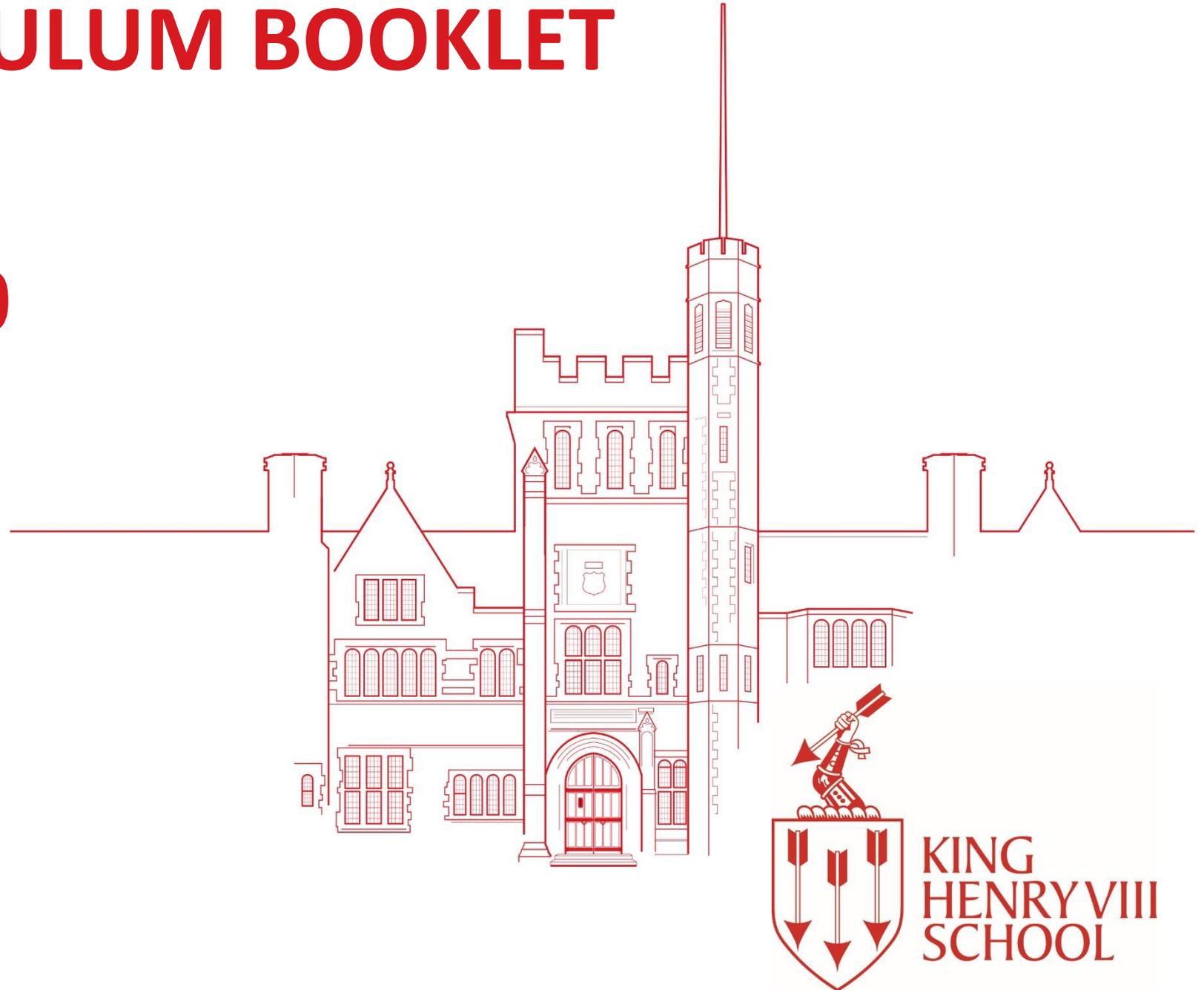


CURRICULUM BOOKLET

2017-2018

YEAR 10



Dear Parent/Guardian

This curriculum booklet has been put together as part of the Home-School partnership. This booklet is laid out differently to those for Years 7 - 9, as well as the overview of topics studied, it also includes details of the GCSE exam specifications. At the start of each page for each subject there is an overview of all the units of the course that will be done by the end of Year 11. This also includes the exam board website to refer to and whether the subject is a UK GCSE or an International IGCSE. As you may remember from the options evening in January, there are many changes at GCSE over recent years so please read the booklet carefully and when you use the exam board websites be sure to get the right documentation. Look for phrases like 'first teaching from September 2017 or 'examinations summer 2019'. Your son/daughter is of course doing their exams in summer 2019. All GCSE and IGCE courses are now on the new grading system 9-1- this should also help you get the right information as (9-1) is in most of the titles. The table below explains how the grades are equivalent to the current A* to G.

New Scale									
9	8	7	6	5	4	3	2	1	U
A*			A		B		C		U
Old Scale									

All GCSEs whether international ones or UK versions have two types of assessment. Examinations- these are all taken at the end of Year 11 and Non- Exam Assessments- (sometimes called coursework or controlled assessments). There will be the usual internal examinations in Year 10 which will enable staff, pupils and parents to be aware of progress made in Year 10. In Year 11 after Christmas there will be a full range of mock examinations. Both of these sets of examinations give important opportunities to assess progress and students should prepare seriously for them. With the A level reform that is taking place at the same time it is never too early to indicate that a good GCSE portfolio is going to be the main qualifications that Universities will see when your son/daughter applies to university in Y13. Hence making the most of all of these exam periods is vital to success.

Non- exam assessments: Clear instructions are always given by our well qualified subject specialists; please encourage your son/daughter to listen carefully, act on advice given and stick to deadlines. They should take any practice tasks seriously as the skills gained will be needed when the start on the task proper. Students should never be asking for an extension for deadlines without valid (usually medical) reason. All of this means that you could seriously be affecting your son/daughter's GCSE if you take time out of lessons for holidays or other activities

I hope that you will find the booklet informative and useful.

Miss A. M. Weitzel,
Deputy Head,
September 2017

Year 10 overview for 2017-18

At this point in this booklet I would give a full run down of all the assessments during year 10- however the new 9-1 courses have vastly different requirements and are now contain fewer non-exam assessment (coursework) tasks completed in year 10. However there are still some and the advice remains the same- listen to staff advice, act on it and hand in work on the deadline. Art, DT, Computer Science, Music in particular have pieces of non-exam assessment that go over several weeks. Intermediate deadlines are important for these subjects in Year 10 if you are not to get yourself in problems in Year11. English is the other subject who aims to get at least 1 if not two pieces of coursework completed. It is well worth the students taking these tasks very seriously- they need to produce work at their best standard. Any thoughts of 'I can improve this in year 11' should be dismissed as the smart students get the standard to the highest level within year 10. Year 11 has to have time to focus on the examination elements of each course, not students worrying about improving the non-exam work.

The internal marking of non-exam assessments is carried out in accordance with the procedures laid down by the examination boards. Students may ask for a review of marking. This should usually be done in writing within 48 hours of them being informed of the mark. A copy of the procedure can be obtained on application to Miss Ann Weitzel (Deputy Head).

The first pages of this booklet has details of the non-exam subjects, PSHE, Study Skills, PE and Games. All GCSE subjects then follow with a page for each subject in alphabetical order.

PSHE	Autumn	Spring	Summer
<p>The Year 10 PSHE programme gives students the opportunity to explore a range of issues linked to their own personal development and to the world around them. Sessions will be delivered in a variety of ways and students will participate in a range of activities to support the programme.</p>	<p>Setting the Ground Rules for PSHE</p> <p>Charity selection and fund-raising activities</p> <p>Self-worth /self -belief</p> <p>Coping with Stress</p> <p>Relationships; Cliques, valuing others, understanding differences</p>	<p>Report follow up</p> <p>Health and wellbeing: emotional health, coping strategies, getting a balance</p> <p>Charity follow up</p> <p>Drugs awareness</p> <p>Sex & relationships</p> <p>Careers Forum Preparation</p> <p>Careers Forum</p>	<p>Grade Card follow up</p> <p>Preparation for examinations: revision strategies</p> <p>Personal development: Who do I want to be?</p> <p>Music</p> <p>Mini Olympics</p> <p>Treasure Hunt</p>

Study skills	Autumn	Spring	Summer
<p>This course provides students with opportunities to enrich their learning experiences by exploring a range of skills to promote purposeful study. It will include opportunities for students to discuss learning and to work independently in all terms.</p>	<p>Learning How to Learn</p> <ul style="list-style-type: none"> - Independent study / learning skills audit - Understanding the brain and how it affects learning - Understanding Learning Styles - Developing learning character: focusing on Building Learning Power – RRRR <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> - Types of thinking, including thinking personalities, thinking about thinking and thinking to solve problems - Assessing thinking skills - Attentional thinking skills - Thinking to improve reading skills 	<p>Research Skills</p> <ul style="list-style-type: none"> - Characteristics of a good researcher, including developing skills for approaching and planning a research project, including how to reference sources and write a bibliography to avoid plagiarism. <p>Improving Exam Performance: Revision Skills</p> <ul style="list-style-type: none"> - Getting motivated - Getting organised - Doing revision - revision techniques 	<p>Improving Exam Performance: More Revision Skills</p> <ul style="list-style-type: none"> - Doing more revision – applying techniques - Understanding questions <p>Strategic study skills</p> <ul style="list-style-type: none"> - Reflection / evaluation (personal and course) - Collaborative mini-project

PE	Autumn and Spring		Summer
Boys & Girls:	Health Related Fitness, Volleyball, Handball & Swimming ½ term of each (approx)		Athletics, Tennis Softball/Rounders
GAMES	Autumn	Spring	Summer
Boys:	Rugby, Multi Sports	Multi Sports, Hockey,	Cricket, Athletics, Tennis, Fitness, Softball
Girls:	Hockey,	Netball, Aerobics	Athletics, Tennis, Rounders

Examination courses

SUBJECT Art (9-1) & Art Photography (9-1)	Exam Board OCR	Specification number J171 J173	Exam Board website www.ocr.org.uk
Unit 1 Art & Design Portfolio 60% Unit 2 Art & Design – set Task 40%	Non Exam Assessment conditions approx guided 45 learning hours. Students produce a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus. This is an OCR Set Task – candidates select one starting point, theme or brief from a paper released Jan 1 st 2019. We will start the preparation + research, planning and processing on the students return from mock examinations. Supervised 10 hour period in which to produce a final response		Oct Year 10 – December Year 11 January Year 11– March Year 11 10 hours at end of March Year 11
	Autumn	Spring	Summer
Unit 1 Art & Design Portfolio	Induction Unit 1 research & preparation	Gallery visit – London Unit 1A - development outcome	Unit 1A - development outcome
Work derived from centre starting point/topic/them/brief	Focus on : <ul style="list-style-type: none"> • Developing creative skills, through learning to use imagination and intuition • Learning to analyse own work and the work of others in contemporary, historical and cultural contexts • Development of ideas and techniques • Refining and developing ideas • Presenting personal outcomes 		

SUBJECT Biology IGCSE (9-1)	Exam Board Edexcel	Specification number 4BI1 (IGCSE)	Exam Board website www.edexcel.com
Biology Paper 1(4BI1/1B) (61.1%) Biology Paper 2 (4BI1/2B) (38.9%)	2 hour exam 1 hour 15 minute exam Each paper has a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions There are no non-exam assessment or practical assessment during the course. You will however still do plenty of practical work. .		Taken in June of Year 11 Taken in June of Year 11
	Autumn	Spring	Summer
More detail of content of course in Year 10 <i>NB The IGCSE course began in Year 9. It is therefore essential that you look after your Year 9 exercise book.</i>	Movement of substances into and out of cells Respiration Gas exchange Transport in plants	Circulation Reproduction	Pollution Water cycle Nitrogen cycle Carbon cycle

SUBJECT Chemistry IGCSE (9-1)	Exam Board Edexcel	Specification number 4CH1	Exam Board website www.edexcel.org.uk
<p>Chemistry Paper 1(4CH1/1C) (61.1%)</p> <p>Chemistry Paper 2 (4CH1/2C) (38.9%)</p>	<p>2 hour exam</p> <p>1 hour exam.</p> <p>Each paper has a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions</p> <p>There are no non-exam assessment or practical assessment during the course. You will however still do plenty of practical work. .</p>		<p>Both exams are taken in June of Year 11. The papers are untiered.</p>
<p>More detail of content of course in Year 10</p> <p><i>NB The IGCSE course began in Year 9. It is therefore essential that you look after your Year 9 exercise book.</i></p>	<p style="text-align: center;">Autumn Year 10</p> <p>Calculation chemistry</p> <p>What is a mole</p> <p>Moles of solids, gases and solutions</p> <p>Metals</p> <p>Reactivity series</p>	<p style="text-align: center;">Spring Year 10</p> <p>Introduction to Electrolysis</p> <p>Acids, alkalis and salts</p>	<p style="text-align: center;">Summer Year 10</p> <p>Rates of Reaction</p>

SUBJECT Classical Civilisation (9-1)	Exam Board OCR	Specification number J199	Exam Board website www.ocr.org.uk
Unit J199/11 Thematic Study: Myth and Religion	1 hour 30 mins exam [90 marks: 50% of final exam]		Taken end of Year 11
Unit J199/21 Literature and Culture: The Homeric World	1 hour 30 mins exam [90 marks: 50% of final exam]		Taken end of Year 11
More detail of content of course in Year 10	<p>Unit J199/11: Myth and Religion – This involves a comparative study of ancient Greece and Rome and combines literary and visual/material sources. Topics include the gods, Hercules, temples, foundation myths, festivals and the Underworld.</p> <p>Unit A353 –The Homeric World – This is made up of two elements: an in-depth cultural study and a study of Homer's Odyssey. Topics include: life in the Mycenaean age, Linear B, Mycenaean archaeology.</p>		

SUBJECT Classical Greek (9-1)	Exam Board OCR	Specification number J292	Exam Board website www.ocr.org.uk
J292/01: Language J292/04: Verse Literature A J292/06: Literature and Culture	1 hour 30 minute exam (50%) 1 hour exam (25%) 1 hour exam (25%)		June 2018
<p>A three year Greek GCSE course, outside the timetable, began in January 2016, leading to GCSE qualification in summer 2019; so current Year 10 pupils who are admitted to this course would be able to take GCSE at the end of Year 11, with the possibility of taking Greek AS in Year 12 or 13, possibly within the timetable. Please talk to Mr Jones if you are interested in studying Greek.as another twilight group may be starting.</p>			

SUBJECT Computer Science (9-1)	Exam Board OCR	Specification number J276	Exam Board website www.ocr.org.uk
Computing Systems (40%)	1 hour 30 minutes examination		May/June in Year 11
Computational Thinking, algorithms and programming (40%)	1 hour 30 minutes examination		May/June in Year 11
Programming Project (20%)	40 marks (20 hours) Non exam assessment		Completed by Easter of Year 11
	Autumn	Spring	Summer
More detail of content of course in Year 10	Computer Systems <ul style="list-style-type: none"> • Systems Architecture • Memory Computational Thinking, algorithms and programming <ul style="list-style-type: none"> • Translators and Facilities • Computational Logic • Algorithms • Producing robust programs • Programming techniques 	Computer Systems <ul style="list-style-type: none"> • Storage • Systems Software • Wired and wireless networks Computational Thinking, algorithms and programming <ul style="list-style-type: none"> • Programming techniques • Producing robust programs Programming Project <ul style="list-style-type: none"> • Programming development • Programming assessment 	Computer Systems <ul style="list-style-type: none"> • Network topologies, protocols and layers Computational Thinking, algorithms and programming <ul style="list-style-type: none"> • Data representation • Programming techniques Programming project <ul style="list-style-type: none"> • Programming development

SUBJECT D&T: Product Design (9-1)	Exam Board OCR	Specification number J310	Exam Board website www.ocr.org.uk
<p>Unit 1 Principles of Design and Technology (50%)</p> <p>Unit 2 Iterative Design Challenge (50%)</p>	<p>2 hour examination 100 marks Candidates answer all questions in two sections</p> <p>Non Exam- Assessment Approximately 40 hours 100 marks The Iterative Design Challenge requires you to design and make a prototype (or prototypes) through exploring, creating and evaluating. You will be assessed on your thinking and creative skills throughout the design challenge not just practical ability.</p>		<p>Taken in June of Year 11</p> <p>Starts during Year 10. Completion by March of Year 11</p>
<p>More detail of content of course in Year 10</p>	<p>A number of 'mini-projects' develop the skills of effective communication and presentation including sketch work and computer design work. A large range of skills and techniques will be taught to enable you to have the abilities needed to succeed in the design challenge assessment. There is a shift in emphasis away from specific disciplines within DT to a more holistic approach to the design process. This will enable greater freedom for creativity while also requiring a greater level of design ability.</p> <p>A wide knowledge of materials, processes, tools and equipment, and an understanding of technological concepts such as ergonomics and aesthetics is built up by group demonstrations, discussions, and written exercises. The use of sketch work combines with CAD and CAM to form an essential part of the course.</p>		

SUBJECT Food Preparation and Nutrition (9-1)	Exam Board AQA	Specification number 8585	Exam Board website www.aqa.org.uk
Paper 1 Written paper (50%) Non-Exam Assessment-(NEA) Task 1 – 15% Task 2 – 35%	1 hour 45 minutes examination <ul style="list-style-type: none"> • Multiple choice questions (20 marks) • Five questions, each with a number of sub questions (80 marks) NEA tasks Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element. Assessment - Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. Task 2: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. Assessment - Written or electronic portfolio including photographic evidence of the three final dishes must be included.	Taken in June of Year 11 Completed by end of Spring Term in Year 11 All practical/making tasks are carried out in the food technology room which is internally assessed. The majority of the written work will also be done in class but there will be occasions where students are expected to complete work at home e.g. research homework.	
More detail of content of course in Year 10	This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics: <ul style="list-style-type: none"> • Food, nutrition and health • Food science • Food safety • Food choice • Food provenance. Students will undertake weekly practical lessons in order to enhance and build their practical skills to a higher level. This will be complimented with theoretical lessons to achieve a holistic and wide understanding and gain knowledge of food and the wider health benefits and implications on a global as well as local scale.		

SUBJECT English & English Literature (9-1) IGCSE	Exam Board Edexcel IGCSE (Route 3: includes Paper 1 and Paper 3)	Specification number 4EA1/01 (Language) and 4ET1/01 (Literature)	Exam Board website www.edexcel.com
English Language Paper 1 Written paper (60%) Paper 3 Non Exam- Coursework (40%)	Examination - English Language Paper (2hrs 15) Coursework <u>Reading and Writing Responses :- two tasks (650-800 words each)</u> <ul style="list-style-type: none"> • An analytical/interpretative piece + commentary • Creative writing piece 		Work begins on Paper 1 in Year 10 and continues throughout Year 11 in preparation for the examination at the end of Year 11. Completed in Year 10
English Literature (9-1) IGCSE	Exam Board Edexcel IGCSE (Route 3: includes Paper 1 and Paper 3)		Exam Board website www. Edexcel.com
Paper 1 Written paper (60%) Paper 3 Non Exam- coursework (40%)	Poetry and Modern Prose (2 hours, closed book) Coursework Two written responses of 1000 words but there is no penalty for exceeding this.		Started in Year 10 and completed in Year 11 Started in Year 10 and completed by Easter in Year 11
More detail on the course English Language	Over Year 10 students will study for the English Language examination interpreting and analysing a range of non-fiction texts from the Anthology and from other unseen passages. They will also learn how to develop their analytical skills. For Coursework, in Year 10, students will produce two pieces of coursework, both between 650-800 words. They will have the opportunity to experiment with different styles of writing in order to produce a creative piece of writing. They will also study poetry and prose passages in order to produce an essay comparing two poems/passages based on a theme, interpreting and analysing the writer's meanings.		
More detail on the course English Literature	In Year 10 students will begin their study of a modern prose and drama text. One drama text will be studied for coursework in Year 10. This will then continue into Year 11. Coursework for Literature will be completed in Year 11.		

SUBJECT Geography IGCSE	Exam Board Cambridge	Specification number 0460	Exam Board website www.cie.org.uk/
Unit 1: Geographical Themes (45%)	105 minute exam		Taken in June of Year 11
Unit 2: Geographical Skills (27.5%)	90 minute exam		Taken in June of Year 11
Unit 3: Non Exam- Coursework (27.5%)	Techniques preparation in summer of Y10 Non-exam assessment will be completed in September and early October of Y11		Each chapter will have individualised deadline. To include, Introduction, Methodology, Data Presentation, Data Analysis/Conclusion and Evaluation. 2000 words.
	Autumn	Spring	Summer
More detail of content of course in Year 10 The course is linear with all examinations at the end of year 11 There will be internal exams at the end of Y10 which should be viewed as Mock Exams by the students	Population and Settlement: <ul style="list-style-type: none"> • Population dynamics • Migration • Population structure • Population density and Distribution • Coasts 	The Natural Environment: <ul style="list-style-type: none"> • Rivers • Weather • Climate and Vegetation • Settlements and service provision • Urban settlements • Urbanisation 	Tourism Revision and evaluation of Exam. Fieldwork techniques and preparation for coursework.

SUBJECT History (9-1)	Exam Board AQA	Specification number 8145	Exam Board website www.ocr.org.uk
<p>Paper 1: Understanding the Modern World: 50% of marks</p> <p>Paper 2: Shaping the Nation: 50% of marks</p>	<p>NB This is a new specification. If you use the website look for first teaching in September 2016. There is no non exam assessment</p> <p>Written Examination- 1hr 45 minutes. Period Study: 1D – America 1920-1973 Wider world depth studies: Conflict & Tension 1918-39</p> <p>Written Examination- 1hr 45 minutes. Thematic studies: 2A – Britain: Health & the People c1000 to today British depth studies including the historic environment: Elizabethan England c1568-1603</p>		<p>Exam Summer Year 11 Spring Year 10 Autumn Year 10</p> <p>Exam Summer Year 11 Autumn Year 11 Summer Year 10</p>
	Autumn	Spring	Summer
<p>More detail of content of course in Year 10</p>	<p>Conflict & Tension 1918-1939 Peacemaking The League of Nations Origins and Outbreak of World War II</p>	<p>The USA 1920-1973 Boom and Prosperity Depression and New Deal Post-war America</p>	<p>Elizabethan England c1568-1603 Including the study of a historical site (2016-2018 Hardwick Hall)</p>

SUBJECT Latin (9-1)	Exam Board OCR	Specification number J282	Exam Board website www.ocr.org.uk
J282/01: Paper1	Language- 1 hour 30 minute exam (50%)		June of Year 11
J282/03: Paper 3	Prose Literature B- 1 hour exam (25%)		
J282/05: Paper 5	Verse Literature B:-1 hour Exam (25%)		
	Autumn	Spring & Summer pre-exam	Summer post-exam
<p>More detail of the course in Year 10</p> <p>Course books: <i>Cambridge Latin Course III</i> (stages 26 – 28; set in Deva/Chester)</p> <p><i>Cambridge Latin Course IV</i> (stages 29-34)</p>	<p>26- purpose clauses (ut) gerundives of obligation</p> <p>27- indirect commands (ut) result clauses</p> <p>28- consolidation of ablative case expressions of time, prepositions</p> <p>29- passive (3rd person, present and imperfect tense) purpose clauses with <i>quī</i> and <i>ubi</i> etc. purpose clause and indirect command with <i>ne</i> ablative case usage – <i>by, with, from</i> adjectival <i>is</i> (one example in Stage 23) and pronominal <i>hic</i> <i>dum</i> + present indicative</p> <p>30- perfect and pluperfect passive (all persons) further ablative usages</p>	<p>Jan - PROGRESS TEST</p> <p>31- ablative absolute purpose clause and indirect command with <i>ne</i> (from Stage 29)</p> <p>32 - deponent verbs gerundive of obligation with transitive verbs future participle (met from Stage 26) double indirect question with <i>necne</i></p> <p>33- future and future perfect active (all persons) future of <i>sum</i> (all persons) <i>priusquam</i> + subjunctive ablative of description conditional clauses (indicative)</p> <p>Exam Revision</p>	<p>34 - present passive infinitive (including deponent) 3rd person singular and plural, future passive (including deponent) <i>dum</i> + subjunctive</p> <p>Start set texts (may be done earlier in term)</p> <p>Start systematic learning of GCSE prescribed vocabulary</p>
Key Techniques that go across the year.	<p>Throughout the year, while making rapid progress towards covering the syllabus of the GCSE course, the additional aims are:</p> <ul style="list-style-type: none"> to consolidate and revise basic grammar / accidence covered so far; to further develop awareness of internal vocabulary links – eg <i>amo</i> (verb) to <i>amor</i> (noun) – while considering links to English and other modern languages (exercises in <i>Cambridge Latin Course</i>); to extend knowledge of Roman culture through analysis and discussion of the settings and context of the reading material; also through DAY VISIT TO DEVA/CHESTER in September/October. <p>Regular testing will monitor progress. <i>For various ways in which material from course book will be used, see published Teacher's Guide (CUP).</i></p>		

SUBJECT Mathematics (9-1) IGCSE (Specification A)	Exam Board Edexcel	Specification number 4MA1	Exam Board website http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-mathematics-a-2016.html
Paper 3H (50%) Paper 4H (50%)	Two x 2 hour papers Calculators allowed in both		Both in June of Year 11
	Autumn	Spring	Summer
More detail of course in Year 10 Mathematics	Basic arithmetic Formulae and expressions Equations and inequalities Solving quadratic equations Ratio, proportion and variation Angle properties Accuracy Area and volume	Congruence and similarity Functions Graphs Calculus Set language and notation Probability Surds	Trigonometry Grouped data Indices Use of calculator Standard form
All students in the top sets also follow the OCR Additional Mathematics syllabus			
SUBJECT Additional Mathematics (an advanced level free standing mathematics qualification)	Exam Board OCR	Specification number 6693	Exam Board website http://www.ocr.org.uk/qualifications/free-standing-maths-qualification-fsmq-additional-mathematics-6993/
One exam paper (100%)	One 2 hour paper Calculator allowed (includes graphical if wished)		June of Year 11
	Autumn	Spring	Summer
More details of course followed in Year 10	Binomial expansion Binomial distribution Trigonometry – 3D Applications	Polynomials Equation of a circle Inequalities: linear programming	Kinematics: suvat equations Variable acceleration

MODERN LANGUAGES

SUBJECT French GCSE (9-1)	Exam Board AQA	Specification number 8658	Exam Board website www.aqa.org.uk
Unit 1 Listening (25%) Unit 2 Speaking (25%) Unit 3 Reading (25%) Unit 4 Writing (25%)	45 minute exam paper (+ 5 mins reading time) 10-12 minute oral 1 hour exam 1 hour 15 min exam		May/June of Year 11 May/June of Year 11 April/May of Year 11
Autumn Term		Spring Term	
Topic Area	Main Grammar Point	Topic Area	Main Grammar Point
Là où j’habite Home town and area / France and other European countries / weather Your home Bien manger pour être en forme Food and drink / preferences / eating trends in France and UK / healthy diets and lifestyles On sort Leisure facilities/going out/music/films/new technology/bank holidays and festivals	Pronoun “y” Comparatives Direct Object Pronouns Negatives “ne...rien” / “ne...personne” Possessive adjectives Avant de + infinitive Adverbs Negative “ne...que” Reflexive verbs Jouer de Superlatives Imperfect tense	On prépare les vacances Reasons for going on holiday / where to go / transport / accommodation / tourist office On arrive en France Signs and maps / hotels and campsites / travelling by bus or train / restaurants and menus	Negatives “ne...nulle part” and “ne...ni...ni” Future tense (and after quand – logical future) Reflexive verbs Jouer de Superlatives Imperfect tense Revision of negatives
Summer Term			
Topic Area	Main Grammar Point	Topic Area	Main Grammar Point
Technology and shopping habits shopping facilities in your area / fashion / post offices and banks	Demonstrative adjectives and pronouns Negative “ne...aucun” Lui and leur	After exams On a des problèmes Complaining about restaurants / unsatisfactory good / medical issues / theft and street incidents	Relative pronouns “qui” and “que” Pluperfect tense En + present participle Passive voice Possessive pronouns

SUBJECT German GCSE (9-1)	Exam Board AQA	Specification number 8668	Exam Board website www.aqa.org.uk
Unit 1 Listening (25%) Unit 2 Speaking (25%) Unit 3 Reading (25%) Unit 4 Writing (25%)	45 minute exam paper (+ 5 mins reading time) 10-12 minute oral 1 hour exam 1 hour 15 min exam		Taken in June of Year 11 Taken in June of Year 11 Taken in April/May of Year 11 Taken in June of Year 11
Topic Area	Grammar Points	Topic Area	Grammar Points
Autumn Term: Erster Teil		Spring Term : Zweiter Teil	
Ich persönlich 1. Ich stelle mich vor 2. Familie...	Present Tense – regular and irregular verbs, Conjunctions Gender and case, Definite and indefinite articles Possessive pronouns	Die Schule 1. Ich besuche 2. ...und das ist mein Stundenplan 3. Was ich heute gemacht habe	Negation and negative forms More subordinating conjunctions Perfect Tense, Regular and irregular past participles
3. ...und wer gehört dazu? 4. Und wie siehst du aus?	Quantifiers, Adding complexity	4. Ich bin zu spät gekommen	Perfect tense with sein, Separable verbs in the past tense
Mein Zuhause 1. ...ist das dein Traumhaus? 2. Wo ist...meine Lampe? 3. Was an meinem Tag so läuft 4. Im Haushalt helfen	Placement of adjectives, Adjective endings Dative case, Prepositions with the dative Reflexive verbs Separable verbs	Berufe 1. Was soll ich werden? 2. Mein Arbeitspraktikum 3. Nach dem Praktikum	Subordinate clauses with um...zu Using job titles Using expressions of time Revisin of the oast tense
Freizeit 1. Hobbys 2. Geld 3. Ich bin fit 4. Und am Samstag?	Word order, Time, manner, place Word order, Subordinating conjunctions Expressing preferences, Gern/lieber Word order, Inversion	In der Zukunft 1. Wie geht es weiter? 2. ...und nach dem Abitur? 3. Ich suche einen Job 4. Im Büro	Future tense Adverbs Using the forms of you Forming questions
Summer Term : Zweiter Teil*			
Revision		Unterwegs 1. Am Bahnhof 2. Wie komme ich zum Bahnhof? 3. Was kann man in Köln machen? 4. Wie reisen wir weiter?	Imperative More modal verbs Genitive
Orals			

SUBJECT Spanish GCSE (9-1)	Exam Board AQA	Specification number 8698	Exam Board website http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698
Paper 1 Listening (25%) Paper 2 Speaking (25%) Paper 3 Reading (25%) Paper 4 Writing (25%)	45 minute exam paper (+ 5 mins reading time) 10-12 minute oral 1 hour exam 1 hour 15 min exam	Taken in June of Year 11 Taken in June of Year 11 Taken in April/May of Year 11	
	Autumn	Spring	Summer
More detail of content of course in Year 10 With Grammar Points	<p><u>Theme 1: Identity and culture</u></p> <p>1.1 Relationships with family & friends The verbs <i>tener</i> & <i>ser</i>: Present tense of regular verbs: Reflexive verbs: Adjective agreement & position: Uses of <i>ser</i> & <i>estar</i> & <i>que</i></p> <p>1.2 Marriage & partnership Possessive adjectives: Subject pronouns: The immediate future Direct & indirect object pronouns</p> <p>2.1 Social media Comparisons using <i>más que</i> & <i>menos que</i>: Question words: Perfect tense of regular verbs: <i>Había</i> & <i>era</i>: Using verbs with prepositions: Perfect tense of irregular verbs</p> <p>2.2 Mobile technology <i>Por</i> & <i>para</i>: Statements of possibility (<i>permitir, es posible</i> + infinitive): <i>Estar</i> & the present continuous tense: Formulating questions: Using <i>cuyo</i>: Further uses of <i>por</i> & <i>para</i></p>	<p><u>Theme 1: Identity and culture</u></p> <p>3.1 Music, cinema & TV Using <i>gustar</i>: <i>Gustar</i> + plural nouns Revising the regular present tense: Common irregular verbs: Using 2 verbs together: Radical changing verbs</p> <p>3.2 Food & eating out Radical changing verbs (e-ie): <i>Conmigo</i> & <i>contigo</i>: Forming regular adverbs Pronouns after <i>para</i>: Revising the immediate future: Expressions using two verbs together</p> <p>3.3 Sport Using <i>hacer</i> & <i>jugar</i> in the present: Further uses of <i>gustar</i>: The future tense Irregulars (<i>haber, salir & tener</i>): Recognising irregular verbs in the future Y changing to e & o changing to u</p> <p>4.1 Spain & customs Regular preterite tense Reflexive verbs in the preterite tense <i>Ser</i> & <i>ir</i> in the preterite Expressing actions and opinions Preterite of <i>tener</i> & <i>hacer</i> Types of verbs with spelling changes in the preterite</p>	<p><u>Theme 1: Identity and culture</u></p> <p>4.2 Festivals in Spain & Hispanic countries The imperfect tense: <i>Hay</i> & <i>había</i> Irregular verbs in the imperfect Numbers: Using the perfect & imperfect tenses together: Verbs with spelling changes in the preterite</p> <p><u>Theme 2: Local, national, international & global areas of interest</u></p> <p>5.1 Home Using <i>hay, ser</i> & <i>estar</i>: Expressions of quantity: Prepositions: Formulating more complex questions: More interrogative words & expressions</p> <p>5.2 Where you live Using <i>puedo</i> & <i>se puede</i>: Using <i>estar</i> to say where things are: Demonstrative adjectives & pronouns: Recognising possessive pronouns: The expressions <i>los que / las que</i></p>

SUBJECT Music (9-1)	Exam Board Edexcel	Specification number 1MU0	Exam Board website www.edexcel.com www.qualifications.pearson.com
<p>Component 1: Performing 30% – non-examined assessment (internally assessed, externally moderated).</p> <p>Component 2: Composing 30% – non-examined assessment (internally assessed, externally moderated).</p> <p>Component 3: Appraising 40% – 1hr 45 minute exam.</p>	<p>2 PERFORMANCES: SOLO (minimum 1 piece, minimum 1 minute), and ENSEMBLE (minimum 1 piece, minimum 1 minute). At least 4 minutes total music.</p> <p>2 COMPOSITIONS: 1 to set brief (minimum 1 minute), 1 free composition (minimum 1 minute). At least 3 minutes combined duration.</p> <p>4 Areas of Study with 2 Set Works each: Instrumental Music 1700–1820, Vocal Music, Music for Stage and Screen, Fusions</p>		<p>Performance recordings start in Year 10 and are recorded in class time in Year 11 until all parties are satisfied the best mark has been achieved.</p> <p>Done under supervision in class time in Years 10/11.</p> <p>Taken at the end of Year 11.</p>
	Autumn	Spring	Summer
More detail of content of course in Year 10	Preparatory composition work. Areas of Study work to include set works from Instrumental Music 1700–1820 (Bach: 3rd Movement from Brandenburg Concerto no. 5 and Beethoven: 1st Movement from Piano Sonata no.8). Work on performance skills.	Ongoing composition coursework. Areas of Study work to include Vocal Music (Purcell: ‘Music for a While’, Queen: ‘Killer Queen’). Further work on performance including decisions on what pieces to perform.	Completion of initial composition. Discussion of free composition. Further work on Areas of Study including Music for Stage and Screen (Schwartz: ‘Defying Gravity’, Williams Main Title from <i>Star Wars, Episode IV: ‘A New Hope’</i>) Internal Listening exam based on Areas of Study and listening comprehension.

SUBJECT Physics IGCSE (9-1)	Exam Board Edexcel	Specification number 4PH1 (IGCSE)	Exam Board website www.edexcel.com
Physics Paper 1 (4PH1/1P) (61.1%) Physics Paper 2 (4PH1/2P) (38.9%)	2 hour exam 1 hour exam Each paper has a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions There are no non-exam assessment or practical assessment during the course. You will however still do plenty of practical work. .		Taken at the end of Year 11 Taken at the end of Year 11
	Autumn	Spring	Summer
More detail of content of course in Year 10 <i>NB The IGCSE course began in Year 9. It is therefore essential that you look after your Year 9 exercise book.</i>	Light and Sound (3.14-3.29P) Electric Charge (2.22P-2.28P) Mains Electricity (2.2-2.6) <i>The codes in brackets refer to the sections of the specification. This is available on Edexcel's website.</i>	Current Electricity (2.7-2.21) Energy Transfer (4.2-4.14)	Energy Resources (4.18P-4.19P) Year 10 Revision Work, Energy and Power (4.11-4.17) Terminal Velocity (1.21)

SUBJECT Religious Studies (9-1)	Exam Board AQA	Specification number 8062A	Exam Board website www.aqa.org.uk
RS Specification A Component 1: Beliefs, teachings & Practices (Buddhism and Christianity) (Delivered in Year 10) Component 2: Thematic Studies (Delivered in Year 11)	100% Exam – 1 hour 45 minutes 100% Exam – 1 hour 45 minutes Based round Religious, Philosophical and ethical study themes.		May/June of Year 11 May/June of Year 11
More detail of content of course in Year 10	Buddhist Beliefs: Dharma <ul style="list-style-type: none"> • The Three Marks of Existence • The human personality, in the Theravada and Mahayana traditions: • Human destiny • The Buddha and the Four Noble Truths Buddhist Practices: <ul style="list-style-type: none"> • Temples, Puja, meditation • Festivals – Wesak, Parinirvana Day. Buddhist Ethics: <ul style="list-style-type: none"> • Kamma (karma) and rebirth; compassion (karuna); loving kindness (metta). • The five moral precepts: • The six perfections in the Mahayanan tradition: Christian Beliefs: <ul style="list-style-type: none"> • Trinity, Incarnation, Redemption, Creation, Life after death Christian Practices: <ul style="list-style-type: none"> • 7 Sacraments, Eucharist, Prayer, Pilgrimage • Work of the Church. 		

