youtube clips to help them improve their skills on paintings and drawings	

Art - Year 10 Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You work hard in every lesson and show outstanding commitment to learning. You always act on feedback and your practical work is excellent. You frequently make excellent, positive contributions to the class community and give effective peer feedback. You show enthusiasm, grit and determination in all that you do, and always strive to complete work to the highest standard. You demonstrate a commitment and passion for art beyond the curriculum.
Above Expectations	You work hard in almost every lesson and show good commitment to learning. You often act on feedback. Your practical work is generally very good. You often make accurate, positive contributions to the class community and give clear peer feedback. You often show enthusiasm, grit and determination, and a willingness to improve your work.
Meets Expectations	You complete the work required in lessons and act on teacher feedback. Your practical work is generally good. Pupils contribute to class discussions, and support others in the class community and provide peer feedback. You demonstrate enthusiasm and determination, and this helps you improve your practical work.
Below Expectations	You could work harder in lessons, and sometimes do not act on teacher feedback. Your practical work could improve. You could contribute more in lessons, and occasionally need to remember to contribute positively to the class dynamic. You can provide peer feedback using “what went well” and “even better if”. You sometimes need reminding to demonstrate the grit and enthusiasm which will help you to develop your artistic skill.
Significantly Below Expectations	You do not apply yourself in lessons, and do not act on teacher feedback. Your practical work requires significant improvement. Your contributions to lessons are generally negative and can often detract from the learning taking place. Your peer feedback is often unclear. You often need reminding to demonstrate the grit and enthusiasm which will help you to develop your artistic skill.

Art - Year 10 Attainment Expectations

	Grade descriptor
Significantly Above Expectations	You show an exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas. You show an exceptional ability to explore ideas through a process of experimentation and review. You show an exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.
Above Expectations	You show a confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection. You show a confident and assured ability to explore ideas through a process of experimentation and review. You show a confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.
Meets Expectations	You show a competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection. You show a competent and consistent ability to explore ideas through a process of experimentation and review. You show a competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.
Below Expectations	You show an emerging competent ability to refine work, driven by insights gained through exploration of ideas and reflection. You show an emerging competent ability to explore ideas through a process of experimentation and review. You show an emerging competent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.
Significantly Below Expectations	You show a limited ability to refine work; ideas are consolidated too early and not fully realised. You show a limited ability to explore ideas through a process of experimentation and review. You show a limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions.

GCSE Drama

What your child will learn in...		
Drama		
Department	Creative Arts	
Head of Department	Ms Elizabeth Chambers	
Head of Department email	echambers@reachfree.co.uk	
Exam Board	AQA	
Lessons per week	Three	
Location of lessons	Drama	
Term by Term		
Autumn 1	Autumn 2	Spring 1
Drama Techniques Refresher	Paper Birds Theatre Company	Devising Theatre
Spring 2	Summer 1	Summer 2
Blood Brothers	Blood Brothers	Live Theatre
Key skills developed	• Communication of meaning • Analysis of text • Performance skills and techniques • Collaborative, creative skills • Response to stimulus and imagination • Process of devising • Written exam technique	
Useful websites	BBC Bitesize AOA Drama Specification Paper Birds Theatre Company National Theatre Education	
Top tip for helping at home	Read as many plays as you can. Watch live theatre both in person and recorded versions. Practice learning monologues and lines from plays.	

Drama - Year 10 Attitude to Learning Expectations

	Grade descriptor
Significantly Above Expectations	You work hard in every lesson and show outstanding commitment to learning. You are consistently focused whether working individually or collaboratively as part of a group. Both your practical and written work is excellent and you act on feedback given to ensure refinement of every piece. You make frequent, positive contributions to class discussion, encouraging others to participate and achieve their best. Outside of the classroom, you continue to develop your understanding of drama through independent study. You show grit and determination in everything you do and the drama department could not ask more of you - well done.
Above Expectations	You work hard in almost every lesson and show good commitment to learning. You are focused whether working individually or collaboratively as part of a group. Both your practical and written work is good and you do your best to act on feedback given. You make frequent, positive contributions to class discussion. You show a willingness to improve that does you credit.
Meets Expectations	You complete the work required each lesson. You are focused whether working individually or collaboratively as part of a group. Your practical and written work is generally good and you sometimes act on feedback given. You make positive contributions to class discussion. You are usually enthusiastic in lessons.
Below Expectations	You do not always complete the work required each lesson. You can lack focus when working individually or collaboratively as part of a group. Your practical and written work are uneven and you could make more effort to act on feedback given. You try to avoid contributing to class discussion but can provide positive commentary when asked directly.
Significantly Below Expectations	You do not complete the work required each lesson. You lack focus when working individually or collaboratively as part of a group. Your practical and written work require improvement but you make little or no effort to act on feedback given. You try to avoid contributing to class discussion and your behaviour makes it difficult for others in the class to focus.

Drama - Year 10 Attainment Expectations

	Grade descriptor
Significantly Above Expectations	Your response to stimulus is creative, sustained and well researched. When devising drama you contribute well articulated ideas that consider the impact on the audience. The scenes that you create are engaging and thought provoking. As a performer, you demonstrate a wide range of highly developed theatrical skills. Your performance of scripted extracts demonstrate an excellent understanding of context and overall sensitivity to the original performance style. As regards written work, you express yourself accurately and succinctly, using appropriate terminology. Your analysis includes thorough exemplification which is then discussed in perceptive detail. Evaluation of your own performance and that of others carefully considers artistic intention and development of theatrical skill. Examination style answers on both performance and design elements are confident, well timed and demonstrate an excellent understanding of how drama is developed and performed. You take an active interest in drama beyond the curriculum.
Above Expectations	Your response to stimulus is creative, sustained and well researched. When devising drama you contribute ideas that consider the impact on the audience. The scenes that you create are engaging. As a performer, you demonstrate a wide range of highly developed theatrical skills. Your performance of scripted extracts demonstrate a good understanding of context and the original performance style. As regards written work, you express yourself coherently using appropriate terminology. Your analysis includes detailed examples which are then discussed in detail. Evaluation of your own performance and that of others considers artistic intention and development of theatrical skill. Examination style answers on both performance and design elements are confident, well timed and demonstrate a good understanding of how drama is developed and performed. You take an interest in drama beyond the curriculum.
Meets Expectations	Your response to stimulus is creative and well researched. When devising drama you contribute ideas that have the potential to engage. As a performer, you demonstrate a fair range of developed theatrical skills. Your performance of scripted extracts demonstrate a reasonable understanding of context and the original performance style. As regards written work, you express yourself relatively coherently and often use appropriate terminology. Your analysis includes examples which are then discussed in some detail. Evaluation of your own performance and that of others considers artistic intention and development of theatrical skill. Examination style answers on performance are more secure than those on design elements or vice versa. Overall, you demonstrate a reasonable understanding of how drama is developed and performed.
Below Expectations	Your response to stimulus could be more creative and lacks the underpinning research needed. When devising you contribute some ideas, but tend to rely on others. As a performer, you demonstrate a narrow range of theatrical skills. Your performance of scripted extracts needs greater understanding of context and performance style. As regards written work, your expression is often muddled although you try to use the appropriate terminology. Your analysis includes examples which then need to be discussed in greater detail. Evaluation of your own performance and that of others states simple preferences. Examination style answers are often short and poorly timed. Overall, you demonstrate some understanding of how drama is developed and performed.
Significantly Below Expectations	Your response to stimulus is underdeveloped. When devising drama you rely on others to tell you what to do. As a performer, you demonstrate limited skills. Your performance of scripted extracts does not consider context or performance style. Your written answers are short, underdeveloped and lacking terminology. Your analysis lacks specific examples and detail. Evaluation states simple preferences. Overall, you show little understanding of how drama is developed and performed.

GCSE Music

What your child will learn in...		
Music		
Department	Creative Arts	
Head of Department Subject Leader	Elizabeth Chambers Mrs Helen Rotchell	
Head of Department email Subject Leader email	echambers@reachfree.co.uk hrotchell@reachfree.co.uk	
Exam Board	OCR	
Lessons per week	Three	
Location of lessons	Music	
<u>Term by Term</u>		
Autumn 1	Autumn 2	Spring 1
Rhythms of the World: African Drumming, Samba, Calypso Introduction to Composition	Film Music Composition 1	The Concerto Through Time Composition 1
Spring 2	Summer 1	Summer 2
Rhythms of the world: Indian Classical, Bhangra, Eastern Mediterranean and Arabic folk rhythms. Composition 1	Conventions of Pop Composition 1	Conventions of Pop Ensemble Performance
Key skills developed	• Working collaboratively and creatively • Listening and responding • Playing and performing in a range of solo and ensemble contexts. • Using the voice and instruments musically, fluently and with accuracy and expression. • Improvising and composing by drawing on a range of musical structures, styles, genres and traditions.	
Useful websites	Rhythms of the world - GCSE Music Revision Conventions of pop - GCSE Music Revision Film music - GCSE Music Revision The Concerto Through Time - GCSE Music Revision	

Top tip for helping at home	Listen to a wide range of music and identify key features of the music. Watch either live performances or filmed performances on YouTube. Practise your instrument/ singing and key skills learnt in lessons.
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Music - Y10 Attitude to Learning Expectations

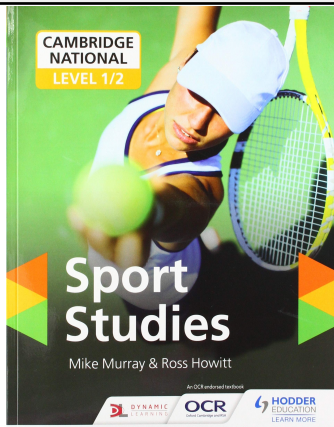
	Grade descriptor
Significantly Above Expectations	You work hard in every lesson and show outstanding commitment to learning. You always act on feedback. Your practical work is excellent. You frequently make excellent, positive contributions to the class community and give effective peer feedback. You show enthusiasm, resilience and determination in all that you do, and always strive to do your best when performing, composing or analysing. You show a passion and enthusiasm for music beyond the curriculum, listening critically to a wide range of music and taking part in extracurricular activities.
Above Expectations	You work hard in almost every lesson and show good commitment to learning. You act on feedback most of the time. Your practical work is generally very good. You often make accurate, positive contributions to the class community and give clear peer feedback. You often show enthusiasm, resilience and determination, and show a willingness to improve your performance and composition work. You show an interest in music outside of lessons and listen to a range of music.
Meets Expectations	You complete the work required in lessons and often act on teacher feedback. Your practical work is generally good. You contribute to class discussions, and support others in the class community and provide peer feedback. You demonstrate enthusiasm and determination, and this helps you to improve your work.
Below Expectations	You could work harder in lessons, and sometimes do not act on teacher feedback. Your practical work could improve. You could contribute more in lessons, and occasionally need to remember to contribute positively to the class dynamic. You can provide peer feedback using "what went well" and "even better if". You sometimes need reminding to demonstrate the resilience and enthusiasm which will help you to perform to your best.
Significantly Below Expectations	You do not apply yourself in lessons, and often do not act on teacher feedback. Your practical work requires significant improvement. Your contributions to lessons are generally negative and can often detract from the learning taking place. Your peer feedback is often unclear. You often need reminding to demonstrate the resilience and enthusiasm which will help you to perform to your best.

Music

Year 10 Attainment Expectations

	Grade descriptor
Significantly Above Expectations	You perform challenging music, well above the expected grade level with a high degree of fluency and sensitivity. You are able to compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development. You demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language. You evaluate music to make convincing judgements using musical terminology accurately and effectively. You have a strong grasp of theoretical concepts in music.
Above Expectations	You perform music above the expected grade level with fluency and sensitivity. You compose using a range of musical elements with coherence, creating musical ideas and developing interest. You demonstrate, through aural identification, accurate knowledge of a range of musical elements, contexts and language. You can evaluate music to make clear judgements using musical terminology appropriately. You have an understanding of key theoretical concepts in music.
Meets Expectations	You can perform pieces at the expected grade level with fluency and sensitivity. You can compose using a range of musical elements, creating musical ideas with some appeal and limited development. You demonstrate, through aural identification, secure knowledge of musical elements, contexts and language. You evaluate music to produce simple reflections with use of key musical terminology. You have a basic understanding of theoretical concepts in music
Below Expectations	You can perform simple pieces broadly fluently. You can compose with limited use of the musical elements, creating simple musical ideas. You demonstrate, through aural identification, some knowledge of musical elements, contexts and language. You can sometimes evaluate music to produce simple reflections with inconsistent use of musical terminology. You have a limited understanding of music theory.
Significantly Below Expectations	You struggle to perform pieces at the expected grade level, often making frequent errors in pitch, rhythm. With prompting you can compose musical ideas with limited effect. You demonstrate, through aural identification a basic awareness of musical elements, contexts and language. You can sometimes evaluate music to produce simple reflections with inconsistent use of musical terminology. You have little knowledge of music theory.

Cambridge National Certificate in Sport Studies

What your child will learn in...		
Sport Studies		
Department	Physical Education	
Head of Department	Miss Katie Townshend	
Head of Department email	ktownshend@reachfree.co.uk	
Lessons per week	Three	
Location of lessons	Sports Hall, MUGA, Fields and Dance Studio	
Term by term- Learning Journey		
Autumn 1	Autumn 2	Spring 1
R051 LO1- Understand the issues which affect participation in sport R051 LO2- Know about the role of sport in promoting values	R051 LO3- Understand the importance of hosting major sport events R051 LO4- Know about the role of national governing bodies in sport	January 2022 R051 External Exam R056 LO1 - Know about different types of outdoor activities and their provision
Spring 2	Summer 1	Summer 2
R056 LO1- Understand the value of participating in outdoor activities	R056 LO1 - Be able to plan an outdoor activity	R052 Review and final hand in R056 Review and final hand in
Key skills developed	- Recall a wide range of information regarding contemporary issues in sport - Demonstrate detailed knowledge and thorough understanding of social factors that affect performance and participation in sporting activities - Demonstrate thorough knowledge of current issues within sport - Demonstrate well-developed evaluative skills.	
Useful websites	Factors affecting participation Ethical factors in sport Commercialisation in sport	BBC Bitesize OCR AnswerPerfect
Top tip for helping at home	Check deadlines on google classroom for coursework tasks. Encourage pupils to represent the school to allow for greater opportunities to improve practical marks.	

Core Physical Education

What your child will learn in...		
Physical Education - Core PE		 #thisislonglane
Department	Physical Education	
Head of Department	Miss Katie Townshend	
Head of Department email	ktownshend@reachfree.co.uk	
Lessons per week	One Double	
Location of lessons	Sports Hall, MUGA, Fields and Dance Studio	
Term by term- Developing 'Heart' Why PE?		
Autumn 1	Autumn 2	Spring 1
Communication and leadership through Invasion games and over net activities Football, Netball, Handball, Badminton	Resilience and respect through Invasion games and over net activities Rugby, Netball, Kinball, Badminton	Effort and confidence through Invasion games, fitness activities and aesthetic performances Gymnastics, Trampolining, Healthy active lifestyles, Football
Spring 2	Summer 1	Summer 2
Communication and leadership through Invasion games, fitness activities and aesthetic performances Gymnastics, Trampolining, Healthy active lifestyles, Football	Resilience and respect through Invasion games, striking and fielding and athletic activities Athletics, Cricket, Rounders, Softball, Tennis, Pickleball	Effort and confidence through making healthy active lifestyle choices Athletics, Cricket, Rounders, Softball, Tennis, Pickleball
Key skills developed	 HEART - Communication Leadership Resilience Respect Effort Confidence	
Useful websites	How to in PE The PE Playlist NHS 4 Change The Body Coach TV	
Top tip for helping at home	Pack your kit the night before and label everything, even socks! Encourage your child to take part in sport outside of school either as part of a team or a club.	

Relationships, Equity, Aspirations, Citizenship and Health (REACH) Time

REACH Time		
Department	Reach Beyond	
Head of Department	Mrs Beech	
Head of Department email	jbeech@reachfree.co.uk	
Lessons per week	One	
Location of lessons	Form Rooms	
<u>Term by term overview</u>		
Autumn 1	Autumn 2	Spring 1
Aspirations: personality profile, gender roles, intro to WEX	Relationships: Safe sex, STIs, sexuality and coming out	Health: Mental health, body image, alcohol
Spring 2	Summer 1	Summer 2
Equity: prejudice and discrimination, physical and mental disabilities,	Financial literacy and First Aid	Work Experience
Key skills developed	• R: Relationship, E:Equity, A: Aspirations, C: Citizenship, H:Health • Personal, social and work-related skills are developed to help pupils play an effective role in society • Ability to recognise their own worth, to work effectively with others and to become increasingly responsible for their own learning. Enables pupils to think for themselves. • Skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of five core themes: Relationships, Equity, Aspirations, Citizenship and Health (REACH)	
Useful websites	Services for Young People , ThinkUKnow , NHS , Life Skills , Ditch the Label , NSPCC	
Top tip for helping at home	Watch the news with your child and discuss the issues. Normalising conversations about relationships and online behaviour so your child is open with you and feels comfortable confiding in you.	