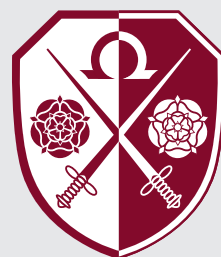


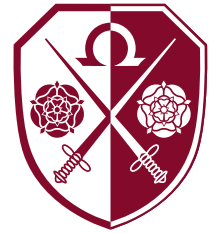
**EAST  
BARNET  
SCHOOL**



*"I want to learn"*

# Year 10 Curriculum Booklet

# Key Stage 4



## SUBJECT OVERVIEW

### ART AT KEY STAGE 4

The GCSE Fine Art course aims to enable all Year 10 and Year 11 students to demonstrate growth and development of their creative powers and visual understanding. Art Classes are organised as mixed ability groups, following a syllabus leading to a common examination at the end of two years. The Year 10 course seeks to develop and improve students' skills and understanding of various art disciplines: drawing, alongside painting, design work, mixed media, ceramics, three-dimensional work and printmaking and a study of artists and their work. Several pieces of work are undertaken in Year 10 and students are expected to prepare for these using sketchbooks. Homework is set once a week and is an integral part of the course. In Year 11, students will use all the skills and knowledge developed in Year 10 to produce more individual based pieces of work and they are able to select the media and methods with which they wish to work.

### BUSINESS STUDIES AT KEY STAGE 4

KS4 Business Studies is studied as an optional subject. It is a subject that would be new to the students and will focus on basic Business Studies content. There are four main focus areas we concentrate on; marketing, finance, management and production. This forms the basis of any further study around the subject areas. Students will be able to study the interrelated nature of business using business theories and techniques to support their analysis skills. They will be able to apply this to a range of traditional and contemporary businesses.

### CHILD DEVELOPMENT AT KEY STAGE 4

KS4 Child Development explores the development of children from conception to five years of age. It studies many aspects including pregnancy and labour, equipment, nutrition, milestones and how a child progresses physically, intellectually, emotionally and socially. Students complete a Child Study in Year 11 and will require excellent analytical skills to apply their understanding to how a range of factors can stimulate, but also affect a child's development.

### COMPUTER SCIENCE AT KEY STAGE 4

By the end of KS4, students will have studied the inner workings of a computer including the architecture, operations and performance of a computer. Students will be able to explain networking concepts and internet configuration. They will be able to perform computational mathematical calculations with a variety of number systems including base 2 and base 16. Students will have also developed modularised software programs using a dynamic text-based language 'Python'. The KS4 curriculum includes examining social, ethical, and legal the impact of technology on society.

### CREATIVE MEDIA PRODUCTIONS AT KEY STAGE 4

By the end of Key Stage 4, students will have learnt how multimedia products are developed to meet the needs of target audiences. They will have studied how psychometric tests are gathered in the pre-production and feasibility phase of multimedia development. Students will learn how to construct an argument to justify character representation using a range of theoretical models including Todorov and Steve Neale. The curriculum also includes learning the techniques used in all three sectors of multimedia products such as symbolic codes and conventions, camera shots, sounds: diegetic and non-diegetic, crop and texturizing images, and coloring. These techniques are then used to build a product to a specific brief.

#### **DESIGN AND TECHNOLOGY (D&T) AT KEY STAGE 4**

This exciting course allows students to continue building upon and developing the knowledge learnt at KS3 in Design & Technology, as well as giving them the opportunity to focus in greater depth on at least one material area. The course aims to allow students the opportunity to be creative and innovative whilst having an increased awareness and understanding of real-life experiences in design, development and manufacturing industries. It also helps them to understand the planning and organisation of time and resources when managing a project. Students will learn about important issues that affect design in the wider world such as sustainability, global issues and user-centred design. In addition to which, they will reinforce their basic knowledge of a range of materials and components, including papers and boards, timber, metals, polymers (plastics) and textile fibres and fabrics, and also smart materials that respond to change in light, temperature or pressure, all of which can be used to create products.

#### **DESIGN AND TECHNOLOGY: FOOD PREPARATION AT KEY STAGE 4**

GCSE Food Preparation and Nutrition is an exciting course that focuses on practical cooking skills to ensure students develop an in-depth understanding of nutrition, food provenance and the working characteristics of ingredients. Year 10 is centred around developing students' practical skills and confidence in the kitchen. The students will study food, nutrition and health, food science and food safety. They will also have the opportunity to practice non-exam assessment style projects in preparation for their final year examinations. Homework is set once a week to support the theory covered in class, to help build on practical skills at home, and develop their exam technique. In Year 11, students will use all the skills and knowledge developed in Year 10 to produce their Food Investigation Task (NEA1) and their Food Preparation Task (NEA2) in which they can showcase their array of culinary techniques! Before, finally completing their summer written exam.

#### **DESIGN AND TECHNOLOGY: TEXTILES AT KEY STAGE 4**

This exciting course allows students to continue building upon and developing the knowledge learnt at KS3 in Design & Technology, as well as giving them the opportunity to focus in greater depth on at least one material area. The course aims to allow students the opportunity to be creative and innovative whilst having an increased awareness and understanding of real-life experiences in design, development and manufacturing industries. It also helps them to understand the planning and organisation of time and resources when managing a project. Students will learn about important issues that affect design in the wider world such as sustainability, global issues and user-centred design. In addition to which, they will reinforce their basic knowledge of a range of materials and components, including papers and boards, timber, metals, polymers (plastics) and textile fibres and fabrics, and also smart materials that respond to change in light, temperature or pressure, all of which can be used to create products.

#### **DRAMA AT KEY STAGE 4**

Students follow the AQA Drama GCSE specification (9-1); refining skills introduced in KS3, and developing new theatre techniques including components 1 to 3, Understanding Drama (exam), Creating Original Drama and Texts in Practice. There is a focus on the written elements of the course, and giving students the independence to create work that is relevant to a modern audience. Analysis and evaluation of their work and the work of others needs to be strong in order to ensure success in coursework and the final exam.

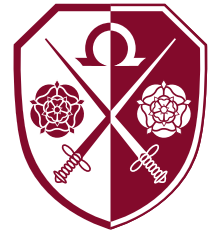
#### **ENGINEERING AT KEY STAGE 4**

Students will engage in a range of intellectual and practical processes in order to solve problems through the production of engineered outcomes and apply their knowledge and understanding of mathematical concepts in an engineering related context. 25% will be based on mathematical principles such as Young's Modulus. Students will develop knowledge and understanding of materials, components and resources relating to engineering and of engineering processes and be able to apply these where appropriate in order to produce a manufactured outcome.

#### **ENGLISH AT KEY STAGE 4**

At GCSE, the expectation is for all students to study both English Language and English Literature. Students study a range of texts for both GCSEs and the two GCSEs are taught concurrently as many of the skills required overlap. Students cover the content of both GCSEs in Year 10 and this allows them to revisit and revise the texts in Year 11. We have found that this helps to cement students' understanding and better enables them to learn key quotations, which is imperative for the examinations. To further ensure that students are as prepared as possible, we have built in regular assessment weeks and mock examinations. Our aim is for students to enjoy English and to help them develop the skills necessary for them to succeed in their post-school lives, as well as preparing them for their GCSEs.

# Key Stage 4



## SUBJECT OVERVIEW

**continued**

### **GEOGRAPHY AT KEY STAGE 4**

Students follow a bespoke curriculum which closely aligns with the National Curriculum. Throughout KS3 we aim to provide students with foundational geographical knowledge and skills to enable successful progression into KS4. Students study a range of physical and human topics and develop essential geographical enquiry and skills.

### **HEALTH AND SOCIAL CARE AT KEY STAGE 4**

Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. This course will complement GCSE study through providing an opportunity for practical application by demonstrating the important skills required in Health and Social Care learnt in the classroom in practical workplace settings. This subject is offered at Level 2 with a fall back to level 1 and is recognised as part of the performance measures of Progress 8. Students develop key skills that prove aptitude in health and social care such as interpreting data to assess an individual's health.

### **HISTORY AT KEY STAGE 4**

History at KS4 is designed to build on and develop further the skills and processes begun at KS3. The aim is to inspire students and develop an excitement about History in conjunction with our main aim to secure good grades to facilitate onward progression. Students achieve this through study of the Edexcel GCSE 9-1 specification which includes units on modern world history, British history, an environmental study and a unit on historical change and continuity across a thousand years.

### **MATHEMATICS AT KEY STAGE 4**

All students continue to develop their understanding in Number, Algebra, Ratio Proportion and Rates of Change, Geometry and Measures, Probability and Handling Data, whilst being able to use and apply these skills appropriately. Class lessons include discussion of topics, but students also work individually completing questions related to the skills taught and applying these to problem solving questions.

Homework plays a very important part in the learning process. There are two homeworks a week:

1. A Hegarty homework on the computer to revise topics covered about 6 weeks ago.
2. Generally, a written worksheet to either check their skills or an application worksheet, giving them practise on more exam type problem solving questions.

### **MODERN FOREIGN LANGUAGES (MFL) AT KEY STAGE 4**

Students can choose to study one or both languages studied at KS3. They build on their KS3 knowledge and skills as well as developing a deeper understanding of the cultural aspects of the countries where the language is spoken. Students follow the AQA GCSE (9-1) course in French, German and/or Spanish.

#### **MUSIC AT KEY STAGE 4**

We aim to foster and harness real talent by going further into composition and performance. In following the exam board specification, students will be well-prepared for their final exam and will spend 2 years improving their analytical skills through rigorous and detailed study of various set works, ranging from pop rock to classical and world music.

#### **PHYSICAL EDUCATION (PE) AT KEY STAGE 4**

**Core PE** - Core Physical Education in Years 10 and 11 will provide students with the opportunity to take some of the activities covered in KS3, further. For one period of the week, students will have the opportunity to choose the activities they study, as opposed to the previously prescribed curriculum. Students will be taught according to the GCSE PE criteria and be challenged to achieve the very best that they can.

**GCSE Theory** - GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being. Students explore three different components including, physical factors affecting performance, socio-cultural issues and sports psychology and performance in physical education. Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.

#### **PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE) & CITIZENSHIP AT KEY STAGE 4**

At Key Stage 4, students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHEE reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

#### **RELIGIOUS EDUCATION (RE) AT KEY STAGE 4**

Students consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They are taught to be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. GCSE Religious Studies at EBS aims:

1. To help students think critically and sympathetically about the place of religion in the world around them.
2. To explore all aspects of religious belief and practice in Christianity and Islam.
3. To help students explore questions about the meaning of life, e.g., Why am I here? What is really important?
4. To encourage students to reflect on the religious responses to vital moral questions like marriage, euthanasia, prejudice and discrimination.
5. To help students appreciate the contribution religion makes to modern life in a variety of ways, e.g., through films, books, the law and so on.

#### **SCIENCE AT KEY STAGE 4**

Students build on their KS3 knowledge and skills to enhance their understanding of Science. Students follow either the AQA GCSE (9-1) Combined Science course, or the AQA GCSE (9-1) Separate Science course in Biology, Chemistry and Physics. We aim to capture the student's imagination and develop their scientific curiosity through contextualised lessons that develop five key skill areas (knowledge, experimental, analysis, math, literacy). These skill areas are central to the mark, plan teach ethos of the faculty and are emphasised to support the students to success in GCSE and beyond.



# Year 10: Autumn 1 - Until October Half Term



SUBJECT	UNIT OF WORK	ASSESSMENT
<b>ART</b>	Natural Forms	KS4 Assessment and Feedback Matrix based on the Edexcel GCSE Art Marking Matrix.
<b>BUSINESS STUDIES</b>	<p><b>Business in the Real World:</b> (the purpose of business, basic functions and types of business, business enterprise and entrepreneurship, dynamic nature of business, business ownership and stakeholders).</p> <p><b>Business in the Real World:</b> (business location, business planning, expanding a business).</p> <p><b>Influences on Business:</b> (technology, ethical and environmental considerations, economic changes, globalisation, laws and legislation).</p>	End of topic test.
<b>CHILD DEVELOPMENT</b>	Understand contraception, reproduction and the roles and responsibilities of parenthood. Understand antenatal care and preparation for birth, various routine and screening tests, health professionals, pain relief and methods of delivery.	Controlled Assessment RO19 - LO1: 'Understand the key factors when choosing equipment for babies from birth to 12 months'.
<b>COMPUTER SCIENCE</b>	Computer architecture, performance and programming fundamentals. Python fundamentals.	End of unit tests; quizzing, programming practical; book look.
<b>CREATIVE MEDIA PRODUCTIONS</b>	C1 Learning Outcome A: Investigate media products, audiences and purpose.	Mock essay.
<b>D&amp;T: PRODUCT DESIGN / GRAPHICS / ROBOTICS / ELECTRONICS</b>	Polymers theory covered using an information booklet. Ball bearing game project developing skills when working with polymers.	Polymers questions.
<b>D&amp;T: FOOD PREPARATION</b>	Chapter 1: Nutrients. Chapter 2: Nutritional needs and health. Chapter 4: Functional and chemical properties of food. Focused practical tasks linking to the theory of each Macronutrient and micronutrient	Homework tasks - practice exam questions. Online textbook quizzes. Self-assessment / green pen tasks. End of term theory tests. Ongoing teacher / peer / self-assessment.
<b>D&amp;T: TEXTILES</b>	Decorative techniques module: Students will have the chance to learn and experiment with a range of decorative techniques.	End of topic exam.
<b>DRAMA</b>	Component 1: Study of set text - <i>The 39 Steps</i> .	Practice exam / essay questions.
<b>ENGINEERING</b>	<p><b>Theory:</b> Engineering Materials Theory (Students will learn about engineering materials; Metals, Polymers, composites and ceramics, manufacturing processes, and the advantages and disadvantages these technologies bring to society).</p> <p><b>Practical:</b> Basic Engineering Practice - Screwdriver.</p>	Theory is assessed at the end of each half term with a test. Production of Screwdriver form a working drawing - Students will be assessed on accuracy, quality of finish and engineering manufacturing skills.
<b>ENGLISH</b>	Conflict poetry and unseen poetry.	Practice exam questions.
<b>FRENCH</b>	Theme 1 Identity & Culture: Unit 1 Me, my family and friends. Theme 1 Identity & Culture: Unit 2 Technology in everyday life.	
<b>GEOGRAPHY</b>	Physical unit 1: Natural hazards.	Natural Hazards mid topic assessment.
<b>GERMAN</b>	Chapter 1: Me my family and friends.	Speaking assessment (including photo card).
<b>HEALTH AND SOCIAL CARE</b>	Human Lifespan and Development / Understand human growth and development across life stages and the factors that affect it.	Internal / coursework 1.



SUBJECT	UNIT OF WORK	ASSESSMENT		
<b>HISTORY</b>	<b>Weimar and Nazi Germany, 1918-39</b> Key topic 1: The Weimar Republic 1918-29. Key topic 2: Hitler's rise to power, 1919-39.	Exam questions.		
<b>MATHEMATICS</b>	Chapter 1 - Calculations 1. Chapter 2 - Expressions. Chapter 3 - Angles and Polygons.	Skills and Application. Assessments on Chapters 1, 2 and 3. Module Test 1 - Exam questions on all 3 chapters (1, 2, and 3).		
<b>MUSIC</b>	Music Theory and Melody. Analysis of SET WORK 1 <i>Killer Queen</i> by Queen.	Short composition following a set-brief. Written test based on set work. Solo performance.		
<b>PHYSICAL EDUCATION</b>	<table border="0"> <tr> <td style="vertical-align: top;">           Paper 1 (30%) Physical factors affecting performance, Unit 1.  <b>1.2a Components of fitness.</b>            Students will know the definition for each component of fitness and give practical examples.           <ul style="list-style-type: none"> <li>• Strength</li> <li>• Power</li> <li>• Flexibility</li> <li>• Agility</li> <li>• Balance</li> <li>• Coordination</li> <li>• Reaction time</li> <li>• Cardiovascular endurance / stamina</li> <li>• Speed</li> </ul> <i>Text book: Page 42</i> </td> <td style="vertical-align: top; padding-left: 20px;">           Paper 2 (30%) Socio-cultural influences. Sports psychology. Health, fitness and well-being,  <b>Unit 2. Health, fitness and wellbeing.</b> Understand the health benefits of physical activity and consequences of a sedentary lifestyle.           <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> </ul>           Be able to apply the above to different ages groups            Respond to data about health fitness and wellbeing  <i>Text book: Page 144</i> </td> </tr> </table>	Paper 1 (30%) Physical factors affecting performance, Unit 1. <b>1.2a Components of fitness.</b> Students will know the definition for each component of fitness and give practical examples. <ul style="list-style-type: none"> <li>• Strength</li> <li>• Power</li> <li>• Flexibility</li> <li>• Agility</li> <li>• Balance</li> <li>• Coordination</li> <li>• Reaction time</li> <li>• Cardiovascular endurance / stamina</li> <li>• Speed</li> </ul> <i>Text book: Page 42</i>	Paper 2 (30%) Socio-cultural influences. Sports psychology. Health, fitness and well-being, <b>Unit 2. Health, fitness and wellbeing.</b> Understand the health benefits of physical activity and consequences of a sedentary lifestyle. <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> </ul> Be able to apply the above to different ages groups Respond to data about health fitness and wellbeing <i>Text book: Page 144</i>	
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<b>PSHEE &amp; CITIZENSHIP</b>	<b>Living in the Wider World:</b> Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom. Drop-Down Session - <b>Living in the Wider World:</b> Government and Democracy - Parliamentary democracy and holding the government to account, the role of the executive, legislative and the judiciary in Governing our country.			
<b>RELIGIOUS EDUCATION</b>	Christian Beliefs and Relationship and Families (Theme A).	Mini assessments; key words and specific exam questions.		
<b>SOCIOLOGY</b>	Studying Sociology.	Mini-baseline assessment. End of Topic test.		
<b>SCIENCE: BIOLOGY</b>	B3: Organisation and the digestive system. B4: Organising animals and plants.	B3: End of chapter test and continuous teacher assessment. B4: End of chapter test and continuous teacher assessment.		
<b>SCIENCE: CHEMISTRY</b>	C3: Structure and bonding.	C3: End of chapter test and continuous teacher assessment. C4: End of chapter test and continuous teacher assessment. C7: End of chapter test and continuous teacher assessment.		
<b>SCIENCE: PHYSICS</b>	P4: Electrical circuits.	P4: End of chapter test and continuous teacher assessment.		
<b>SPANISH</b>	Theme 1 Identity and Culture. Unit 2: Me, my family and friends.	Unit 1 Listening, Reading and Writing Assessment.		



# Year 10: Autumn 2 - Until Christmas Holiday



SUBJECT	UNIT OF WORK	ASSESSMENT
<b>ART</b>	Natural Forms.	KS4 Assessment and Feedback Matrix based on the Edexcel GCSE Art Marking Matrix.
<b>BUSINESS STUDIES</b>	<p><b>Business in the Real World:</b> (the purpose of business, basic functions and types of business, business enterprise and entrepreneurship, dynamic nature of business, business ownership and stakeholders).</p> <p><b>Business in the Real World:</b> (business location, business planning, expanding a business).</p> <p><b>Influences on Business:</b> (technology, ethical and environmental considerations, economic changes, globalisation, laws and legislation).</p>	End of topic test.
<b>CHILD DEVELOPMENT</b>	Understand postnatal checks, postnatal provision and conditions for development. Understand how to recognise, manage and prevent childhood illnesses.	Controlled Assessment LO2: 'Understand the key factors when choosing equipment for children from one to five years'.
<b>COMPUTER SCIENCE</b>	Computer logic, network topologies, computer laws, social, moral and ethical. Consequences of IT. Built in methods.	End of unit tests; quizzing, programming practical; book look.
<b>CREATIVE MEDIA PRODUCTIONS</b>	C1 Learning Outcome B: Explore how media products are created to provide meaning and engage audiences.	Mock essay.
<b>D&amp;T: PRODUCT DESIGN / GRAPHICS / ROBOTICS / ELECTRONICS</b>	Complete polymers work. Timber theory covered using an information booklet. Selection of timber joints made, focussing on their uses. High quality storage box made developing timber making skills.	Polymer theory tests.
<b>D&amp;T: FOOD PREPARATION</b>	Chapter 1: Nutrients. Chapter 2: Nutritional needs and health. Chapter 4: Functional and chemical properties of food. Focused practical tasks linking to the theory of each macronutrient and micronutrient.	Homework tasks - practice exam questions. Online textbook quizzes. Self-assessment / green pen tasks. End of term theory tests. Ongoing teacher / peer / self assessment.
<b>D&amp;T: TEXTILES</b>	Fibres and Fabrics Module: Students will cover a range of theory about fibres and fabrics. They will carry out experiments / practicals and complete a range of paperwork based tasks.	End of topic exam.
<b>DRAMA</b>	Component 1: Study of set text - <i>The 39 Steps</i> .	Practice exam / essay questions.
<b>ENGINEERING</b>	<p><b>Theory:</b> Engineering Materials cont. (Permanent and non-permanent methods of joining materials, protection of metals, working drawings and orthographic projection).</p> <p><b>Practical:</b> Engineering practice.</p>	Theory is assessed at the end of each half term with a test. Students will be assessed on accuracy, quality of finish and engineering manufacturing skills; quality of forging and screw thread cutting.
<b>ENGLISH</b>	<i>A Christmas Carol</i>	End of unit exam (Jan week 1).
<b>FRENCH</b>	Theme 1 Identity and Culture: Unit 2 Technology in everyday life.	Unit 1 and 2 listening, reading and writing assessment.
<b>GEOGRAPHY</b>	Physical unit 1: Natural hazards. Human unit 1: Urban issues and challenges.	Natural hazards end of unit GCSE assessment.
<b>GERMAN</b>	Chapter 2: Technology in everyday life. Chapter 3: Free time.	Reading and listening, Chapter 1 and 2.
<b>HEALTH AND SOCIAL CARE</b>	Human Lifespan and Development / Understand human growth and development across life stages and the factors that affect it.	Internal / coursework 1.



SUBJECT	UNIT OF WORK	ASSESSMENT
<b>HISTORY</b>	<b>Weimar and Nazi Germany, 1918-39</b> Key topic 3: Nazi control and dictatorship, 1933–39. Key Topic 4: Life in Nazi Germany 1933-39.	Exam questions. End of unit assessment.
<b>MATHEMATICS</b>	Chapter 4 - Handling data 1 Chapter 5 - Fractions, decimals and percentages	Skills and Application Assessments on Chapters 4 and 5.
<b>MUSIC</b>	Practice 'Brief' Composition. Introduction of Ensemble Playing. Analysis of SET WORK 2 'Brandenburg Concerto'.	Short composition written in 'Ternary Form' structure. Written test based on set work.
<b>PHYSICAL EDUCATION</b>	<b>1.2b Applying the principles of training.</b> Students will be able to apply the principles of training to an exercise programme. <ul style="list-style-type: none"> <li>• Specificity</li> <li>• Overload</li> <li>• Progression</li> <li>• Reversibility</li> </ul> Text book: Page 65 They will understand how to optimise training using the FITT principle. <ul style="list-style-type: none"> <li>• Diet and nutrition</li> <li>• Components of a balanced diet</li> <li>• Different food groups (7)</li> <li>• Hydration</li> </ul> Text book: Page 151	
<b>PSHEE &amp; CITIZENSHIP</b>	Drop-Down Session - <b>Health and Wellbeing:</b> Drugs Education - Why people take drugs, the personal cost and the cost to society. <b>Living In the Wider World:</b> Rights and Responsibilities - liberty, free speech and a free press versus libel and slander laws.	
<b>RELIGIOUS EDUCATION</b>	Christian Beliefs and Relationship and Families (Theme A),	Written exam 1 hour: End of topic exam.
<b>SOCIOLOGY</b>	Research Methods.	End of topic test.
<b>SCIENCE: BIOLOGY</b>	B5: Communicable diseases. B6: Preventing and treating diseases.	B5: End of chapter test and continuous teacher assessment. B6: End of chapter test and continuous teacher assessment.
<b>SCIENCE: CHEMISTRY</b>	C4: Chemical calculations. C7: Energy changes.	C4: End of chapter test and continuous teacher assessment. C7: End of chapter test and continuous teacher assessment.
<b>SCIENCE: PHYSICS</b>	P5: Electricity in the home. P3: Energy resources.	P5: End of chapter test and continuous teacher assessment. P3: End of chapter test and continuous teacher assessment.
<b>SPANISH</b>	Theme 1 Identity and Culture: Unit 2 Technology in everyday life.	Unit 1 and 2 listening, reading and writing assessment.



# Year 10: Spring 1 - Until February Half Term



SUBJECT	UNIT OF WORK	ASSESSMENT
<b>ART</b>	Reflections and / or Transitions 2D Painting and Drawing.	KS4 Assessment and Feedback Matrix based on the Edexcel GCSE Art Marking Matrix.
<b>BUSINESS STUDIES</b>	<b>Influences on Business:</b> (ethical and environmental considerations, competitive environment). <b>Human Resources:</b> (organisational structures, recruitment, motivation and training).	End of topic test.
<b>CHILD DEVELOPMENT</b>	Nutritional guidelines and healthy eating.	Controlled Assessment LO3: 'Know the nutritional guidelines and requirements for children from birth to five years'.
<b>COMPUTER SCIENCE</b>	Network threats including malware, network protection and network policies.	End of unit tests; quizzing, programming practical; book look.
<b>CREATIVE MEDIA PRODUCTIONS</b>	C1 Learning Outcome A & B: Review of both outcomes including practical workshops where production techniques are practiced.	Teacher observations and written essay.
<b>D&amp;T: PRODUCT DESIGN / GRAPHICS / ROBOTICS / ELECTRONICS</b>	Timber theory covered using an information booklet. High quality storage box made developing timber making skills.	Timber questions. Timber theory tests.
<b>D&amp;T: FOOD PREPARATION</b>	Mock NEA1 - Investigate the use of raising agents in baked products.	NEA teacher assessed.
<b>D&amp;T: TEXTILES</b>	<b>Construction techniques module:</b> Students learn and produce samples of a range of different ways to join fabrics, insert fastenings, add shape to fabric, etc. <b>Core Theory:</b> Students will each be given core theory booklet, 1 lesson a week will be dedicated to completing this.	End of topic exam.
<b>DRAMA</b>	Component 1: Study of set text - <i>The 39 Steps</i> . Component 1: Response to live theatre. Component 2: Creating Original Drama (Devising).	Practice exam / essay questions.
<b>ENGINEERING</b>	<b>Theory:</b> Engineering Mathematics Theory (students will learn about Engineering mathematics, concentrating on: Newtons Laws, Young's Modulus, Resistors in series and calculating areas and volumes). <b>Practical:</b> Engineering Practice - Manufacturing processes 1.	Theory is assessed at the end of each half term with a test. Casting Project: Through the use of practical engineering activities students will learn about polymer, metal and composite mass manufacturing processes, including, sand casting, and die casting.
<b>ENGLISH</b>	<i>An Inspector Calls</i>	Practice exam questions.
<b>FRENCH</b>	Theme 1 Identity and Culture: Unit 3 Free-time activities. Theme 1 Identity and Culture: Unit 4 Customs and festivals.	Unit 3 and 4 listening and reading assessment. Speaking assessment (photocard).
<b>GEOGRAPHY</b>	Human unit 1: Urban issues and challenges. Physical unit 2: Physical landscapes in the UK (rivers).	Urban issues and challenges end of unit GCSE assessment.
<b>GERMAN</b>	Chapter 4: Customs and traditions.	Reading and listening chapter 3 and 4.
<b>HEALTH AND SOCIAL CARE</b>	Human Lifespan and Development / Investigate how individuals deal with life events.	Internal / Coursework 2.
<b>HISTORY</b>	<b>Anglo-Saxon and Norman England, c1060–88</b> Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–6. Key topic 2: William I in power: securing the kingdom, 1066–87.	A range of exam questions.

SUBJECT	UNIT OF WORK	ASSESSMENT
<b>MATHEMATICS</b>	Chapter 5 - Fractions, decimals and percentages continued Chapter 6 - Formulae and functions	Skills and Application. Assessments on Chapters 5 and 6. Module Test 2 - Exam questions on all 3 chapters (4, 5, and 6).
<b>MUSIC</b>	Analysis of SET WORK 3 <i>Defying Gravity</i> . Practice 'Free' Composition.	Written Test.
<b>PHYSICAL EDUCATION</b>	<p>Types of training:</p> <ul style="list-style-type: none"> <li>• Continuous</li> <li>• Fartlek</li> <li>• Interval</li> <li>• Circuit</li> <li>• Weight</li> <li>• Plyometric</li> <li>• HIIT (High intensity interval training)</li> </ul> <p><i>Text book: Page 67</i></p> <p>Warm ups and cool down <i>Text book: Page 72</i></p>	<p><b>2.1b Commercialisation of physical activity and sport.</b> Understand the influence of different types of media</p> <ul style="list-style-type: none"> <li>• Social</li> <li>• Internet</li> <li>• TV/Visual</li> </ul> <p>Know the meaning of commercialisation, sponsorship and the media (golden triangle). Positive and negative effects of sponsorship on commercialisation <i>Text book: Page 106</i></p>
<b>PSHEE &amp; CITIZENSHIP</b>	Drop-Down Session - <b>Relationships:</b> Sex and Relationship Education, consent, contraception, pregnancy and parenting, impact upon future economic and personal wellbeing. <b>Living in the Wider World:</b> Day to day living costs, budgeting and managing money, mortgages and other debt.	
<b>RELIGIOUS EDUCATION</b>	Christian Practices and Relationship and Families (Theme A).	Mini assessments; key words and specific exam questions.
<b>SOCIOLOGY</b>	Families and Households.	Revision - Assessment practice questions.
<b>SCIENCE: BIOLOGY</b>	B7: Non-communicable diseases. B8: Photosynthesis.	B7: End of chapter test and continuous teacher assessment. B8: End of chapter test and continuous teacher assessment.
<b>SCIENCE: CHEMISTRY</b>	C5: Chemical changes.	C5: End of chapter test and continuous teacher assessment.
<b>SCIENCE: PHYSICS</b>	P6: Molecules and matter.	P6: End of chapter test and continuous teacher assessment.
<b>SPANISH</b>	Theme 1 Identity and Culture. Unit 3 Free-time activities.	Unit 3 listening and reading assessment. Writing Assessment, including all units.



# Year 10: Spring 2 - Until Easter Holidays

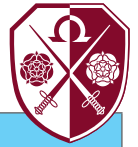


SUBJECT	UNIT OF WORK	ASSESSMENT
<b>ART</b>	Reflections and/or Transitions 2D Painting.	KS4 Assessment and Feedback Matrix based on the Edexcel GCSE Art Marking Matrix.
<b>BUSINESS STUDIES</b>	<b>Influences on Business:</b> (ethical and environmental considerations, competitive environment). <b>Human Resources:</b> (organisational structures, recruitment, motivation and training).	End of topic test.
<b>CHILD DEVELOPMENT</b>	How to encourage good eating habits, diet related illnesses.	Controlled Assessment LO4: 'Be able to investigate and develop feeding solutions for children from birth to five years'.
<b>COMPUTER SCIENCE</b>	Network protocols, networking models and application vs systems software. Validation (Python).	End of unit tests; quizzing, programming practical; book look.
<b>CREATIVE MEDIA PRODUCTIONS</b>	C2 Learning Outcome A: Develop media production skills and techniques.	Teacher observations; practical work.
<b>D&amp;T: PRODUCT DESIGN / GRAPHICS / ROBOTICS / ELECTRONICS</b>	Timber theory covered using an information booklet. High quality storage box made developing timber making skills. Core knowledge theory covered using an information booklet.	Core knowledge questions.
<b>D&amp;T: FOOD PREPARATION</b>	Chapter 2: Nutritional needs and health. Chapter 3: Cooking of food and heat transfer. Focused practical skills.	Ongoing teacher / peer / self-assessment. Homework tasks.
<b>D&amp;T: TEXTILES</b>	Applying Knowledge module / NEA practice: Students will be given a design and make task and will use the knowledge and skills gained over the year to complete a practice NEA.	Teacher assessment.
<b>DRAMA</b>	Component 2: Creating Original Drama (Devising).	Assessed exam performance. Devising log.
<b>ENGINEERING</b>	<b>Theory:</b> Engineering Systems Theory (systems technology, Ohm's Law, resistors in parallel, flowcharts, input and output devices, cams, pulleys and gears and ratios). <b>Practical:</b> Engineering Practice - Manufacturing processes 2.	Theory is assessed at the end of each half term with a test. Maze Game: Through the use of practical engineering activities students will learn about polymer mass manufacturing processes, including, vacuum forming and the layup process.
<b>ENGLISH</b>	<i>Macbeth</i>	End of unit exam (immediately after Easter break).
<b>FRENCH</b>	Theme 2: Local, national, international and global areas of interest. Unit 5: Home, town, neighbourhood and region.	Unit 5 listening, reading and writing assessment.
<b>GEOGRAPHY</b>	Physical unit 2: Physical landscapes in the UK (rivers & coasts).	Rivers mid topic assessment.
<b>GERMAN</b>	Chapter 5: Home, Town, Region.	Speaking assessment (including roleplay).
<b>HEALTH AND SOCIAL CARE</b>	Human Lifespan and Development / Investigate how individuals deal with life events.	Internal / Coursework 2.
<b>HISTORY</b>	<b>Anglo-Saxon and Norman England, c1060-88</b> Key topic 2: William I in power: securing the kingdom, 1066-87. Key topic 3: Norman England, 1066-88.	Exam questions. End of Unit Assessment.
<b>MATHEMATICS</b>	Chapter 7 - Working in 2D Chapter 8 - Probability	Skills and Application Assessments on Chapters 7 and 8.
<b>MUSIC</b>	Analysis of SET WORK 4 'Release' Performance of 'Free' Composition.	Recorded Compositions. Written Test.

SUBJECT	UNIT OF WORK		ASSESSMENT
<b>PHYSICAL EDUCATION</b>	<p><b>1.3c Preventing injury</b> Minimising risk/potential hazards <i>Text book: Page 77</i></p> <p><b>1.1a Structure and function of the skeletal system</b></p> <ul style="list-style-type: none"> <li>• Name and location of major bones (19)</li> <li>• Functions of the skeleton</li> </ul> <p><i>Text book: Page 2</i></p>	<p>Ethics in sport</p> <ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Gamesmanship</li> </ul> <p>Drugs in sport and their effect on performance</p> <ul style="list-style-type: none"> <li>• Anabolic steroids</li> <li>• Beta blockers</li> <li>• Stimulants</li> </ul> <p>Know and understand the impact of drugs use in sport (case studies: Lance Armstrong)</p> <ul style="list-style-type: none"> <li>• On performers</li> <li>• On sport itself</li> </ul> <p>Violence in sport. <i>Text book: Page 112</i></p>	
<b>PSHEE &amp; CITIZENSHIP</b>	<p>Drop-Down Session - <b>Living in the Wider World:</b> Careers and Guidance Education: Skills needed to succeed in the workplace. Includes signing up to Barclay Bank's Lifeskills programme. Living in the Wider World: The Media - censorship and fake news.</p>		
<b>RELIGIOUS EDUCATION</b>	<p>Christian Practices and Religion and Life (Theme B).</p>		<p>Written exam 1 hour - end of topic exam.</p>
<b>SOCIOLOGY</b>	<p>Families and Households.</p>		<p>End of Topic test.</p>
<b>SCIENCE: BIOLOGY</b>	<p>B9: Respiration B10: The Human Nervous System</p>		<p>B9: End of chapter test and continuous teacher assessment. B10: End of chapter test and continuous teacher assessment.</p>
<b>SCIENCE: CHEMISTRY</b>	<p>C6: Electrolysis</p>		<p>C6: End of chapter test and continuous teacher assessment.</p>
<b>SCIENCE: PHYSICS</b>	<p>P7: Radioactivity P9: Motion</p>		<p>P7: End of chapter test and continuous teacher assessment. P9: End of chapter test and continuous teacher assessment.</p>
<b>SPANISH</b>	<p>Theme 1 Identity and Culture: Unit 4 Customs and Festivals.</p>		<p>Unit 3 &amp; 4 listening and reading assessment. Writing Assessment, including all units.</p>



# Year 10: Summer 1 - Until May Half Term



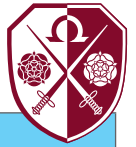
SUBJECT	UNIT OF WORK	ASSESSMENT
<b>ART</b>	Reflections and/or Transitions 3D Sculpture and Ceramics.	KS4 Assessment and Feedback matrix based on the Edexcel GCSE Art Marking Matrix.
<b>BUSINESS STUDIES</b>	Business Operations: (production processes, procurement, quality and customer services).	End of topic tests; Year 10 Mock; Full paper 1.
<b>CHILD DEVELOPMENT</b>	Know about child safety - in the house, out and about, stranger danger, internet safety, crossing the road. Safety Symbols. Finalise all Year 10 Controlled Assessments.	Module Tests.
<b>COMPUTER SCIENCE</b>	Relational databases and computational thinking. Complex operations (Python).	End of unit tests; quizzing, programming practical; book look.
<b>CREATIVE MEDIA PRODUCTIONS</b>	C2 Learning Outcome A: Develop Media Production skills and techniques.	Teacher observations; practical work.
<b>D&amp;T: PRODUCT DESIGN / GRAPHICS / ROBOTICS / ELECTRONICS</b>	Core knowledge theory covered using an information booklet. CAD skills developed using Autodesk Fusion 360. Drawing skills developed using a task booklet.	Core knowledge tests.
<b>D&amp;T: FOOD PREPARATION</b>	Mock NEA2 - Food Preparation Task.	NEA teacher assessed.
<b>D&amp;T: TEXTILES</b>	Applying Knowledge module/NEA practice: Students will be given a design and make task and will use the knowledge and skills gained over the year to complete a practice NEA.	Teacher assessment.
<b>DRAMA</b>	Component 1 – The 39 Steps and Response to Live Theatre	Practice exam./essay questions
<b>ENGINEERING</b>	<b>Theory:</b> Engineering Coursework NEA (Preparation for NEA – what is the NEA? How many marks is it worth? 40% Exemplar material - Preparation of powerpoint, scatterchart of ideas. <b>Practical:</b> Engineering Practice - manufacturing processes.	Completion and evaluation of all practical assignments, Theory test on subject matter taught directly through the practical element.
<b>ENGLISH</b>	Language paper 1 and 2 preparation.	Practice exam questions.
<b>FRENCH</b>	Theme 2 Local, national, international and global areas of interest. Unit 6: Social Issues Unit 7: Global Issues	
<b>GEOGRAPHY</b>	Physical unit 2: Physical landscapes in the UK (coasts) Paper 3: Fieldwork human and physical theory Fieldwork trips (Human: St Albans, Physical: Epping Forest)	Physical landscapes in the UK (Rivers & Coasts) end of topic GCSE assessment.
<b>GERMAN</b>	Chapter 6: Social issues, Chapter 7: Global issues.	Reading and listening 5 & 6.
<b>HEALTH AND SOCIAL CARE</b>	Health and Social care Services and Values / Understand the different types of health and Social care services and barriers to accessing them.	Internal / Coursework 3.
<b>HISTORY</b>	Whitechapel, c1870–c1900: crime, policing and the inner city. Whitechapel: Living conditions, social issues, immigration, nature of crime, Jack the Ripper. Knowledge, selection and use of sources for historical enquiries.	Exam questions.
<b>MATHEMATICS</b>	Chapter 8 - Probability continued Chapter 9 - Measures and accuracy	Skills and Application Assessments on Chapters 1, 2 and 3. Module Test 3 - Exam questions on all 3 chapters (7, 8 and 9).
<b>MUSIC</b>	Revision Sessions. Practice 'Ensemble' Performances.	Practice Papers.



SUBJECT	UNIT OF WORK		ASSESSMENT
<b>PHYSICAL EDUCATION</b>	Skeletal system continued... Joints <ul style="list-style-type: none"> <li>• Synovial joints</li> <li>• Hinge joints</li> <li>• Ball and socket</li> </ul> Other components of joints <i>Text book: Page 3</i>  <b>1.1b Structure and function of the muscular system</b> Name and location of major muscle groups (11) <i>Text book: Page 11</i>	Engagement of social groups Physical activity and sport in the UK. Current trends/different social group. Using sources such as Sport England, NGB DCMS. Factors affecting participation: Age, gender, ethnicity, religion/culture, family, education, time/work commitments, cost/disposable income, disability, opportunity/access, discrimination, environment/climate, media coverage, role models. <i>Text book: Page 86</i>  Strategies that can improve participation <ul style="list-style-type: none"> <li>• Promotion</li> <li>• Provision</li> <li>• Access</li> </ul> <i>Text book: Page 99</i>	
<b>PSHEE &amp; CITIZENSHIP</b>	Drop-Down Session - <b>Living in the Wider World:</b> The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity. This is an ongoing programme through the Summer Term that will involve visitors from organisations such as the National Citizenship Service.		
<b>RELIGIOUS EDUCATION</b>	Islam Beliefs and Religion and Life (Theme B).		Mini assessments; key words and specific exam questions.
<b>SOCIOLOGY</b>	Education.		Revision - assessment practice.
<b>SCIENCE: BIOLOGY</b>	B11: Hormonal Coordination		B11: End of chapter test and continuous teacher assessment.
<b>SCIENCE: CHEMISTRY</b>	C8: Rates of Reaction		C8: End of chapter test and continuous teacher assessment.
<b>SCIENCE: PHYSICS</b>	P8: Forces in Balance		P8: End of chapter test and continuous teacher assessment.
<b>SPANISH</b>	Theme 2 Local, national, international and global areas of interest. Unit 5 Home, town, neighbourhood and region.		Unit 5 listening and reading assessment.



# Year 10: Summer 2 - Until Summer Holidays



SUBJECT	UNIT OF WORK	ASSESSMENT
<b>ART</b>	Reflections and/or Transitions Exam Planning Preparation.	KS4 Assessment and Feedback matrix based on the Edexcel GCSE Art Marking Matrix.
<b>BUSINESS STUDIES</b>	Business Operations: (production processes, procurement, quality and customer services).	End of topic tests; Year 10 Mock; Full paper 1.
<b>CHILD DEVELOPMENT</b>	Mock Preparation - Revision. Introduction to child study - Students to gather background Information.	Controlled Assessment RO20: 'Understand the development of a child from birth to five years'.
<b>COMPUTER SCIENCE</b>	Systems life cycle, NEA preparation and extended programming including the use of external files.	Project work.
<b>CREATIVE MEDIA PRODUCTIONS</b>	C2 Learning Outcome B: Apply Media Production skills and techniques.	Teacher observations; practical work.
<b>D&amp;T: PRODUCT DESIGN / GRAPHICS / ROBOTICS / ELECTRONICS</b>	NEA started. Coursework/NEA produced on PowerPoint and worked on continuously starting with identification of a problem and leading to research.	Year 10 exam.
<b>D&amp;T: FOOD PREPARATION</b>	Mock NEA2 - Food Preparation Task.	Year 10 mock Exam.
<b>D&amp;T: TEXTILES</b>	NEA work: Students will be given their NEA topics (worth 50%) of final grade. They will start completing section A and will continue in Year 11.	
<b>DRAMA</b>	Revision / Exams.	GCSE mock exams.
<b>ENGINEERING</b>	NEA start up, Research, Need, situation, brief and analysis of brief, initial design ideas.	Students will be given Their Non-examined assessment (NEA) paper as set by the examination board.
<b>ENGLISH</b>	Language paper 1 and 2 preparation.	Mock exams (language paper 1 and 2).
<b>FRENCH</b>	Completion of previous term, revision and exam preparation.	End of year exam (Listening, Speaking, Reading & Writing).
<b>GEOGRAPHY</b>	Paper 3: Fieldwork theory.	Fieldwork assessment.
<b>GERMAN</b>	Focus on speaking and revision of all learned so far.	Mock exams all four skills.
<b>HEALTH AND SOCIAL CARE</b>	Health and Social care Services and Values/ Demonstrate the care values and review own practice.	Internal / Coursework 4.
<b>HISTORY</b>	Whitechapel, c1870–c1900: crime, policing and the inner city. Whitechapel: Jack the Ripper, Policing and the role of the press. Knowledge, selection and use of sources for historical enquiries. Revision.	Exam questions. End of Unit Assessment. Year 10 Exam: Germany 1918-39; Anglo-Saxon and Norman England.
<b>MATHEMATICS</b>	Chapter 10 - Equations and inequalities part 1	End of year exam (Chapters 1 to 9).
<b>MUSIC</b>	Revision Sessions. Performance of 'Ensembles'.	Practice Papers. Recorded Ensembles.
<b>PHYSICAL EDUCATION</b>	<b>Muscular systems continued...</b> The roles of muscle in movement <ul style="list-style-type: none"> <li>• Agonist</li> <li>• Antagonist</li> <li>• Fixator</li> </ul> Apply the role of these to sporting examples <i>Text book: Page 13</i>	Coursework. Introduction to NEA . Bring knowledge together to start Verbal analysis task.

SUBJECT	UNIT OF WORK	ASSESSMENT
<b>PSHEE &amp; CITIZENSHIP</b>	Drop-Down Session - <b>Living in the Wider World:</b> The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity. This is an ongoing programme through the Summer Term that will involve visitors from organisations such as the National Citizenship Service. <b>Living in the Wider World:</b> Preparation for Work Experience - Communication skills, dressing appropriately and reacting to different situations at work.	
<b>RELIGIOUS EDUCATION</b>	Islam Beliefs and recall of all units studied so far and exam technique.	End of Year 10 examination.
<b>SOCIOLOGY</b>	Education.	Mock exam.
<b>SCIENCE: BIOLOGY</b>	Finish chapter B11 and revision on chapters 1 - 11 for the mock exam.	Year 10 mock exam.
<b>SCIENCE: CHEMISTRY</b>	Revision of chapters 1 - 7 for mock exams.	Year 10 mock exam.
<b>SCIENCE: PHYSICS</b>	Revision of chapters 1 - 7.	Year 10 mock exam.
<b>SPANISH</b>	Theme 2 Local, national, international and global areas of interest. Unit 6 Social Issues.	Year 10 Mock Examination in listening, reading and writing (Foundation or Higher past paper). Speaking Exam - Covering Year 10 topics.

# Extended Learning

## FOR EACH SUBJECT

SUBJECT	WEBSITES	READ	VISIT OR WATCH	EXTRA
<b>ART</b>	nationalgallery.org.uk; tate.org.uk; npg.org.uk; artfund.org	<i>Artist's Painting Techniques</i> (Hashim Akib); <i>200 Projects To Get You Into Art School</i> (Valerie Colston); <i>Fifty Years of Illustration</i> (Lawrence Zeegen); <i>Contemporary Ceramic Artisans</i> (A. Creswell-Bell & K. Brymer-Jones); <i>How To Paint</i> (Angela Gair); <i>The Art Book</i> .	BBC iplayer Arts section	GCSE Art Club, Art Leadership.
<b>BUSINESS STUDIES</b>	tutor2u.net; bbc.co.uk/bitesize/subjects/zpsvr82	AQA GCSE Business Studies Text Book (Malcolm Surridge and Andrew Gillespie)	<i>Apprentice</i> on BBC - insight into variety of business topics; <i>Dragons' Den</i> - highly recommended as students get insight on business planning and financial planning; YouTube - <i>Bizconsesh</i> .	Visit shopping malls and conduct customer observations, studying consumer behaviour. Interview local shop owners / teachers / parents for market research. Potential trip: Coca-Cola Edmonton plant.
<b>CHILD DEVELOPMENT</b>	Sam Learning; NHS; babycentre.co.uk.	OCR Child Development Revision Guide.	<i>Secret Life of a 4 Year Old</i> ; <i>Call the Midwife</i> ; <i>One Born Every Minute</i> ; Midwife comes in to talk to the class.	
<b>COMPUTER SCIENCE</b>	BBC Bitesize GCSE Computer Science OCR: bbc.co.uk/bitesize/examspecs/zmtchbk	New GCSE Computer Science OCR Complete Revision & Practice - Grade 9-1 (with Online Edition) (CGP GCSE Computer Science 9-1 Revision).	Bubble sort: youtube.com/watch?v=5GqZ0Gueb0Q Merge sort youtube.com/watch?v=TcNNPUIRql8 Binary sort: youtube.com/watch?v=Eiy5DAR1ijs youtube.com/watch?v=3u1df3FSdno - Binary / Hexadecimal / Denary; Bletchley Park.	Scratch MIT / Hour of code learning through developing fun-based games.
<b>CREATIVE MEDIA PRODUCTIONS</b>	studiobinder.com; bbfc.co.uk.		YouTube: Studiobinder; Piximperfect; The Media Insider.	Media Club, Magazine Club.

SUBJECT	WEBSITES	READ	VISIT OR WATCH	EXTRA
<b>D&amp;T: PRODUCT DESIGN / GRAPHICS / ROBOTICS / ELECTRONICS</b>	technologystudent.com; <i>How It's Made</i> YouTube channel.	Optional - OCR GCSE (9-1) Design and Technology Textbook. My Revision Notes: OCR GCSE (9-1) Design and Technology ISBN: 9781510432284	Science Museum; Design Museum; any technological events e.g. The Big Bang.	Lunchtime and after school clubs that support classwork. Robotics Club; F1 for Schools; CAD support at lunchtimes and after school.
<b>D&amp;T: FOOD PREPARATION</b>	YouTube for tutorials.	Textbook: <i>AQA GCSE Food Preparation and Nutrition</i> (Anita Tull and Garry Littlewood), Illuminate Publishing, 2016; Recipe books.	<i>Great British Bake Off</i> ; <i>Master Chef</i> ; any cookery shows; senecalearning.com	Lunchtime clubs that support classwork. Practice recipes at home. Practice accuracy weighing ingredients.
<b>D&amp;T: TEXTILES</b>	bbc.co.uk/bitesize/examspecs/zdvb2sg	OCR Textbook GCSE (9-1) Design and Technology (Chris Walker, Sharon McCarthy, Andy Knight, Chris Rowe, Jennifer Tilley) ISBN: 9781510401136 Core booklet (EBS)	<i>Great British Sewing Bee</i> - BBC	Visit Museums -V&A, Fashion and Textiles Museum, Design Museum.
<b>DRAMA</b>	aqa.org.uk/subjects/drama/gcse/drama-8261; nationaltheatre.org.uk/learning/schools/secondary-and-fe/resources; digitaltheatre.com; whatsonstage.com	<i>The 39 Steps</i> (John Buchan)	Visit the theatre, read plays.	Take part in school productions, take leadership opportunities in the Drama Department.
<b>ENGINEERING</b>	aqa.org.uk/subjects/engineering/gcse/engineering-8852	<i>AQA GCSE (9-1) Engineering</i> (Paul Anderson, David Hills-Taylor, Mark Griffiths)	<i>How its made? How do they do that?</i>	
<b>ENGLISH</b>	qualifications/pearson.com; BBC Bitesize; Schmoop; Sparknotes.	Re-read literature texts above and other works by the same authors. Read a range of fiction and non-fiction texts from different time periods in preparation for the unseen texts in the language examination.	Adaptations of the literature texts. Poetry revision websites.	
<b>FRENCH</b>	senaca.com; quizlet.com; kerboodle.com	Digital textbook at Kerboodle.com; online articles.	Netflix for films; YouTube for videos / music / short clips / information about French culture; AQA past papers.	

SUBJECT	WEBSITES	READ	VISIT OR WATCH	EXTRA
<b>GEOGRAPHY</b>	AQA GCSE Geography specification: <a href="http://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF">filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF</a> ; <a href="http://senecalearning.com">senecalearning.com</a> ; <a href="http://bbc.co.uk/news">bbc.co.uk/news</a> ; <a href="http://bbc.co.uk/bitesize/examspecs/zy3ptyc">bbc.co.uk/bitesize/examspecs/zy3ptyc</a>	Course textbook: (ISBN: 978-0198366614)(free digitally on Kerboodle); the news with recent geographical articles; CGP AQA GCSE Geography complete revision guide (content and exam questions, available from EBS shop for a discount) (ISBN: 978-1782946137); CGP GCSE Geography revision flashcards (available on Amazon).	YouTube revision; St Albans; Epping Forest	Geography Documentary Club
<b>GERMAN</b>	Seneca; quizlet; memrise; <a href="http://languagesonline.com">languagesonline.com</a> ; class notebooks.	AQA revision guide (provided to PP students); Kerboodle; textbook.	German series on Netflix; Prime; More4; YouTube; German speaking musicians.	Joint trip with History to Berlin or Vienna (Summer 2).
<b>HEALTH AND SOCIAL CARE</b>	<a href="http://careforthefamily.org.uk/Family-life/bereavement">careforthefamily.org.uk/Family-life/bereavement</a> ; <a href="http://mind.org.uk/information-support">mind.org.uk/information-support</a>	BTEC Health and Social Care Student Book / Pearson Revision Guide Journals Community Care. Nursing Times Boyd D., Bee H., Lifespan Development, ISBN: 9781292065625	Documentaries related to health and wellbeing e.g. BBC <i>Panorama</i> .	Visits out to care homes / schools; guest speakers in from a range of health and social service areas.
<b>HISTORY</b>	Seneca Learning; BBC Bitesize: <a href="http://bbc.co.uk/bitesize/topics/zgdk4j6">bbc.co.uk/bitesize/topics/zgdk4j6</a> (Normans); BBC Teach The Norman Conquest - short animation clips on YouTube covering different aspects of the battle/conquest; Charles Booth online map and archive <a href="http://booth.lse.ac.uk">booth.lse.ac.uk</a>	Pearson or Hodder GCSE revision guides listed on EBS shop; <i>The Book Thief</i> (Markus Zusak); <i>When Hitler Stole Pink Rabbit</i> (Judith Kerr); <i>The Five: The Untold Lives of the Women Killed by Jack the Ripper</i> (Hallie Rubenhold); <i>Alone in Berlin</i> (Hans Fallada).	<i>1066 A Year to Conquer England</i> (BBC); <i>The Nazis - A Warning from History</i> (BBC) - clips can also be found online; Robert Bartlett, <i>The Normans</i> (BBC DVD) - accessible documentary by one of the leading authorities, Episode 2: Conquest is particularly relevant; 1066 Battle of Hastings, National Trust Abbey and Battlefield; The Tower of London; Whitechapel walking tour	Joint trip with the German Department to Berlin / Vienna.

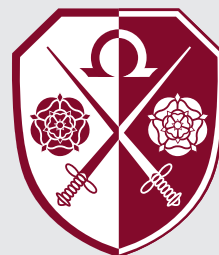


SUBJECT	WEBSITES	READ	VISIT OR WATCH	EXTRA
<b>MATHEMATICS</b>	kerboodle.com - for textbook; vle.mathswatch.co.uk/vle/ - for video clips to help with skills tests - revision papers for Year 11; hegarty.com - more videos and homework assignments; corbettmaths.com - videos, worksheets and past papers; mathsgenie.co.uk/gcse - more revision; onmaths.com - online extra topic tests.	Higher and Foundation Edexcel GCSE Maths by Oxford - textbook.	Mathswatch or Hegarty.	Homework clubs for completing Mathswatch or Hegarty homeworks.
<b>MUSIC</b>	Edexcel website: qualifications.pearson.com/en/qualifications/edexcel-gcse/music-2016.html	Course textbook: Edexcel GCSE (9-1) Music Student Book (Edexcel GCSE Music 2016).	The Musical <i>Defying Gravity</i> ; the film <i>Star Wars</i> ; any classical music concert or opera.	Music Theory Club
<b>PHYSICAL EDUCATION</b>	BBC bitesize (OCR); brianmac.co.uk; OCR PE website.	<i>OCR GCSE (9-1) PE Second Edition</i> (John Honeybourne); <i>My Revision Notes: OCR A Level PE Book</i> (Keri Moorhouse) - both available on the EBS Shop.	<i>Icarus</i> - film about deviance in sport and drugs cheating; <i>The Armstrong Lie</i> - film about Lance Armstrong cheating scandal.	barnetpartnershipfor schoolsport.co.uk; school clubs.
<b>PSHEE &amp; CITIZENSHIP</b>	thinkuknow.co.uk; talktofrank.com; nationalcareers.service.gov.uk; eastbarnetschool.com/students/careers; childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online; amnesty.org.uk; anefrank.org/en; asa.org.uk; barnet.gov.uk/health-and-wellbeing/young-peoples-health/young-peoples-sexual-health-services; moneyadviceservice.org.uk/en; barclayslifeskills.com/young-people; parliament.uk/site-information/glossary/parliament.	Choose from a wide selection of daily and weekend newspapers or web site equivalent. The school has a selection of newspapers delivered Mon- Friday	Daily news bulletins	Gardening club, House clubs, Pride club Philosophy club,

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<b>RELIGIOUS EDUCATION</b>	reonline.org.uk; senecalearning.com/blog/gcse-revision; bbc.co.uk/programmes/genres/religionandethics; aqa.org.uk/find-past-papers-and-mark-schemes (will need to filter and add specification code: 8062A); download APP: REDefinitions.	aqa.org.uk/resources/religious-studies/gcse/religious-studies-a/teach/command-words Textbook and Revision Guides.	Church; Mosque either visit or use truetube.co.uk to see virtual places of worship; bbc.co.uk/programmes/genres/religionandethics.	
<b>SOCIOLOGY</b>	AQA GCSE Sociology website: aqa.org.uk/subjects/sociology/gcse/sociology-8192; Seneca.	Grade 9-1 GCSE Sociology AQA All-in-One Complete Revision and Practice (with free flashcard download) (Collins GCSE 9-1 Revision)	News and current affairs.	
<b>SCIENCE: BIOLOGY</b>	kerboodle.com; bbc.co.uk/bitesize/examspecs/z8r997h;	AQA GCSE Combined Science Trilogy textbook; AQA GCSE Biology Trilogy revision guide.	Science Museum; Natural History Museum; Epping Forest; Science Documentaries on BBC.	
<b>SCIENCE: CHEMISTRY</b>	freesciencelessons.co.uk/videos; app.senecalearning.com/courses?Type=Free&Level=GCSE&Subject=Combined+Science&Exam+Board=	AQA Chemistry for GCSE Combined Science: Trilogy text book; AQA Chemistry for GCSE Combined Science: Trilogy revision guide.	Science Museum; Natural History Museum; Wellcome Trust; Science Documentaries on BBC iPlayer.	
<b>SCIENCE: PHYSICS</b>	AQA; kahoot.com; focuselearning.co.uk.	AQA Physics for GCSE Combined Science: Trilogy text book; AQA Physics for GCSE Combined Science: Trilogy revision guide.	Science Museum; Natural History Museum; Wellcome Trust; Science Documentaries on BBC iPlayer.	
<b>SPANISH</b>	senaca.com; quizlet.com; kerboodle.com.	Digital textbook at Kerboodle.com; online articles.	Netflix for films; YouTube for videos / music / short clips / information about Spanish festivals; AQA past papers.	Year 10 Study visit to Salamanca

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# EAST BARNET SCHOOL



*"I want to learn"*

**Headteacher**

Ms L. Swaine BSc, MA, NPQH

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