

Hoe Valley School



Year 10 Curriculum Overview A Guide for Parents 2023 - 2024



Inspiring a Love of Learning



HOE VALLEY SCHOOL

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Web: www.hoevalleyschool.org
Head Teacher: Mrs J Davies

Dear Parent and Carer,

Welcome back to the start of term. The following pages are to give you an overview of the Programmes of Study for Year 10 and how you might support your child during the year.

The vision for Year 10 this year is “A vision without action is merely a dream” This is a deliberate shift in mentality from Year 9 where the emphasis is on pupils taking responsibility for their learning and engaging with their GCSE curriculum to make sure they are making optimum progress.

To be successful this year pupils are expected to consistently maintain high expectations inside and outside the classroom. They need to establish positive routines, making sure each day they are equipped correctly for school, and have a quiet space at home for independent study away from any distractions. As a year group, we have also talked about the importance of attendance, embracing failure and becoming resilient learners.

Their class teachers while closely supported by their form tutor and Head of Year will guide students through their studies. It is incredibly important that students are reflective learners and seek support where they require it and act on feedback given.

More information on the principles, which underpin the Key Stage 4 curriculum, are on our website or in the School’s curriculum policy. There is also further information on our pathways for our higher attainers, students with specific learning need or those who speak English as an additional language.

Above all, Year 10 students are encouraged to work hard and enjoy their learning. Parents and guardians must be partners in this important stage in their child’s educational journey. I really hope year 10 is a successful and exciting year and I look forward to the challenge ahead.

Yours sincerely,

Mr Gaisford
Head of Year 10

Core Subjects

- English
- Maths
- Science (Double Award)
- Science (Triple Award)

English

“Today a reader, tomorrow a leader”

Subject Lead: Ms Taylor-Wareham

Useful Websites:

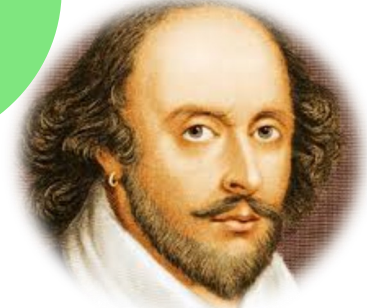
<https://www.bbc.com/bitesize/examspecs/zcbchv4>

<https://www.bbc.com/bitesize/examspecs/zxqncwx>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
Language	Fiction reading	Fiction writing	Non-fiction writing and reading
Skills Focus	Comprehension; use of language features; writing in a range of forms.	Use of language features; writing in a range of forms; SPaG; paragraphing accurately.	Use of language features; writing in a range of forms; SPaG; paragraphing accurately; presentation skills
Exam Focus	English Language Paper 1	English Language Paper 1	English Language Paper 2; Spoken Language study
Assessment	Fiction reading	Fiction writing task.	End of Year Exam
Literature	Poetry Anthology: Power and Conflict	Dr Jekyll and Mr Hyde	Poetry Anthology: Power and Conflict
Skills Focus	Language and structural analysis; linking to context; making comparisons.	Language and structural analysis; linking to context; explaining characters and themes.	Language and structural analysis; linking to context; making comparisons.
Exam Focus	English Literature Paper 2 Section B	English Literature Paper 1 Section B	English Literature Paper 2 Section B
Assessment	Comparative essay	Reading analysis task.	End of Year Exam

What three things should I be doing to support my child at home?

1. Encourage them to read their current reading book for at least two hours a week and talk to them about their opinion on the writing
2. Encourage them to read non-fiction articles/publications that interest them
3. Read and discuss the viewpoint of the person writing. What is their message or viewpoint? Is it one-sided or balanced?

Maths

Higher Tier

“Every problem has a solution”

Subject Lead: Mrs Stapleton

Useful Websites:

www.gcsepod.com

<https://corbettmaths.com/contents/>

<http://drfrostmaths.com/>

Exam Board: Edexcel (Pearson)

http://staugs.co.uk/wp-content/uploads/2018/03/GCSE_9-1_Mathematics_Parent-Student_Guide.pdf



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Probability Graphs	Transformations and Constructions	Statistics Multiplicative Reasoning
Skills Focus	Graphing Rates of Change , Real-Life Graphs, Line Segments, Distance-time Graphs, Velocity-time Graphs, Equation of a Line, Gradient of a Line Y-Intercept, Parallel and Perpendicular Lines, Quadratic Graphs, Cubic Graphs, Reciprocal Graphs and Circle Graphs Probability Of Events, Tree Diagrams, AND OR Rules, Expected Outcomes Venn Diagrams, Sample Space, Two-way Tables	Reflection, Rotation, Translation And Enlargement, Bearings, Scale Drawings, Plans, Elevations, Nets Loci, Constructing Angles & Triangles Perpendicular and Angle Bisectors	Cumulative Frequency Sampling Histograms Box Plots Sampling Bounds Speed, Distance, Time Density, Mass, Volume Force, Pressure, Area Direct And Inverse Proportion Converting Between Units Of Measure Ratios With Fractions Compound Interest Growth And Decay
Assessment	Unit Assessment on Graphs	Unit 6 - 8 Assessment	No formal assessment
2nd Half: Topic	Area and Volume	Equations and Inequalities Equations and Graphs	Similarity and Congruence
Skills Focus	Perimeter of Straight Line Shapes Area of Straight Line Shapes Surface Area of Straight Line Shapes Volume of Straight Line Shapes Volume of a Circle, Area and Circumference of Circles, Arc Lengths and Sector Areas, Surface Area of Cylinders, Cones, Spheres and Frustums. Volume of Cylinders, Cones, Spheres and Frustums. Convert Between Metric Units of Area and Volume	Solving Quadratic Equations Completing The Square Simultaneous Equations Linear Inequalities Solving simultaneous equations graphically Graph of inequalities Quadratic and cubic graphs	Congruency rules Similar shapes Length, are and volume
Assessment	No formal assessment	No formal assessment	2 x 1 hr Assessments Probably past GCSE papers

What three things should I be doing to support my child at home?

1. Encourage them to practise exam questions.

Maths

Foundation
Tier

“Every problem has a solution”

Subject Lead: Mrs Stapleton

Useful Websites:

www.gcsepod.com

<https://corbettmaths.com/contents/>

<http://drfrostmaths.com/>

Exam Board: Edexcel (Pearson)

http://staugs.co.uk/wp-content/uploads/2018/03/GCSE_9-1_Mathematics_Parent-Student_Guide.pdf



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Averages and Range Perimeter, Area and Volume	Ratio & Proportion	Probability Construction, Loci and Bearings
Skills Focus	Stem and Leaf Diagrams Mode, Mean, Range Frequency Tables Types of Data Perimeter of Straight Line Shapes Area of Straight Line Shapes Surface Area of Straight Line Shapes Volume of Straight Line Shapes Convert Between Metric Units of Area and Volume	Sharing in a Ratio Ratio for Converting Measures Comparing using Ratios Percentages and Ratios Direct and Inverse Proportion	Calculating Probability, Probability of 2 Events, Experimental Probability, Venn Diagrams, Tree Diagrams, Speed, Distance, Time, Density, Mass, Volume Force, Pressure, Area, Direct and Inverse Proportion, Converting Between Units of Measure, Ratios with Fractions, Compound Interest, Growth and Decay, Plans, Elevations and Nets, Scale Drawings & Maps, Constructing Triangles, Constructing Perpendicular and Angles, Bisectors, Loci and Bearings
Assessment	Units 6 from Year 9	Assessment on units 9-11	No formal assessment
2nd Half: Topic	Transformations	Right Angled Triangles Multiplicative Reasoning	Construction, Loci and Bearings contd
Skills Focus	Coordinates Real-Life Graphs Distance-Time Graphs Proportion and Graphs Gradient Y-intercept Equation of a Line Translation Reflection Rotation Enlargement	Pythagoras Trigonometry (SOHCAHTOA) Speed, distance, time Density, mass, volume Direct proportion Pressure, force, area	Plans, Elevations and Nets Scale Drawings & Maps Constructing Triangles Constructing Perpendicular and Angles Bisectors Loci Bearings
Assessment	No formal assessment	1 hr Assessment	2 x 1 hr Assessments on the whole year Probably past GCSE papers

What three things should I be doing to support my child at home?

1. Encourage them to practise exam questions.
2. Practise interleaving skills e.g. a geometry question with algebra and ratio
3. Learn and practise using key formulas.

Science

Combined
Science

“Discover the unknown, create the future”

Subject Lead: Miss English

Useful Websites:

Subscribe to the Youtube Channel - “Free Science Lessons”
<https://www.youtube.com/watch?v=vw6Ww-N1ZFg>

Exam Board: AQA

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	B1 - Cell biology	C3 - Quantitative chemistry B3 - Infection and Response	P2 - Electricity Part 2 C4 - Chemical Changes
Skills Focus	To be able to describe the structures of eukaryotic and prokaryotic cells. To be able to explain how organisms grow by cell division.	Be able to perform calculations concerning “the Mole” and describe and evaluate evidence for chemical changes. Be able to explain how the human body fights diseases and how technology is used to manipulate these processes	Be able to describe how electricity can be used in the home and the safety feature of appliances. To be able to describe and explain chemical reactions and changes which occur. Including acids and bases and electrolysis.
Assessment	End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks.
2nd Half: Topic	P3 - The Particle Model P4 - Atomic Structure	B4 - Bioenergetics P2 - Electricity Part 1	C5 - Energy Changes P5 - Forces Part 1
Skills Focus	P3 - To be able to explain the properties of solids, liquids and gases in terms of particles and their interactions P4 - To be able to explain the properties of radioactive material	Be able to perform calculations concerning “the Mole” and describe and evaluate evidence for chemical changes Perform calculations from series and parallel circuits using a variety of equations.	Be able to describe and explain the changes in temperature of exothermic and endothermic reactions. Be able to describe contact and non-contact forces and their interactions.
Assessment	End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks.

What three things should I be doing to support my child at home?

1. Sharing with them anything you read in the papers related to Science
2. Encourage your child to watch documentaries in Science.g. Horizon
3. Ensure they are engaged in active revision for assessments i.e. creating revision materials to help them learn and not just reading

Science

Triple
Science

“Discover the unknown, create the future”

Subject Lead: Miss English

Useful Websites:

Subscribe to the Youtube Channel - “Free Science Lessons”

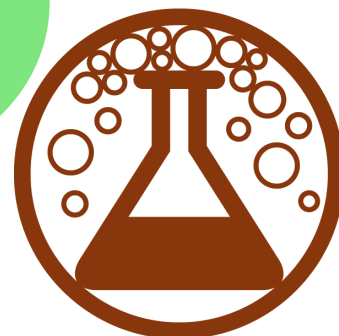
<https://www.youtube.com/watch?v=vw6Ww-N1Zfg>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	B3 - Infection and Response P3 - Particle model C3 - Quantitative Chemistry	P4 - Radioactivity C5 - Energy Changes	P5 Part 2 - Forces
Skills Focus	Be able to perform calculations concerning “the Mole” and describe and evaluate evidence for chemical changes. Be able to explain how the human body fights diseases and how technology is used to manipulate these processes Be able to explain changes of state using internal energy. Calculations of density and specific latent heat.	To be able to use the particle model at GCSE to explain the behaviour and properties of all matter. To be able to explain the structure of the atom, as it relates to radioactivity, inclusive of performing half-life calculations. To be able to describe and explain exothermic and endothermic reactions. Calculation of bond energies.	To be able to explain how forces interact to create motion. To be able to link forces and energy transfer. To be able to explain phenomena associated with differences in fluid pressure. To be able to recall, manipulate and apply formulae associated with the effects of forces.
Assessment	End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks.
2nd Half: Topic	B4 - Bioenergetics C4 - Chemical Changes	B5 - Homeostasis P5 Part 1 - Forces	C6 - Rates of Chemical Reactions
Skills Focus	Be able to explain how the human body fights diseases and how technology is used to manipulate these processes Be able to perform calculations concerning “the Mole” and describe and evaluate evidence for chemical changes	To be able to explain how forces interact to create motion. To be able to link forces and energy transfer. To be able to explain phenomena associated with differences in fluid pressure. To be able to recall, manipulate and apply formulae associated with the effects of forces. To be able to describe and explain the structure and function of the endocrine system, as it relates to homeostasis.	To be able to describe and explain the structure and function of the nervous system, as it relates to homeostasis. To be able to describe, experimentally, how the rate of a chemical change may be measured and manipulated. To be able to interpret and explain results from these investigations.
Assessment	End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks.	End of topic test, extended response questions and weekly prep tasks.

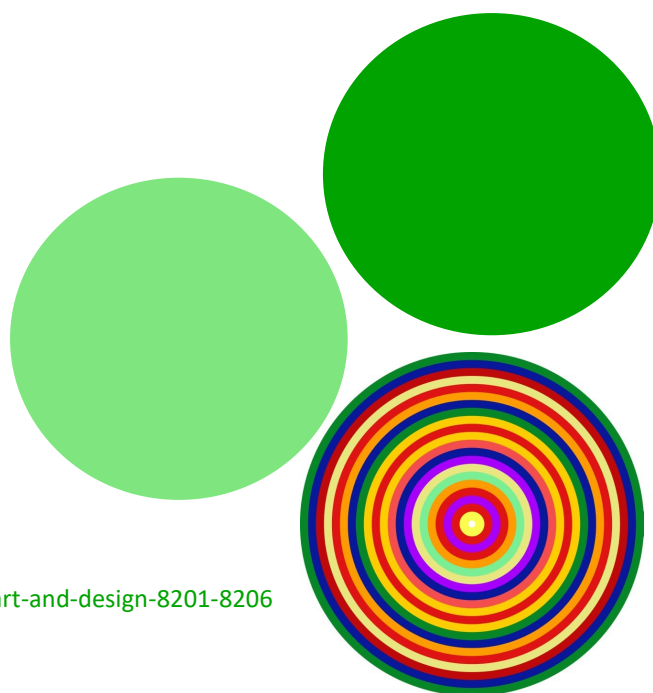
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3. Ensure they are engaged in active revision for assessments i.e. creating revision materials to help them learn and not just reading

Other Subjects

- Art
- Business Studies
- Computer Science
- Design & Technology
- Drama
- French
- Geography
- German
- History
- Hospitality & Catering
- Latin
- Media Studies
- Music
- PE
- PSHE & Citizenship
- RE
- Spanish
- Textiles
- Travel & Tourism
- Work Ready
- Community

Art



“Make your mark”

Subject Lead: Mrs Kelly

Useful Websites:

- <http://www.tate.org.uk/> (the art and artists)
- <http://www.serpentinegalleries.org/learn>
- <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Sea-life Portfolio	My Environment	Evolution Piece
Skills Focus	Students will review and complete any sea-life workshop pieces presenting on boards.	Students will explore a variety of mediums and techniques, including sculpture, printing, photography, and various drawing techniques to develop their project	Students will hone their project management skills, and refine their ideas and use of media.
Assessment	Artist Research Page	Idea Development Piece	Further Experimentation
2nd Half: Topic	Sea-life Portfolio	My Environment	Identity
Skills Focus	Students will learn what needs to go into a sketchbook to create a ‘journey’ and create their own in response to the theme.	Students will learn to develop their work to produce an outcome which is a natural culmination of their project.	Students will become familiar with GCSE marking criteria and assessment grids, and be able to mark their own work related to A02.
Assessment	Artist Copy and Response	Personal Outcome - My Environment	Identity Artist Analysis

What three things should I be doing to support my child at home?

1. Students should be spending a lot of time on their coursework, both in school and at home. Clearing a space for them to work, or looking through their sketchbook with them helps to keep young artists motivated.
2. Visiting galleries is a great way to broaden their understanding of art concepts and genres.
3. Allowing your child to watch YouTube art tutorials is a quick and easy way to immediately access a range of techniques and knowledge.

Business Studies

“Work today, succeed tomorrow.”

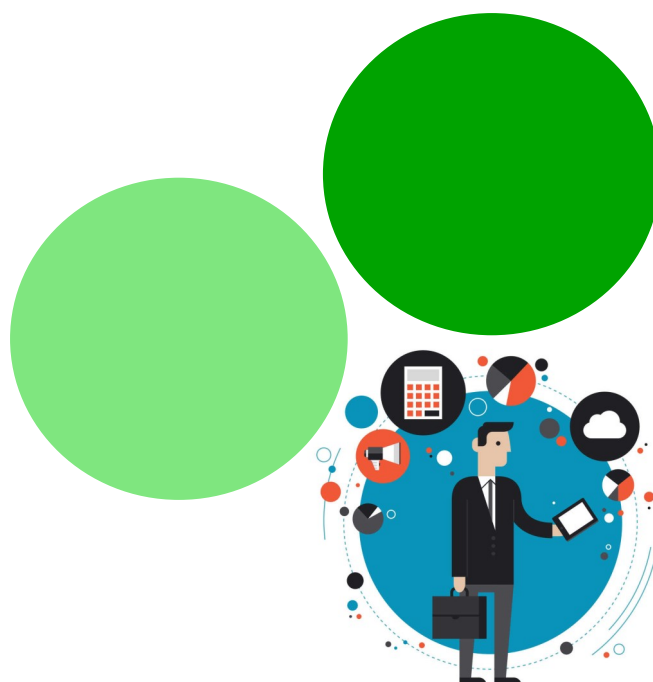
Subject Lead: Mrs Sweryt

Useful Websites:

<https://www.bbc.co.uk/news/business>
<https://www.tutor2u.net/business>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/business/gcse/business-8132/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Influences on Business	Marketing	Marketing - Review of Unit 1 - 4
Skills Focus	The importance of external influences on business and how businesses change in response to these influences. Students need to be aware of the influences on business have on the four functional areas of business: business operations human resources marketing finance	Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. The purpose of marketing, its role within business and how it influences business activity.	Students complete work on Marketing Unit and undertake an end of unit assessment to test knowledge and practise exam techniques. Students will revisit Year 9 units and Year 10 units to prepare for the end of year assessments.
Assessment	Multiple choice and longer answer questions	Multiple choice and longer answer questions	
2nd Half: Topic	Influences on Business continued	Marketing continued	Review of Units 1 - 5
Skills Focus	The importance of external influences on business and how businesses change in response to these influences. Students need to be aware of the influences on business have on the four functional areas of business: business operations human resources marketing finance	Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. The purpose of marketing, its role within business and how it influences business activity.	Students complete a review of units and practise examination techniques for end of year assessments.
Assessment	Multiple choice and longer answer questions completed on a weekly basis	Multiple choice and longer answer questions completed on a weekly basis	End of Year Assessments

What three things should I be doing to support my child at home?

1. Encourage them to listen, watch or read the news on a daily basis.
2. Ensure that they complete prep on time
3. Ask their opinion on different businesses. Why are they successful? Who are their market?

Computer Science

"Challenge yourself, challenge the boundaries, challenge the future"

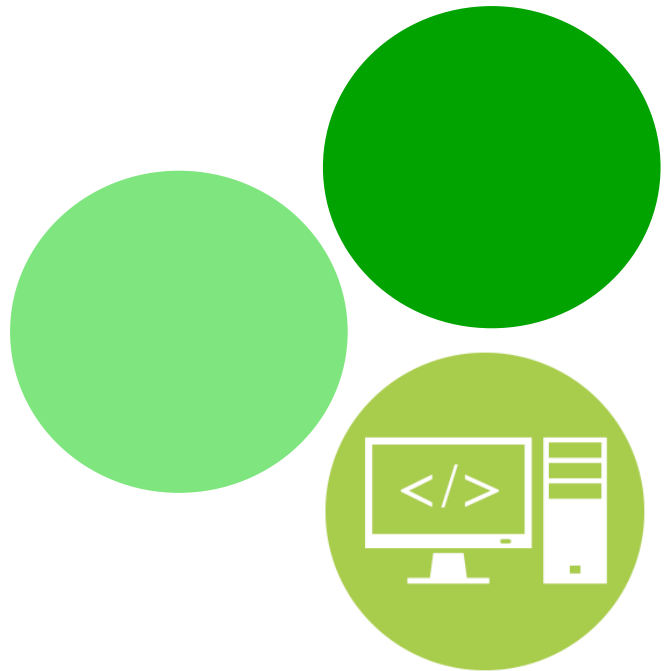
Subject Lead: Mr Cummins

Useful Websites:

www.python.org
www.bbc.co.uk/education
www.w3schools.com/

Exam Board: OCR

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/specification-at-a-glance/>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Systems Architecture, Memory and Storage, Systems Software	Computational Thinking and Programming Fundamentals	Defensive Design, Boolean Logic, Translators, Compilers and IDEs
Skills Focus	Understand architecture of the CPU, CPU performance, Embedded systems, Primary and Secondary storage, Units and Data storage and types of Systems software	Designing, creating and refining algorithms, searching and sorting algorithms, programming fundamentals such as selection, iteration and sequencing. Boolean Logic	Defensive design, maintainability, the purpose of testing, identify syntax and logic errors, refining algorithms. The purpose of translators. The characteristics of a compiler and an interpreter. Common tools and facilities available in an IDE
Assessment	End of Topic Test	End of Topic Test	End of Topic Test
2nd Half: Topic	Computer Networks, Connections and Protocols, Network Security	Additional Programming Techniques and Data Types	Ethical, Legal, Cultural and Environmental Impacts of Digital Technology
Skills Focus	Understand Networks and topologies, wired and wireless networks, protocols and layers, network security	Different types of data types, String Manipulation Methods, basic file handling open, read, write close and SQL	Impacts of digital technology on wider society and legislation relevant to Computer Science
Assessment	End of Topic Test	End of Topic Test	Assessed Program

What three things should I be doing to support my child at home?

1. Encourage your child to visit the websites recommended and complete any tasks and activities that are available
2. Ask your child what they have been learning during their Computer Science lessons and to explain any Computer Science terms to you even if you already know them! An example of a question could be 'what does CPU stand for and what does it do?'
3. Explore google classrooms together and encourage students to respond to the questions and comments posted by teachers

Design & Technology

“Skills for Life”

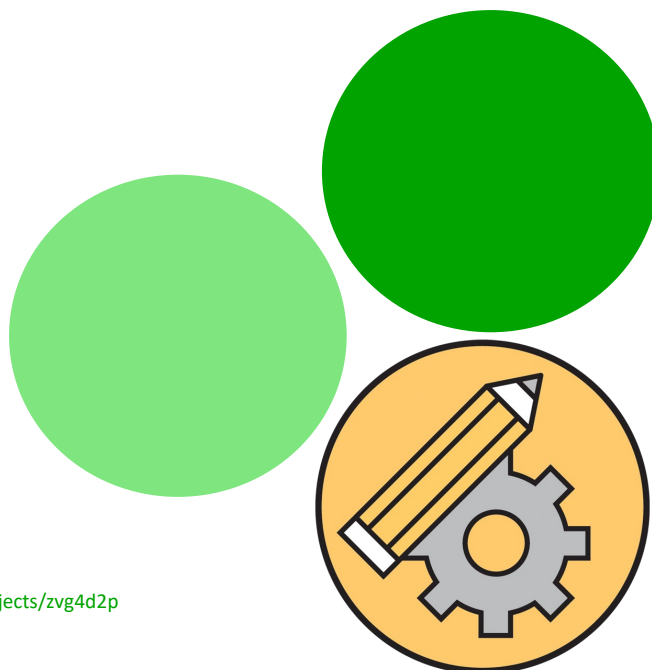
Subject Lead: Mrs August

Useful Websites:

<http://www.hobbycraft.co.uk/> (for ideas about making)
www.technologystudent.com www.designandtech.com
www.instrucables.com <https://www.bbc.com/bitesize/subjects/zvg4d2p>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/design-and-technology/gcse>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Practical: Clocks Project Theory: Unit 5 - Timbers	Practical: Second Themed Practice NEA. Theory: Unit 4	Practical: Development of iteration and model making Theory: Revision for Mock Exams
Skills Focus	Focus on developing section of NEA mark scheme and improving CAD skills	Students will be completing a project context similar to the GCSE Year 11 NEA. Students will be learning about how we produce energy and mechanical systems such as levers.	Students will continue to develop essential workshop skills ready for the start of their NEA. Students will be learning about the processes designers go through when designing and making products.
Assessment	End of Unit Assessment Research and Design folder	End of Unit Assessment Research and Design folder	End of Unit Assessment
2nd Half: Topic	Practical: Clocks Project Theory: Unit 1	Practical: Second Practice NEA. Theory: Unit 2	NEA Theory: Revision for Mock Exams
Skills Focus	Developing a themed clock using a laser cutter	Students will be using gained knowledge to make a final project piece of their developed final design. Students will be learning about forces and stresses. They will also look at the environmental impact of products.	Starting in June, this will form 50% of their GCSE. This will assess students ability to research, develop and design their own product.
Assessment	End of Unit Assessment Prototypes and finished piece	End of Unit assessment Prototypes and evaluation	Your project will be assessed as a whole

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2. Visiting galleries is a great way to broaden their understanding of art concepts and genres.
3. Allowing your child to watch YouTube art tutorials is a quick and easy way to immediately access a range of techniques and knowledge.

Drama

“Dream, achieve, succeed”

Subject Lead: Miss Vogler

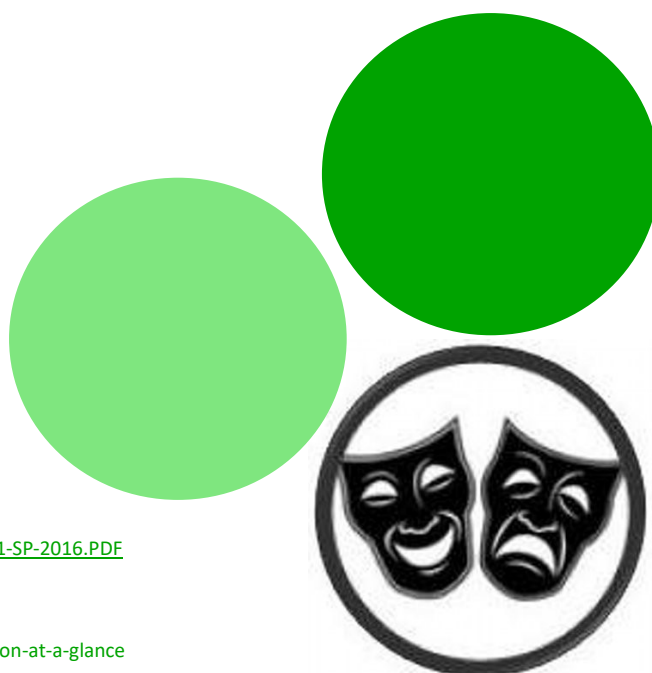
Useful Websites:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/introduction>

<https://filestore.aqa.org.uk/resources/drama/specifications/AQA-8261-SP-2016.PDF>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	“Blood Brothers” - Comp. 1	Component 2: Devised Performance and Portfolio	“Blood Brothers” - Comp. 1
Skills Focus	“Blood Brothers”: Script work: page to stage Physical and Vocal Design - Costume / Lighting / Set / Sound / Props / Staging	Devising / Communication / Research / Experimentation / Refining / Rehearsing / Written	“Blood Brothers”: Script work: page to stage Physical and Vocal Design - Costume / Lighting / Set / Sound / Props / Staging
Assessment	Understanding of play text demonstrated through a mixture of practical and theory workshops (in preparation for Year 11 written exam).	Performance to a live audience. Teacher assessed (AQA moderated)	Understanding of play text demonstrated through a mixture of practical and theory workshops (in preparation for Year 11 written exam).
2nd Half: Topic	Practitioner Workshops	Component 2: Devised Portfolio complete	Loose Ends - coursework tie up, Blood Brothers recap
Skills Focus	Brecht - Epic Theatre Frantic Assembly - Physical Theatre Stanislavski - Naturalism Artaud - Theatre of the Absurd Berkoff - Total Theatre	Written - complete coursework Script work: Prepare for Component 3	Page to stage Physical and vocal skills recap All drama vocabulary learnt Experience of all GCSE components
Assessment	Performances in the style of each practitioner	Written coursework completed. Teacher assessed (AQA moderated)	Exam style questions Component 2 marked and moderated.

What three things should I be doing to support my child at home?

1. Watch as much Live Theatre as possible
2. Test your child on their Drama terminology - glossary / revision cards
3. Encourage and support after school rehearsals when requested by teacher

Purchase: https://www.amazon.co.uk/Blood-Brothers-Play-Guide-Drama/dp/1911208705/ref=sr_1_2?keywords=blood+brothers+aqa&qid=1570622426&sr=8-2

French

“ Confident, effective, global communicators”

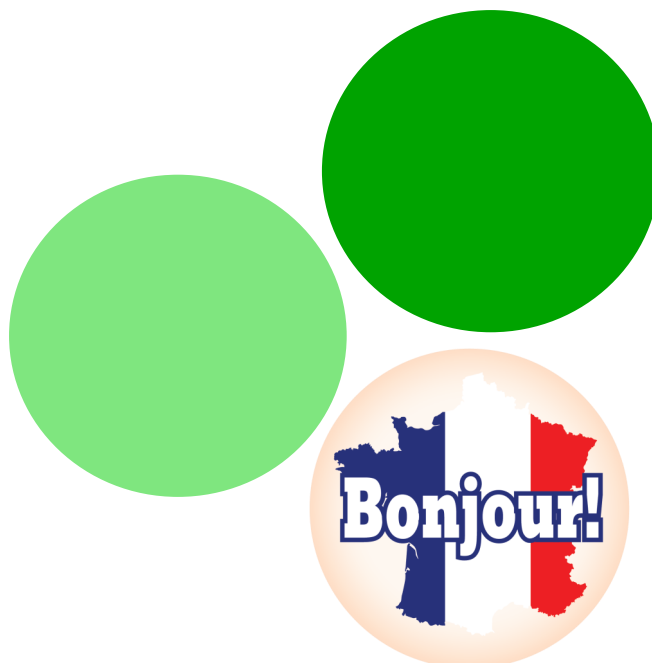
Subject Lead: Mrs Boniface

Useful Websites:

www.quizlet.com
<https://www.bbc.co.uk/bitesize/subjects/z9dqxn>
<https://www.newsinslowfrench.com/>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Travel and Tourism Holidays and travel Regions of France/Francophonie To describe holidays in the past, present, future and conditional tense. Talking about accommodation, destinations, city breaks and activities.	Family and Relationships Relationships with family and friends. Marriage and partnership. Future family plans. What makes a good friend. How to be a good friend	Home & Local Area Home town Global issues—clean water for all
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.
Assessment	Regular vocabulary testing. Speaking to be assessed via small group work with FLA.	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA.	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA.
2nd Half: Topic	Travel and Tourism continued Festivals and Traditions Revision of typical festivals and traditions in the French speaking world.	School Understand the differences between the French and the English school system. Describing life at school, improvements you would make and future study plans.	Optional residential visit to Paris Revision of Themes 1/2/3 To revisit and consolidate the GCSE topics covered over the year with emphasis on past papers and exam techniques. Preparing for a full Mock speaking exam.
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.
Assessment	Regular vocabulary testing. L/R/Wr assessed in class. Speaking with FLA.	Regular vocabulary testing. L/R/Wr assessed in class. Speaking with FLA.	Mock , Reading, Writing Assessment. Mock Speaking Exam.

What three things should I be doing to support my child at home?

1. Help them test vocab regularly; revisiting vocabulary on a regular basis is an effective way to learn it. Add synonyms and antonyms where possible to topic-specific vocabulary lists.
2. Encourage your child to do timed practice questions at home, particularly for writing, working on the ‘minute a mark’ rule.
3. <https://www.newsinslowfrench.com/> Encourage your child to listen to the news in French and to retell the gist of what they have heard.

Geography

“Geography is the subject which holds the key to our future.” - Michael Palin

Subject Lead: Mrs Sparke

Useful Websites:

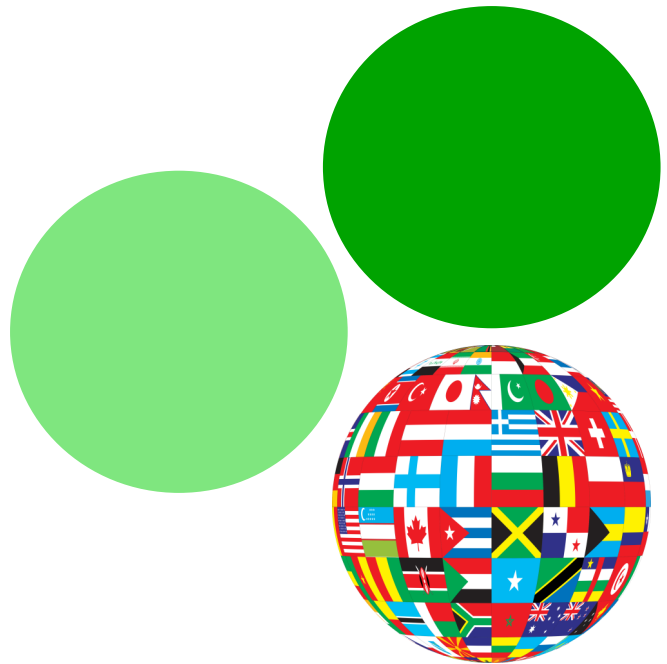
GCSE Pod

Seneca Learning

<https://www.bbc.com/bitesize/examspecs/zsytxsg>

Exam Board: Edexcel - Specification A

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



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Topic 1: Coastal landscapes	Topic 2: Weather Hazards and climate change	Costal revision and field trip
Skills Focus	Characteristics of the UK landscape and processes of change. Analysis of OS maps, photo and source interpretation, extended writing.	A study of what drives our climate and why it varies across the world, focusing on two case studies of cyclones and droughts.	
Assessment	GCSE exam questions - short and long answer questions.	GCSE exam questions - short and long answer questions.	
2nd Half: Topic	Topic 5: Global development	Topic 2: Weather Hazards and climate change	Revision of key content and skills
Skills Focus	Study of human development around the world, the human development index and measures of inequality and corruption. Students will also look at the effects of geopolitics and technology. Skills include analysis of data, construction of an argument, extended writing.	A study of what drives our climate and why it varies across the world, focusing on two case studies of cyclones and droughts.	Content from all units covered in addition to exam skills, map skills, numeracy and literacy skills
Assessment	GCSE exam questions - short and long answer questions.	GCSE exam questions - short and long answer questions.	GCSE exam questions - short and long answer questions.

What three things should I be doing to support my child at home?

1. Encourage them to keep up to date with, and on top of their homework, which is set once a week. Encourage them to seek help in person or directly to their teachers on Google Classroom if they are stuck.
2. Encourage your child to focus on their self-directed revision. Both GCSE Pod and Seneca Learning are applications used in school but can also be used at home.
3. Watch the news with your child. Keeping up to date with developments in a variety of countries around the world will help them improve at Geography.

German

“Confident, effective, global communicators”

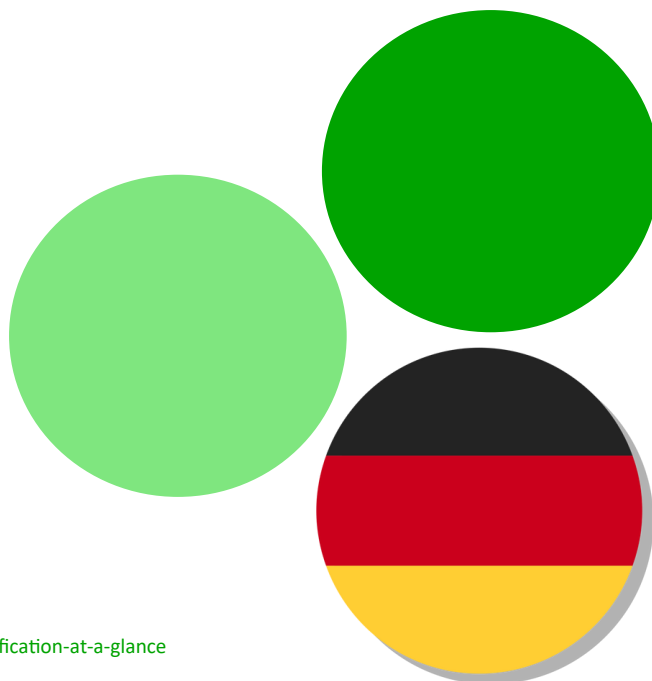
Subject Lead: Mrs Boniface

Useful Websites:

www.quizlet.com
<https://www.bbc.co.uk/bitesize/subjects/z8j2tfr>
<https://www.newsinslowgerman.com/>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/languages/gcse/german-8668/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	School and studies Understand the differences between the German and the English school system. Describing life at school, improvements you would make and future study plans. Consolidate 5 tenses.	Family and Relationships Relationships with family and friends. Marriage and partnership. Future family plans. What makes a good friend. How to be a good friend.	Travel and Tourism Holidays and travel Regions of German speaking countries. To describe holidays in the past, present, future and conditional tense. Talking about accommodation, destinations, city breaks and activities.
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.
Assessment	Regular vocabulary testing. Speaking to be assessed via small group work with FLA.	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA.	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA.
2nd Half: Topic	Health Healthy v unhealthy lifestyles Festivals and Traditions Revision of typical festivals and traditions in the German speaking world.	Home & Local Area House, home, town and local area How would you improve your town's local facilities Factfile: Cologne Optional Residential visit to Cologne	Revision of Themes 1/2/3 To revisit and consolidate the GCSE topics covered over the year with emphasis on past papers and exam techniques. Preparing for a full Mock speaking exam.
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.
Assessment	Regular vocabulary testing. L/R/Wr assessed in class. Speaking with FLA.	Regular vocabulary testing. L/R/Wr assessed in class. Speaking with FLA.	Mock , Reading, Writing Assessment. Mock Speaking Exam.

What three things should I be doing to support my child at home?

1. Help them test vocab regularly; revisiting vocabulary on a regular basis is an effective way to learn it. Add synonyms and antonyms where possible to topic-specific vocabulary lists.
2. Encourage your child to do timed practice questions at home, particularly for writing, working on the 'minute a mark' rule.
3. <https://www.newsinslowgerman.com/> Encourage your child to listen to the news in German and to retell the gist of what they have heard.

History

“The more you know about the past, the better prepared you are for the future!” - Theodore Roosevelt

Subject Lead: Mrs Urban-Marks

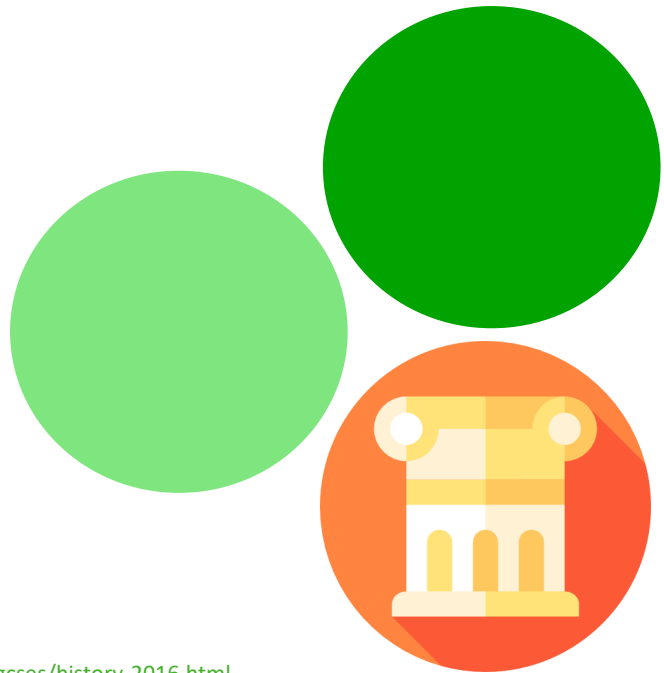
Useful Websites:

www.bbc.co.uk/history

Exam Board: Edexcel

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

www.bbc.co.uk/education/levels/z4kw2hv



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Nazi Germany - The Weimar Government 1918 - 1929.	Nazi Control and Dictatorship 1933 - 1939	Revision Medicine through Time
Skills Focus	Description / Explanation / Argument / English	Description / Explanation / Argument / English	Inference / Explanation / Source analysis / Interpretations
Assessment	GCSE Exam Questions	GCSE Exam Questions	GCSE Exam Questions
2nd Half: Topic	Hitler's Rise to Power 1919 - 33	Life in Nazi Germany 1933 - 1939	Revision Elizabeth - British Depth Study
Skills Focus	Description / Explanation / Argument / English	Description / Explanation / Argument / Source analysis / English	Inference / Explanation / Source analysis / Interpretations
Assessment	GCSE Exam Questions	GCSE Exam Questions	GCSE Exam Questions

What three things should I be doing to support my child at home?

1. Encourage them to keep up to date with, and on top of their homework, which is set once a week. Encourage them to seek help in person if they are stuck
2. Encourage your child to check their work (including key spellings, punctuation etc.) and respond to the feedback in their History book (answering questions and correcting mistakes). This is the best way for them to develop their skills and progress in the subject
3. Read with your child. Developing their literacy is one of the quickest ways to improve their work in History.

Hospitality & Catering

“Skills for Life”

Subject Lead: Mrs August

Useful Websites:

<http://www.bbcgoodfood.com>

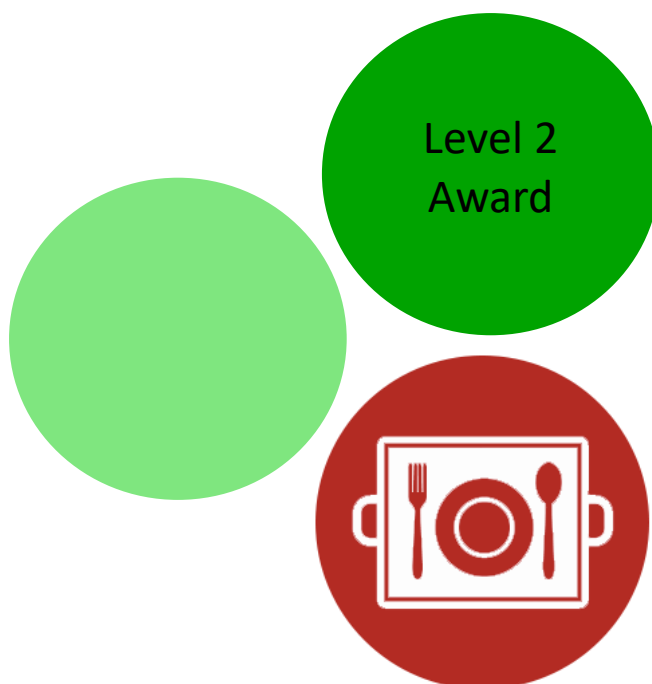
<http://www.deliaonline.com>

<https://www.jamieoliver.com/>

<http://meatandeducation.redmeatinfo.com/>

Exam Board: Educas

<https://www.educas.co.uk/media/0dzipjzk/wjec-level-1-2-award-in-hospitality-and-catering-specification-2016-e-29-11.pdf>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Recapping health and safety in the Food Room.	Understand how hospitality and catering provisions operate	Preparing for theory test
Skills Focus	Learning how food can cause ill health Recapping pastry skills	Learning about the operations of hotels, restaurants and other provisions. Focusing on key dishes suitable for upcoming NEA	Recap and revise theoretical knowledge in preparation for theory exam Side dishes
Assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment	Theory exam Practical assessment
2nd Half: Topic	Understand the environment in which Hospitality and Catering provisions operate	Understand how hospitality and catering provisions meet health and safety requirements	NEA
Skills Focus	Learning about the different sectors of the hospitality and catering industries Learning to make different desserts	Learning about health and safety requirements in the workplace Focusing on key dishes suitable for upcoming NEA	Start NEA mock Presentation techniques
Assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment	End of topic written assessment Practical assessment

What three things should I be doing to support my child at home?

1. Practising dishes made in school at home.
2. Encourage your child to watch programmes such as The Great British Bake Off or Masterchef.
3. Ensure they are engaged in active revision for assessments i.e. creating revision materials to help them learn and not just reading.

Latin

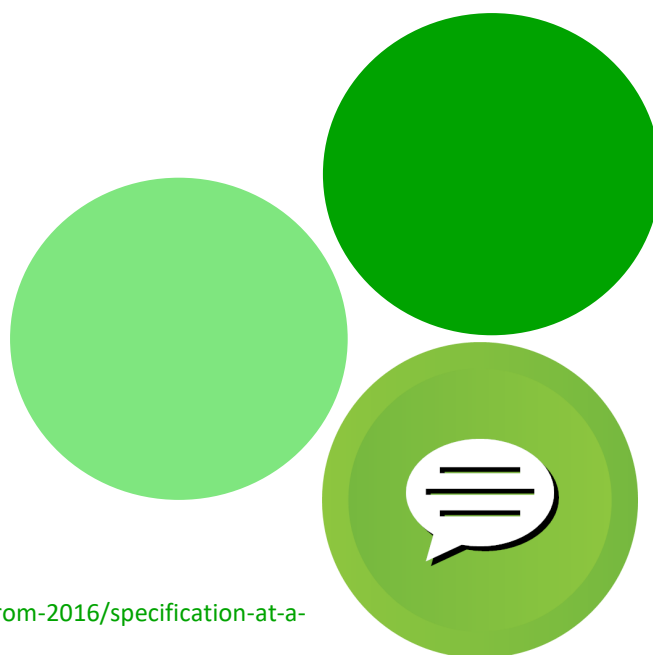
“ Reading the past to bridge the ancient and modern worlds ”

Subject Lead: Ms Weightman

Latin is an optional, additional GCSE subject, studied during 1 x Prep and 2 x Enrichment Sessions each week.

Exam Board: OCR

<https://www.ocr.org.uk/qualifications/gcse/latin-j282-from-2016/specification-at-a-glance/>



	Autumn Term	Spring Term	Summer Term
1st half: Themes, Cultural Content <ul style="list-style-type: none"> Language 	Britannia (cont): Boudica's revolt; the Roman Army; Aquae Sulis (Bath); From Ostia to Gaul; Roman sea travel; pirates! Revision of Year 9: Nouns and Verbs Dative Case Adjectives Genitive Case -ne & -que	Mining in Hispania; country estates; dinner parties; Roman weddings; marriages - husbands & wives. Comparatives & review of Superlatives Indirect Statements Pronouns(1) hic & ille Pronouns (2) is ea id	GCSE Literature introduction Prose set text (1): Pliny: a day in the life of my uncle Irregular Verbs fero Present Participles Perfect Passive Participles Perfect Active Participles Revision
Skills Focus	Developing accidence & Basic syntax. English Derivations English to Latin	Developing accidence and more complex syntax English Derivations English to Latin	Developing accidence and complex syntax. Beginning to read literature: writing practice, short questions
Assessment	Weekly OCR vocabulary testing by parts of speech Translation into English	Weekly OCR vocabulary testing by parts of speech Translation into English	Weekly OCR vocabulary testing by parts of speech Translation into English
2nd half: Themes & Cultural Content <ul style="list-style-type: none"> Language 	The Great Fire of Rome; Roman Gaul; Mosaics Vocative & All Nouns review Imperatives Relative Pronouns & Relative Clauses Future Tense (1) Revision of Tenses	Pompeii; shops & businesses; patronage & clientela; citizenship; freedmen Verb conjugations Pluperfect Tense Adverbs Future Tense (2) Necesses + est, placet, licet Irregular verbs - eo Review all Active Tenses	GCSE Literature introduction Prose set text (2): Tacitus The death of Messalina Present Passive Imperfect Passive Perfect & Pluperfect Passive Ablative Absolute Revision
Skills Focus	Latin comprehension and translation into and from Latin. Vocabulary consolidation.	Translation skills - longer passages. Translation fluency & comprehension	Translation fluency - longer passages. Literature analysis - writing practice, longer style questions.
Assessment	Written assessment of translation & comprehension skills. Regular vocabulary and grammar testing in class.	Written assessment of translation & comprehension skills. Regular vocabulary and grammar testing in class.	End of year assessment: exam-style translation & comprehension assessment.

What three things should I be doing to support my child at home?

1. Encourage them to keep on top of vocabulary learning
2. Test them on their endings - Tables are on Google Classroom
3. Encourage wider reading of stories about Rome and the ancient world.

Media Studies

“Question, create, communicate.”

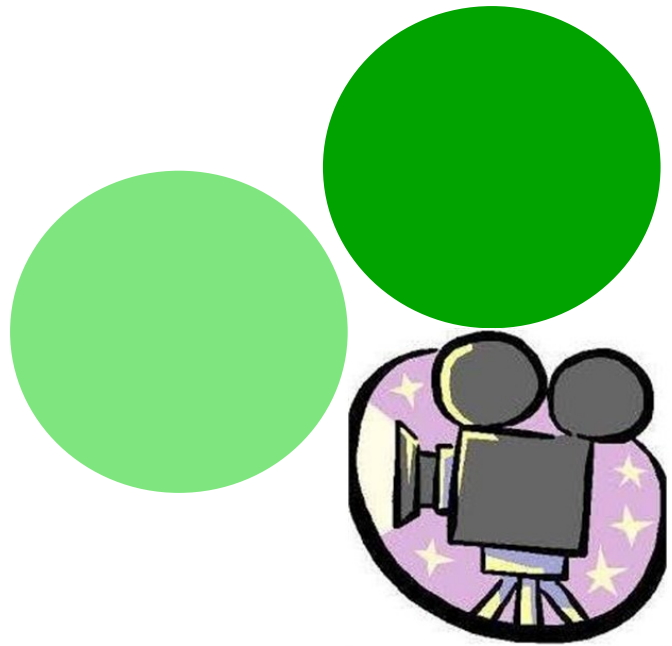
Subject Lead: Miss Taylor-Wareham

Useful Websites:

<http://www.mediaknowall.com/gcse/gcse.php>
<https://www.bbc.com/bitesize/subjects/ztnygk7>
<https://www.theguardian.com/uk/culture>

Exam Board: Eduqas

https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Set texts study: Advertising & marketing of films TV Crime Drama	Advertising & Marketing Magazines	Component 2: TV crime drama
Skills Focus	Detailed study of film industry Introduction to TV Crime Drama	Analysis and creation of advertising materials Analysis and creation of magazine covers	Close analysis of A-V material from modern and historical context
Assessment	Exam-style questions analysing marketing and TV extracts.	Exam-style questions Component 1 Section A	Essay
2nd Half: Topic	Study of TV Crime and Drama & NEA Mock	Newspapers	Year 10 exam preparation; NEA
Skills Focus	Detailed analysis of set TV products Introduction to NEA.	Study of newspapers: what impact do they have on society?	Planning for coursework based on set briefs
Assessment	Practical production from brief Written Statement of Intent	Component 1	NEA

What three things should I be doing to support my child at home?

1. Encourage them to watch the news daily to build an awareness of world events
2. Encourage them to read articles/publications that interest them
3. Research the context of the current topic, focusing on historical, social, cultural and political influences.

Music

“Music can change the World” - Beethoven

Subject Lead: Ms Rixon

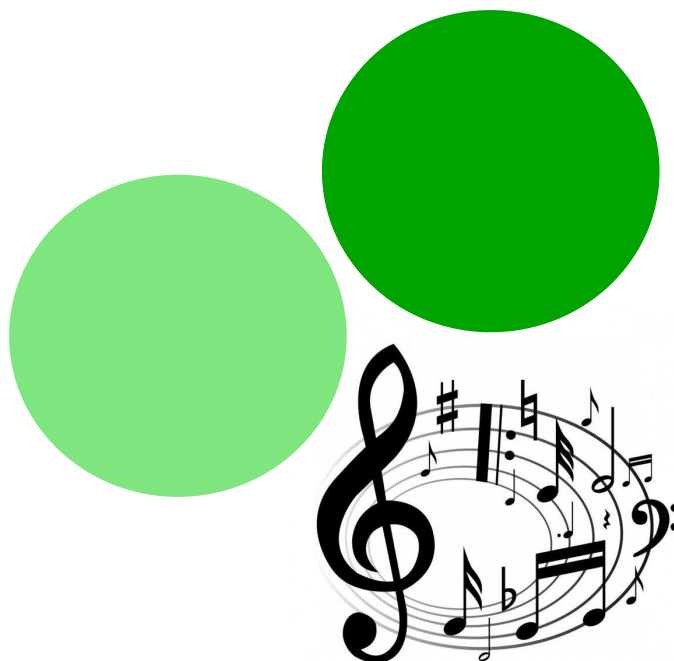
Useful Websites:

<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>

<https://www.teoria.com/>

<https://www.musictheory.net/>

Exam Board; Eduqas

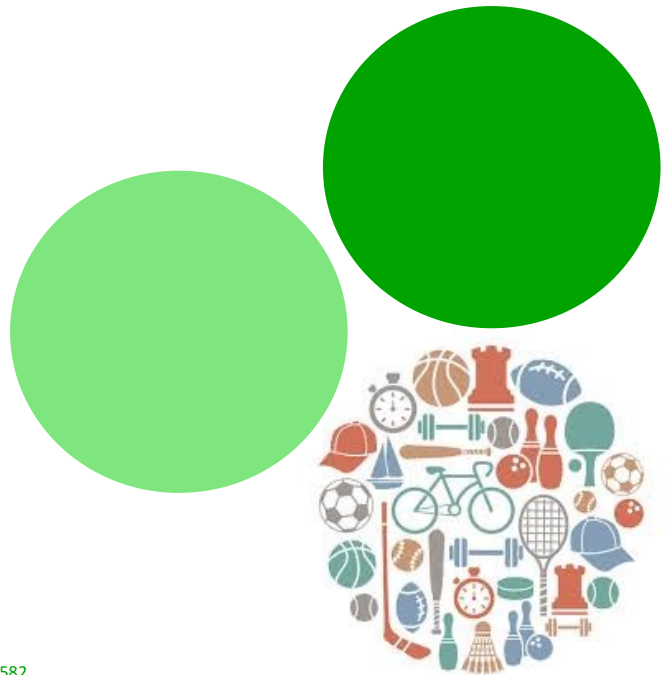


	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Fusion Music	Baroque & Classical Music	Romantic Music
Skills Focus	Explores examples of fusion music and develops understanding of key features of genres. Exam technique. Develop keyboard skills. Continue Composition. Revisit theory skills.	Using DR SMITTH, explore the key similarities and differences between two musical eras. Develop listening and analysis skills. Exam technique. Continue Free Composition.	Using DR SMITTH, explore the key similarities and differences between three musical eras. Develop listening and analysis skills. Exam technique. Focus on tidying up Composition scores.
Assessment	Africa Set Work Tests	In class listening/dictation tests	In class listening test/dictation tests Free Composition
2nd Half: Topic	Bhangra Music	Badinerie - Bach Set Work	Chamber Music
Skills Focus	Explore the history and context behind Bhangra music. Demonstrate an understanding of key musical features. Exam technique. Continues with Free Composition.	Develop analysis skills. Consolidate understanding of Baroque & Classical music. Continue to develop score reading skills. Exam technique and introduction to revision techniques. Continue Free Composition.	Continue to develop analysis skills and consolidate understanding of the three main musical periods; Baroque, Classical & Romantic. Exam technique & revision. Composition scores and audio.
Assessment	In class listening/dictation tests Free Composition	In class listening/dictation tests Free Composition	Free Composition completed Mock solo performance Mock Exam

What three things should I be doing to support my child at home?

1. Encourage students to attend 8 a.m. music theory sessions on Wednesday
2. Encourage students to complete one hour of composition a week after school
3. Regularly practise their instrument in order to prepare for their performance component

Physical Education



“It’s all about the journey, not the outcome”

Subject Lead: Ms Still

Useful Websites:

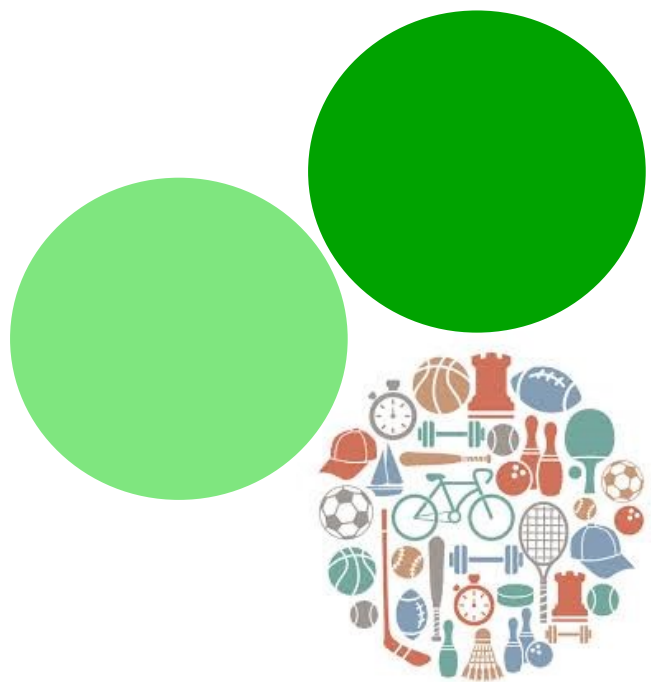
- www.activesurrey.com
- <https://www.bbc.com/bitesize/examspecs/ztrcg82>
- www.senecalearning.com
- <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

Exam Board: AQA

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	P1 - Anatomy physiology, Movement analyses P2 - Classification of skills, Goals/target setting	P1 - The structure and function of the cardiovascular and respiratory system P2 - Sport psychology	P1 - Physical training P2 - Motivation, Engagement patterns, PEDS, hooliganism and spectator violence.
Skills Focus	P1 -Major bones -Functions of the skeleton -Joint types -Joint movements -Major muscles -Muscle contractions -Lever systems P2 Discuss types of skills. Identify, explain and justify types of goals and in relation to target setting.	P1 -Blood vessels -Identify and explain the cardiovascular system . -Cardiac output, blood pressure, heart rate and stroke volume P2 - Arousal, inverted U, Stress management techniques	P1 -Components of fitness -Principles of training - Fitness testing - Warm up and cool down - Preventing injury -Calculating intensities P2 Define and explain intrinsic and extrinsic motivation. Identify and explain engagement patterns of different social groups and the factors affecting participation. Discuss the advantages and disadvantages of taking PEDs for the performer. Identify and Explain
Assessment	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2	Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2
2nd Half: Topic	P1 - Structure and Function of the muscular system, Respiratory system P2 - Types of feedback and guidance	P1- Anaerobic and aerobic, effects of exercise P2 - Sport psychology , personality types	NEA - Coursework writing P1 and P2 Data

Physical Education



	Autumn Term	Spring Term	Summer Term
Skills Focus	<p>P1</p> <ul style="list-style-type: none"> -Planes of movements -Axis of movements -Identify and explain the respiratory system does. - Structure of respiratory system Pathway of air, gaseous exchange, spirometer trace <p>P2</p> <ul style="list-style-type: none"> Identify examples of, and evaluate, the effectiveness of the use of types of guidance, feedback 	<p>P1</p> <ul style="list-style-type: none"> Identify and explain aerobic or anaerobic, Immediate, short and long term effects of exercise <p>P2</p> <ul style="list-style-type: none"> Discuss direct and indirect aggression with application to specific sporting examples. Identify and explain introvert and extrovert personality types 	<p>P1 and P2</p> <ul style="list-style-type: none"> -Analysis of performance. Highlighting the strengths and weaknesses of a skill and fitness Identifying types of data. Analysing, collecting and presenting data
Assessment	<p>Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2</p>	<p>Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2</p>	<p>Practical: Assessed against the AQA NEA Criteria in their relevant sports. Each sport is broken down into skills (10) and full context (15). Theory: Two half termly written exams based on current knowledge with A01, A02 and A03 questions. Prep: 1 piece weekly from Paper 1 or 2</p>

What should I be doing to support my child at home?

1. The final GCSE PE grade is made up of 60% written theory exam and 40% NEA. It is important that your son/daughter plays at least one sport outside school, to a high level. They will be assessed in 2 team and 1 individual sports or 1 team and 2 individual sports. As well as playing regularly outside of school they should attend all extra curricular clubs on offer which will benefit their practical grade. Some sports will need to be assessed outside of school and will require video evidence.
2. Ensure the correct kit is brought to every GCSE and CORE PE lesson and jewellery is removed before participation. Kit includes: PE: Polo shirt, White trainers, white socks, black shorts and jumper/hoodie (no logos) Games: Games polo, Trainers and studs, mouthguard, black games socks, black shorts and jumper. All students will be required to wear kit if they are in attendance at every PE and games lesson.

Religious Studies

"Promoting tolerance and inclusion, through knowledge and understanding."

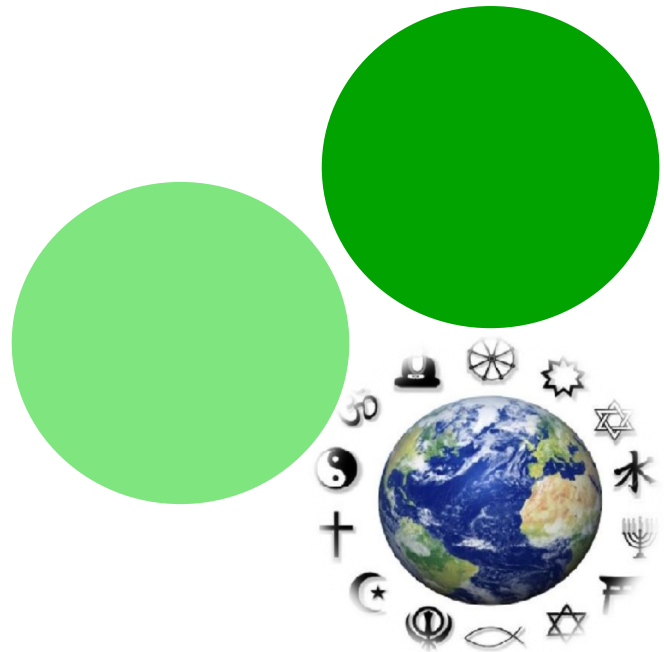
Subject Lead: Mr Lyons

Useful Websites:

<https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/religious-studies>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Islam: Beliefs and Teachings	Religion, Peace and Conflict	Relationships and Families
Skills Focus	Study of Muslim beliefs and teachings, such as the nature and oneness of God, the Six Articles of Faith in Sunni Islam and the Five Roots of Usul ad-Din in Shi'a Islam, the importance of sacred texts, the role of angels and the importance of the teachings of Muhammed.	Exploration of Christian and Muslim teachings on, and attitudes to, justice, forgiveness and reconciliation, violence, terrorism, reasons for war, concept of holy war, pacifism and peace-making, and ethical arguments related to the use of weapons of mass destruction.	Exploration of Christian and Muslim teachings on, and attitudes to, family units, sexuality, contraception, same-sex relationships, divorce and the sanctity of marriage, along with contemporary family issues, including the roles of men and women and gender equality.
Assessment	GCSE style examination questions	GCSE style examination questions	GCSE style examination questions
2nd Half: Topic	Islam: Practices	Religion, Peace and Conflict	Relationships and Families
Skills Focus	Study of Muslim practices such as the Five Pillars of Islam, the importance of prayer, pilgrimage, fasting during Ramadan, giving to charity and the role of the Ummah.	As 1st Half Term	As 1st Half Term
Assessment	GCSE style examination questions	GCSE style examination questions	GCSE style examination questions

What three things should I be doing to support my child at home?

1. When completing GCSE-style examination questions, ensure your child practises completing them in the allotted time, rather than take longer, as this is a required skill for the written examinations.
2. Encourage your child to check their work (including key spellings, punctuation etc.) and respond to the feedback in their RE exercise books (answering questions and correcting mistakes). This is the best way for students to develop their skills and progress in the subject
3. Debate key topics at home to help students develop good questioning skills, ultimately used in their written examinations.

Spanish

“Confident, effective, global communicators”

Subject Lead: Mrs Boniface

Useful Websites:

www.quizlet.com
<https://www.bbc.co.uk/bitesize/subjects/z4dqn>
<https://www.newsinslowspanish.com/>

Exam Board: AQA

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance>



	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Travel and Tourism Holidays and travel Regions of Spain/Spanish speaking world. To describe holidays in the past, present, future and conditional tense. Talking about accommodation, destinations, city breaks and activities	Family and Relationships Relationships with family and friends. Marriage and partnership. Future family plans. What makes a good friend. How to be a good friend.	Health & Healthy Lifestyles
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.
Assessment	Regular vocabulary testing. Speaking to be assessed via small group work with FLA.	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA.	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA.
2nd Half: Topic	Travel and Tourism continued Festivals and Traditions Revision of typical festivals and traditions in the Spanish speaking world.	School Understand the differences between the French and the English school system. Describing life at school, improvements you would make and future study plans.	Revision of Themes 1/2/3 To revisit and consolidate the GCSE topics covered over the year with emphasis on past papers and exam techniques. Preparing for a full Mock speaking exam.
Skills Focus	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.	Listening, reading, speaking and writing. Exam skills. Translation.
Assessment	Regular vocabulary testing. Speaking to be assessed via small group work with FLA.	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA.	Listening, Reading, Writing Assessment. Speaking to be assessed via small group work with FLA.

What three things should I be doing to support my child at home?

1. Help them test vocab regularly; revisiting vocabulary on a regular basis is an effective way to learn it. Add synonyms and antonyms where possible to topic-specific vocabulary lists.
2. Encourage your child to do timed practice questions at home, particularly for writing, working on the 'minute a mark' rule.
3. <https://www.newsinslowspanish.com/> Encourage your child to listen to the news in Spanish and to retell the gist of what they have heard.

Textiles

“Skills for Life”

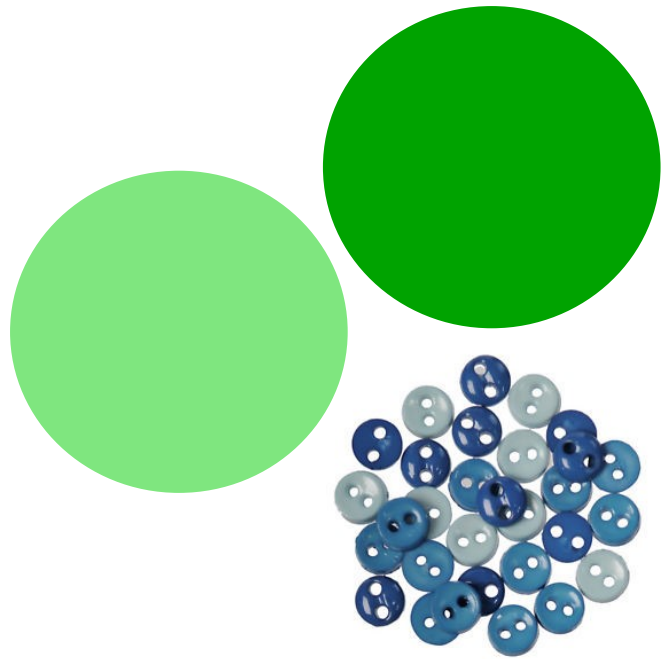
Subject Lead: Mrs August

Useful Websites:

<https://www.vam.ac.uk/>

<https://www.vogue.co.uk/>

<https://fashionhistory.fitnyc.edu/>



Exam Board: AQA

<https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>

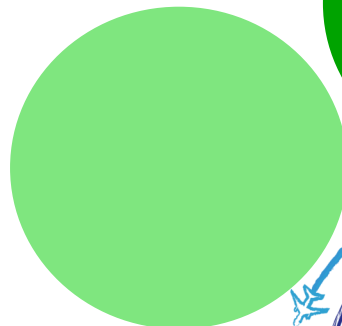
	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Bag Project	Hoodie Project	Custom Project
Skills Focus	Students will study different design movements and fashions. Using this inspiration they will design and make a bag	Students will follow a simple pattern accurately to make a hoodie. Core theory	Students will design and make a themed cushion based on a designer or design movement. Core theory
Assessment	Practical Grade Exam Questions	Practical Grade Exam Questions	Practical Grade Exam Questions
2nd Half: Topic	Lunch Box		
Skills Focus	Students will use recycled plastics to design, plan and make a Lunchbox Core theory	Following a commercial pattern students will select a garment pattern of their choice and make the garment Core theory	Start GCSE Non Examination Assessment that accounts for 50% of the GCSE grade Core theory
Assessment	Practical Grade Exam Questions	Practical Grade	Practical Grade Exam Questions

What three things should I be doing to support my child at home?

1. Provide your child with a sketchbook and pencil and encourage them to practise sketching and designing as often as possible.
2. Visiting galleries and exhibitions to heighten awareness of designers and practitioners, as well as providing inspiration.
3. Encourage them to collect fabric swatches and magazine tears that interest them. These can be gathered in a sketchbook or folder.

Travel & Tourism

BTEC Level 1 / Level 2 First Award



“Work today, succeed tomorrow.”

Subject Lead: Mrs Sweryt

Useful Websites:

- <https://www.independent.co.uk/travel>
- <http://www.travelweekly.co.uk/>
- <https://www.abta.com/news>

Exam Board: Pearson BTEC Tech Award Level 1/2 in Travel and Tourism

	Autumn Term	Spring Term	Summer Term
1st Half: Topic	Revisit Component 1a: Introduction to travel & tourism. Be able to demonstrate an understanding of the travel and tourism industry. Practice NEA brief	Component 1: Complete Component 1 - The Pearson -set Assignment will be completed in approximately 4 hours of monitored preparation and 6 hours of supervised assessment. 60 marks. There are 5 tasks	Component 2a: Revisit content about organisations and how they identify customer needs and travel and tourism trends.
Skills Focus	In this component, you will be expected to answer 5 externally set tasks that link to Component 1 of the specification. The tasks will be linked to different travel and tourism organisations and the products and services they offer. You will have to write about their ownership and aims, such as increasing bookings, providing services, promoting a cause or contributing to the community.	The set assignment will be discussed in class and students will use their notes and exam techniques to complete the tasks. Feedback and support will be given by the class teacher as and where necessary before tasks commence.	Identifying how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. You will then practice applying this knowledge and understanding to practice assignment briefs as set by the exam board.
Assessment	Practice assignment brief for Component 1. Learning Aim B.	Completed Assignments as set by Pearson. This equates to 30% of the overall qualification	Practice assignment brief for Component 2. Learning Aim A
2nd Half: Topic	Component 1b: Understand and explore popular visitor destinations.	Consolidation of Component 1.	Component 2b: Recognising how the needs and preferences of travel and tourism customers are met.
Skills Focus	In this component you will explore visitor destinations within the UK and beyond and develop skills in answering externally set tasks from the exam board. You will adapt your previous learning to help answer the tasks given by the exam board.	NEA Assessment completed as per exam board guidelines. The assignment will take approximately 4 hours of monitored preparation and 6 supervised hours to complete. There are 5 tasks to complete.	You will revisit from Year 9 how specific needs of different types of customer and how travel and tourism organisations meet these needs and preferences by offering a variety of products and services. You will then practice applying this knowledge and understanding to practice assignment briefs as set by the exam board
Assessment	Practice assignment brief for Component 1. Learning Aim A	Completed Assignments as set by Pearson. This equates to 30% of the overall qualification	Practice assignment brief for Component 2. Learning Aim B

What three things should I be doing to support my child at home?

1. Encourage them to listen, watch or read the travel news on a daily basis.
2. Let them help plan your travel and holiday. Even a bus or train trip.
3. Watch travel programmes and documentaries.

Community

" A community that learns together, grows together"

Subject Lead: Mrs Sweryt

The Community Agenda is one of Hoe Valley School's founding principles, placing the school firmly in the heart of the local community and developing the school's reputation.

From the moment of Primary school transition, our students are encouraged to foster and grow a sense of community within the school and are exposed to vibrant and exciting learning opportunities via links with the local area.

They will be encouraged to have a deeper understanding of their local area, such as in regards to local businesses, Woking Borough Council, charities, biodiversity; focusing on the variety of opportunities on their doorstep.

Lessons across all departments will promote the Community vision wherever possible and will deliver meaningful community development. Businesses will be invited to work with staff and students for the benefit of all those involved. This will be extended via the organisation of relevant trips, visits from relevant speakers and visitors, and enrichment programmes.

Links with Primary schools will continue to promote ongoing collaborative learning at KS4. This will support engagement in secondary school subjects and will be highly visible in the activities, events and enrichment activities that the students will take part in.

Year groups will be working with three charities per year to raise funds and awareness, promoting the charity within the Community and developing their local knowledge.

What three things should I be doing to support my child at home?

- 1) Encourage your son or daughter to participate in community events and take an active interest in how the local area works.
- 2) Help your son or daughter to explore outside interests and how that could be incorporated within their school work.
- 3) Identify local businesses that they have come into contact with and consider how they can support and promote them.

Useful websites:

<https://www.visitsurrey.com/explore/boroughs-and-districts/woking-borough-council>
<https://www.woking.gov.uk/news-list>

