# YEAR 10
# Foundations for Key Stage 4 success

- This resource is intended to help focus expectations, conversations, content and direction around purposeful home learning habits for our Year 10 students as they begin their Key Stage 4 journey.

- Students will be issued with TARGET GRADES in the weeks ahead. These targets are based on tests sat in Y7 and provide an indication of what students could to achieve if not go beyond.

- As a starting point we have signposted our Effort grid which outlines key study behaviours that we want students to adopt to help make them into successful scholars over the next two years. We have fine-tuned what 'Good' learning behaviours look like as well as Outstanding learning behaviours both in the classroom and at home.

- We have also put together a sheet for each one of our subjects - each sheet outlines the content students should aim to secure within each grade boundary. The subject sheets identify:
  - What individual students need to know at each key grade
  - What skills they need to focus upon developing and securing

- Over the year students will complete key assessed pieces which will be marked and fed back upon by the teacher. This resource can be used to help support students respond to the teacher feedback, revisit knowledge they are not secure in as well as consolidate their understanding. Each sheet provides clear links to useful resources to support progress.

- Equally students can also take the opportunity to introduce themselves to learning materials that will be taught before topics are covered in class. This approach is beneficial to some as it helps deepen understanding when they are then tackled in class.

- There are two formal testing points in Year 10. Firstly, the Progress Tests that run from 15th January to 26th January 2024 and secondly the end of Year 10 exams that run from 17th June to 27th June 2024.

- An electronic copy of this document can also be found on our Year 10 MSTeams site so that students can access the links directly.

- **We hope this will prove to be a useful resources over the course of Year 10.**

# Effort

We know efforts is a crucial precursor to success.
This year, in school we have broken down what we feel Excellent effort looks like both in school and at home.

Please take time to talk through each criteria  with your child, maybe look through some of their books together and then consider what aspects they could improve upon.

We would hope that all students are meeting the requirements of 'good' effort, and moving into 'excellent effort' in as many areas as possible.

| Good Effort: 2 | Excellent Effort: 1 |
|---|---|
| o I **arrive to lessons promptly, ready to learn, equipped** | o I **arrive promptly, ready to learn, fully equipped** for **EVERY** lesson |
| o I focus throughout my lessons and can **demonstrate most of the STAR qualities** | o I display every **STAR quality from the moment I enter any classroom.** I sit up straight, track the teacher, ask/answer questions and show respect |
| o I **take pride in my book**. My pages are numbered, the work is dated, my contents page is up to date | o **My book is exceptional.** Everything is laid out clearly, logically and done to the best of my ability making efficient use of space. |
| o My work has a **full set of notes and I often add extra points** to support my learning | o My work is **regularly complemented with additional notes** and **clearly demonstrates powerful learning** |
| o **New vocabulary** is clearly written in my book **and defined. I attempt to incorporate it into my tasks** | o **New vocabulary** and words I do not fully understand are written and defined in **my book/glossary and I can evidence their use** |
| o I can **work collaboratively, contributing to discussions/group** tasks | o I can work collaboratively, **listening** and contributing to discussions/group tasks **taking different roles depending on the task.** |
| o I complete my next learning steps **to show how well I have understood the task** | o I **routinely** complete my next learning steps to show **how well I understand the task and link it to extending my learning** |
| o **I act on feedback thinking carefully about the comments** and then improve my work | o I respond to feedback **to extend my learning and improve my progress; I use this learning in subsequent tasks** |
| o My book is **a good revision tool**, the content is detailed, clear and easy to understand | o My book **is a bespoke revision guide,** I use it to self test and as an **accurate reference tool** |
| o I hand all my home learning **tasks in on time** and sometimes **review my learning in my exercise book.** | o I hand all my home learning **tasks in on time, the quality is testimony to the spent time on it.** I always **review my learning in my exercise book,** often **extending beyond tasks set.** |
| o **I complete all my home learning tasks to the best of my ability** | o I complete them to a high standard using a range of resources |
| **I have embedded the CHS Scholar traits into my approach and am on track to being successful** | **I am a fully functioning CHS Scholar, my progress and success have no limits** |

# ART GCSE

| Target Grade: | Grade 1<br>Grade 2<br>Grade 3 | Grade 3<br>Grade 4 | Grade 5<br>Grade 6 | Grade 7<br>Grade 8 |
|---|---|---|---|---|
| **Aim for the end of the year and beyond.** | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| **Topics that need revisiting and either completing or improving to ensure their coursework (unit One) grade is secure.** | Progress Tests theme is Manipulated photographs. Work completed will contribute towards their Coursework Grade. | | | |
| | • At least 2 drawing, painting & research sheets demonstrating a generally consistent ability to purposefully investigate artists (ROA), refine ideas and record ideas.<br>• At least 10 sheets of drawings, paintings & research demonstrating a generally consistent ability to purposefully investigate artists (Thea Brine, Luke Dixon, Heikki Leis), refine ideas and record ideas (tonal features, watercolour features, manipulated photos, self portrait photographs) | • At least 3 drawing, painting & research sheets demonstrating a generally consistent ability to purposefully investigate artists (ROA), refine ideas and record ideas.<br>• At least 10 sheets of drawings, paintings & research demonstrating a generally consistent ability to purposefully investigate artists (Thea Brine, Luke Dixon, Heikki Leis), refine ideas and record ideas (tonal features, watercolour features,, self portrait photographs, manipulated photos, colour mixing, paint study of manipulated photographs) | • At least 4 drawing, painting & research sheets demonstrating a consistent ability to purposefully investigate artists and other sources (ROA), thoughtfully refine and record ideas.<br>• At least 12 sheets of drawings, paintings & research demonstrating a consistent ability to effectively develop ideas and purposefully investigate artists (Thea Brine, Luke Dixon, Heikki Leis), thoughtfully refine and skilfully record ideas (tonal features, watercolour features, self portrait photographs, manipulated photos, colour mixing, paint study of manipulated photographs) | • At least 4 drawing, painting & research sheets demonstrating an exceptional ability to investigate artists and other sources (ROA), thoughtfully and ability to skilfully record ideas.<br>• At least 12 sheets of drawings, paintings & research, demonstrating an exceptional ability to purposefully investigate artists and other sources (Thea Brine, Luke Dixon, Heikki Leis), thoughtfully refine ideas with discrimination, exceptional ability to skilfully and rigorously record ideas (tonal features, watercolour features, self portrait photographs, colour mixing, manipulated photos, paint study of manipulated photographs) |
| **What are the resources that can be used to 'master' required knowledge** | • Needs minimum attendance of 1 session per fortnight to After School Sessions.<br><br>• All lessons completed available on the home study tab on Teams<br><br>• Practise drawing & painting skills | • Needs minimum attendance of 1 session per fortnight to After School Sessions.<br><br>• All lessons completed available on the home study tab on Teams<br><br>• Practise drawing & painting skills | • 1 session per week to After School Sessions.<br><br>• All lessons completed available on the home study tab on Teams<br><br>• Practice drawing & painting skills<br><br>• Actively attend exhibitions/art galleries and research independently using websites such as www.thisiscollasal.com www.Art2day.com | • 1 session per week to After School Sessions.<br><br>• All lessons completed available on the home study tab on Teams<br><br>• Practice drawing & painting skills<br><br>• Actively attend exhibitions/art galleries and research independently using websites such as www.thisiscollasal.com www.Art2day.com |

# ART 3D GCSE

| Target Grade: | Grade 1 Grade 2 Grade 3 | Grade 3 Grade 4 | Grade 5 Grade 6 | Grade 7 Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | Aiming to secure a Grade 4 | Aiming to secure a Grade 5 | Aiming to extend to a Grade 7 | Aiming to extend to a Grade 9 |
| Topics that need revisiting and either completing or improving to ensure their coursework (unit One) grade is secure. | Their Progress Tests was on Paper Portraits. Work completed will now make up 20% of the Coursework Grade. | | | |
| | • At least 5 research sheets demonstrating a generally consistent ability to research artists with guidance and some evidence of extended analysis.<br>• At least 4 planned designs demonstrating generally consistent experimentation and application of formal elements.<br>• At least 4 planned outcomes evidencing a generally consistent documentation of ideas inspired by the research completed.<br>• At least 1 outcome that evidences a personal response to the theme. | • At least 5 research sheets demonstrating a consistent ability to research artists with guidance and some evidence of extended analysis.<br>• At least 6 planned designs demonstrating consistent experimentation and application of formal elements.<br>• At least 4 planned outcomes evidencing a consistent documentation of ideas inspired by the research completed.<br>• At least 2 outcomes that evidence a personal response to the theme. | • At least 6 research sheets demonstrating a consistent ability to skilfully research artists independently and evidence of extended analysis.<br>• At least 8 planned designs demonstrating skilful experimentation and application of formal elements.<br>• At least 8 planned outcomes evidencing skilful documentation of ideas inspired by the research completed.<br>• At least 3 outcomes that skilfully meaningfully evidence a personal responses to the theme. | • At least research sheets demonstrating a highly developed ability to skilfully research artists independently and clear evidence of extended analysis.<br>• At least 8 planned designs demonstrating skilful and independent experimentation and application of formal elements.<br>• At least 6 planned outcomes evidencing highly developed and independent documentation of ideas inspired by the research completed.<br>• At least 4 planned outcomes that evidence a highly developed and independent personal response to the theme. |
| What are the resources that can be used to 'master' required knowledge | • Needs minimum attendance of 1 session per fortnight to After School Sessions.<br><br>• All lessons completed available on the home study tab on Teams | • Needs minimum attendance of 1 session per fortnight to After School Sessions.<br><br>• All lessons completed available on the home study tab on Teams<br><br>o Complete all home learning tasks set. | • 1 session per week to After School Sessions.<br><br>• All lessons completed available on the home study tab on Teams<br><br>• Complete all home learning tasks set.<br>• Actively attend exhibitions/art galleries and research independently using websites such as www.thisiscollasal.com www.Art2day.com | • 1 session per week to After School Sessions.<br><br>• All lessons completed available on the home study tab on Teams<br><br>o Complete all home learning tasks set.<br>• Actively attend exhibitions/art galleries and research independently using websites such as www.thisiscollasal.com www.Art2day.com |

# BUSINESS GCSE

| Target Grade: | Grade 1 Grade 2 Grade 3 | Grade 3 Grade 4 | Grade 5 Grade 6 | Grade 7 Grade 8 |
|---|---|---|---|---|
| **Aim for the end of the year and beyond.** | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| **Topics that need revisiting and practising to ensure that learning is secure are listed here.** | Students should be able to **define, with examples** the following areas of Business: **Business in the real world** • The purpose & nature of businesses • Types of Business ownership • How a business sets business aims and objectives • Stakeholders • Business location • Business planning • Expanding a business **Influences on business** • Technology (Used within Business) • Ethical and environmental considerations made by businesses • The economic climate of business • Globalisation (how this impacts Business) • Legislation (Used within Business) • The competitive environment | Students should be able to **explain** how each of the following areas of Business **can support a business** to be successful as well its potential drawbacks **Business in the real world** • The purpose & nature of businesses • Types of Business ownership • How a business sets business aims and objectives • Stakeholders • Business location • Business planning • Expanding a business **Influences on business** • Technology (Used within Business) • Ethical and environmental considerations made by businesses • The economic climate of business • Globalisation (how this impacts Business) • Legislation (Used within Business) • The competitive environment | Students should have **a secure knowledge and understanding** of the following topic areas, and **be able to answer case study questions** that link to these business areas (6, 9 and 12 mark questions) **Business in the real world** • The purpose & nature of businesses • Types of Business ownership • Business aims and objectives • Stakeholders • Business location • Business planning • Expanding a business **Influences on business** • Technology • Ethical & environmental considerations • The economic climate of business • Globalisation • Legislation • The competitive environment | Demonstrate a **thorough understanding** (developing their explanations through case study questions) of the following topics linked to Businesses. Students will be able to **draw detailed conclusions and evaluate** a range of business strategies in 9 and 12 mark questions. **Business in the real world** • The purpose & nature of businesses • Types of Business ownership • Business aims and objectives • Stakeholders • Business location • Business planning • Expanding a business **Influences on business** • Technology • Ethical & environmental considerations • The economic climate of business • Globalisation • Legislation • The competitive environment |
| **What are the resources that can be used to 'master' required knowledge** | • Secure knowledge of key terms and understanding their definition using **the terminology list** • CGP Revision Guide – Business • **GCSE Pod https://tinyurl.com/5n98cwu3 https://tinyurl.com/2p8pd28y** • **SENECA Learning** | • Secure knowledge of key terms and understanding their definition using **the terminology list** • CGP Revision Guide – Business • **GCSE Pod https://tinyurl.com/5n98cwu3 https://tinyurl.com/2p8pd28y** • **SENECA Learning** | • CGP Revision Guide – Business • **GCSE Pod – You should be using GCSE Pod to look at the topics listed here and self-assess using Check and Challenge quizzes.** • SENECA Learning • Use the exam papers on MS Teams in the Home Study tab to access past papers and self-test your knowledge & understanding. | • CGP Revision Guide – Business • **Practice 12 mark questions** • GCSE Pod – You should be using GCSE Pod to look at the topics listed here and self-assess using Check and Challenge quizzes. • **Use the exam papers on MS Teams in the Home Study tab to access past papers and self-test your knowledge and understanding.** |

# COMPUTER SCIENCE GCSE

| Target Grade: | Grade 1<br>Grade 2<br>Grade 3 | Grade 3<br>Grade 4 | Grade 5<br>Grade 6 | Grade 7<br>Grade 8 |
|---|---|---|---|---|
| The next 'boundary grade' | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to secure and extend to a Grade 9** |
| **Topics that need revisiting and practising to ensure that learning is secure are listed here.** | ➢ **Purpose of the CPU and the FDE Cycle**<br>➢ **CPU performance & Characteristics affecting performance**<br>➢ **Purpose of embedded systems**<br>➢ **Primary Storage** – RAM & ROM<br>➢ **Secondary storage** – definition, common types & characteristics<br>➢ **Computational Thinking** –<br>➢ **IPO:** inputs, processes and outputs for a problem<br>➢ **Syntax & Logic Errors**<br>➢ **Programming Constructs** – Sequence & Selection<br>➢ **Arithmetic Operators**<br>➢ **Variables**<br>➢ **Data types**: String / Integer | • The role/purpose of **each component** and what it manages, stores or controls during the fetch-execute cycle.<br>• **CPU Performance** – Clock speed, Cache size and cores impacting performance:<br>• **The purpose and characteristics** of embedded systems<br>• **Primary Storage** – Key characteristics of RAM & ROM and their purpose<br>**Secondary storage** – Common types of storage: Optical/Magnetic & Solid State, difference between each type of storage and the advantages/disadvantages considering characteristics.<br>• **Computational Thinking** – Understanding of the principles and how they are used to define and refine problems<br>• **Producing structure diagrams** | • The purpose of each register, what it stores (data or address)<br>• CPU Performance – The effects of changing any of the common characteristics on system performance, either individually or in combination<br>• Familiarity with a range of different embedded systems<br>• Primary Storage – Why virtual memory may be needed in a system and how it works (transfer of data between RAM and HDD)<br>• Secondary Storage – Apply knowledge in context within scenarios regarding storage devices & characteristics<br>• Applying Computational Thinking to a range of problems in order to refine and produce effective algorithms. | • Von Neumann Architecture<br>• CPU Performance & Overclocking<br>• Embedded Systems – advances in technology<br>• Primary Storage – Virtual Memory process<br>• Applying Computational Thinking to a range of problems in order to refine and produce effective algorithms. |
| **What are the resources that can be used to 'master' required knowledge** | ✓ Aiming for 4+ Mock Paper & Mark scheme<br>✓ Computer Science Bitesize<br>✓ GCSE Pod https://members.gcsepod.com/content?subject_id=6048&exam_board_id=1013<br>✓ ClearRevise Computer Science Revision Guide<br>✓ Computational Thinking: Foundational Knowledge resource<br>✓ Repl.it: **Intro to Python**<br>✓ **Teams > Lessons & Resources** | ✓ Aiming for 5+ Mock Paper & Mark Scheme<br>✓ GCSE Pod https://members.gcsepod.com/content?subject_id=6048&exam_board_id=1013<br>✓ Isaac Computer Science<br>✓ Repl.it: **Intermediate Python**<br>✓ **Teams > Lessons & Resources** | ✓ Aiming for 7+ Mock Paper & Mark Scheme<br>✓ GCSE Pod https://members.gcsepod.com/content<br>✓ Isaac Computer Science<br>✓ SENECA Learning<br>✓ Repl.it: **Python for GCSE**<br>✓ **Teams > Lessons & Resources** | ✓ Aiming for 9+ Mock Paper & Mark Scheme<br>✓ Isaac Computer Science<br>✓ SENECA Learning https://members.gcsepod.com/content<br>✓ Examiner Comments & Guidance<br>✓ Repl.it: **Project-Based Learning**<br>✓ **Teams > Lessons & Resources** |

# DANCE GCSE

| Target Grade: | Grade 1 Grade 2 Grade 3 | Grade 3 Grade 4 | Grade 5 Grade 6 | Grade 7 Grade 8 |
|---|---|---|---|---|
| **Aim for the end of the year and beyond.** | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| **Topics that need revisiting and practising to ensure that learning is secure are listed here.** | **Practical:**<br>- Developing understanding and demonstration of Action, Space, Dynamics and Relationships and choreographic principles<br>- Demonstration of physical, technical, expressive and mental skills within performance NEA work<br>**Theory:**<br>- Developing understanding of production features and choreographic content in anthology works studied so far.<br>- Ability to discuss some performance skills within their own work<br>- Understanding of basic training, nutrition and health and safety within the dance studio. | **Practical:**<br>- Securing understanding and demonstration of Action, Space, Dynamics and Relationships and choreographic principles<br>- Secure demonstration of physical, technical, expressive and mental skills within performance NEA work<br>**Theory:**<br>- Secure understanding of production features and choreographic content in anthology works studied so far.<br>- Ability to discuss most performance skills within their own work and explain how they contribute to the success of a performance.<br>- Secure understanding of basic training, nutrition and health and safety within the dance studio. | **Practical:**<br>- Extending understanding and demonstration of Action, Space, Dynamics and Relationships and choreographic principles<br>- Highly developed demonstration of physical, technical, expressive and mental skills within performance NEA work<br>- Demonstrating commitment and drive within the rehearsal process outside of lesson time.<br>**Theory:**<br>- Extended understanding of production features and choreographic content in anthology works studied so far.<br>- Ability to discuss all performance skills within their own work and explain how they contribute to the success of a performance.<br>- Capacity to improve on practical performance feedback and making links in written responses.<br>- Highly developed understanding of basic training, nutrition and health and safety within the dance studio. | **Practical:**<br>- Exceptional understanding and demonstration of Action, Space, Dynamics and Relationships and choreographic principles<br>- Exceptional demonstration of physical, technical, expressive and mental skills within performance NEA work<br>- Demonstrating commitment and drive within the rehearsal process outside of lesson time.<br>**Theory:**<br>- Exceptional understanding of production features and choreographic content in anthology works studied so far.<br>- Ability to discuss all performance skills within their own work and explain how they contribute to the success of a performance with sophistication.<br>- Capacity to improve on practical performance feedback and making links with sophisticated written responses.<br>- Exceptional understanding of basic training, nutrition and health and safety within the dance studio. |
| **What are the resources that can be used to 'master' required knowledge** | • Lesson powerpoints<br>• Exercise books<br>• Quizlet<br>• KnowUnity app<br>• Anthology videos (links in lesson powerpoints) | • Lesson powerpoints<br>• Exercise books<br>• Quizlet<br>• KnowUnity app<br>• Anthology videos (links in lesson powerpoints) | • Lesson powerpoints<br>• Exercise books<br>• Quizlet<br>• KnowUnity app<br>• Anthology videos (links in lesson powerpoints) | • Lesson powerpoints<br>• Exercise books<br>• Quizlet<br>• KnowUnity app<br>• Anthology videos (links in lesson powerpoints) |

# DESIGN & TECHNOLOGY GCSE

| Target Grade: | Grade 1<br>Grade 2<br>Grade 3 | Grade 3<br>Grade 4 | Grade 5<br>Grade 6 | Grade 7<br>Grade 8 |
|---|---|---|---|---|
| **Aim for the end of the year and beyond.** | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| **Topics that need revisiting and practicing to ensure that learning is secure are listed here.** | Students should be able to **explain** the **following key terms** for Design and Technology:<br>• Industry and Automation<br>• Technology Push and Market Pull<br>• CAD/CAM<br>• People, Culture and Society<br>• Energy Generation and Storage<br>• Electronic Systems<br>• The work of others (identify a range of designers) | Students should be able to **explain these terms** and **how they have had an impact on the development of technology** and products:<br>• Industry and Automation<br>• Technology Push and Market Pull<br>• CAD/CAM<br>• People, Culture and Society<br>• Energy Generation and Storage<br>• Electronic Systems<br>• The work of others (designers and movements – who are they and what is their influence?)<br>• Manufacturing processes and systems | Using the same topics listed to secure a grade 5:<br>• Students should be able **to analyse and evaluate** the development of products and technology in the areas listed.<br>• Students should be able to discuss both **advantages and disadvantages** to each of these areas, for example the advantages and disadvantages of Automation.<br>• Students should be able to describe manufacturing and addition processes for materials using tools, materials and techniques. | Using the same topics listed to secure a grade 5:<br>• Students should be able **to analyse and evaluate** the development of products and technology and their **impact** on people, culture and society.<br>• Students should be able to confidently describe, **using both notes and sketches** a range of manufacturing and addition processes for materials using tools, materials and techniques.<br>• Students should be able to confidently **apply math's and science principles** to questions in assessments (for example trigonometry). |
| **What are the resources that can be used to 'master' required knowledge** | Secure knowledge and understanding using **the terminology list**<br>**GCSE Pod**<br>• New and Emerging Technologies<br>• https://members.gcsepod.com/shared/podcasts/title/12385<br>• Energy Generation and Storage<br>• https://members.gcsepod.com/shared/podcasts/title/12510<br>• Environmental, Social and Economic Challenges<br>• https://members.gcsepod.com/shared/podcasts/title/12574<br>• Systems Approach to Designing<br>• https://members.gcsepod.com/shared/podcasts/title/12451<br>• The work of others: https://members.gcsepod.com/shared/podcasts/title/12724 | Secure knowledge and understanding using **the terminology list**<br>**GCSE Pod**<br>• New and Emerging Technologies<br>• https://members.gcsepod.com/shared/podcasts/title/12385<br>• Energy Generation and Storage<br>• https://members.gcsepod.com/shared/podcasts/title/12510<br>• Environmental, Social and Economic Challenges<br>• https://members.gcsepod.com/shared/podcasts/title/12574<br>• Systems Approach to Designing<br>• https://members.gcsepod.com/shared/podcasts/title/12451<br>• The work of others: https://members.gcsepod.com/shared/podcasts/title/12724<br>• **Collins AQA GCSE 9-1 Design and Technology** | • GCSE Pod – You should be using GCSE Pod to look at the topics listed and **self-assess using Check and Challenge quizzes**.<br>• **SENECA Learning**<br>• Collins AQA GCSE 9-1 Design and Technology<br>• Use the exam papers on MS Teams in the Home Study tab to access past papers and self-test your knowledge and understanding. | • GCSE Pod – You should be using GCSE Pod to look at the topics listed here and self-assess using Check and Challenge quizzes.<br>• Use the 'Getting Ready for KS5 document to help you develop and extend your knowledge and understanding further for D&T.<br>• SENECA Learning<br>• Collins AQA GCSE 9-1 Design and Technology<br>• Use the exam papers on MS Teams in the Home Study tab to access past papers and self-test your knowledge and understanding. |

# DIGITAL INFORMATION TECHNOLOGY BTEC

| Target Grade: | Grade Level 1 Pass<br>Grade Level 1 Merit<br>Grade Level 1 Distinction | Grade Level 2 Pass<br>(Equivalent to a GCSE Grade 4 Standard Pass) | Grade Level 2 Merit<br>(Equivalent to a GCSE Grade 5 Strong Pass) |
|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade Level 2 Pass** | **Aiming to secure a Grade Level 2 Merit** | **Aiming to extend to a Grade Level 2 Merit** |
| Topics that need revisiting and prasticing to ensure that learning is secure are listed here. | • **User Interfaces**: GUI / CLI<br><br>• **Audience Needs**: Accessibility features<br><br>• **Design Principles**: Colour, Font style/size, Layout, Language<br><br>• **Designing efficient User Interfaces:**<br>   • Ensuring buttons/links are distinguishable<br>   • Standout content/objects<br>   • Related object placement<br>• Project Planning Techniques: Task lists, Mood boards, mind maps, Gantt Charts<br>• Project Methodologies: Waterfall<br>• User Requirements & Needs | • **User Interfaces**: GUI / CLI / Menu<br><br>• **Audience Needs**: Accessibility Features & Demographics (age, past experiences)<br><br>• **Design Principles**: Colour, Font style/size, Layout, Language, Amount of information, User perception<br><br>• **Designing efficient User Interfaces**:<br>   • Ensuring buttons/links are distinguishable<br>   • Standout content/objects<br>   • Related object placement<br>   • Use of keyboard shortcuts<br>   • Reversal of actions<br>• Project Methodologies: Waterfall & Agile<br>• Input & Output Requirements<br>• User Requirements & Needs<br>• Project Constraints | • **User Interfaces**: GUI / CLI / Menu / Speech<br><br>• **Audience Needs**: Accessibility Features & Demographics (age, beliefs/values, culture, past experiences)<br><br>• **Design Principles**: Colour, Font style/size, Layout, Language, Amount of information, User perception, Retaining attention, Intuitive Design<br><br>• **Designing efficient User Interfaces**:<br>   • Ensuring buttons/links are distinguishable<br>   • Standout content/objects<br>   • Related object placement<br>   • Use of keyboard shortcuts<br>   • Reversal of actions<br>   • Informative feedback<br>• Project Methodologies: Waterfall, Agile & Scrum<br>• Input & Output Requirements<br>• User Requirements & Needs<br>• Project Constraints |
| What are the resources that can be used to 'master' required knowledge | ✓ ClearRevise Revision Guide<br>✓ BBC BiteSize https://www.bbc.co.uk/bitesize/subjects/z34k7ty<br>✓ Teams > Lessons<br>✓ DIT: Knowledge Organisers | ✓ ClearRevise Revision Guide<br>✓ BBC BiteSize https://www.bbc.co.uk/bitesize/subjects/z34k7ty<br>✓ Teams > Lessons<br>✓ DIT: Knowledge Organisers<br>✓ DIT: Concept Map – Draw.io | ✓ ClearRevise Revision Guide<br>✓ BBC BiteSize https://www.bbc.co.uk/bitesize/subjects/z34k7ty<br>✓ Teams > Lessons<br>✓ DIT: Knowledge Organisers<br>✓ DIT: Concept Map – Draw.io |

# DRAMA BTEC

| Target Grade: | Grade Level 1 Pass<br>Grade Level 1 Merit<br>Grade Level 1 Distinction | Grade Level 2 Pass<br>(Equivalent to a GCSE Grade 4 Standard Pass) | Grade Level 2 Merit<br>(Equivalent to a GCSE Grade 5 Strong Pass) |
|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade Level 2 Pass** | **Aiming to secure a Grade Level 2 Merit** | **Aiming to extend to a Grade Level 2 Merit** |
| **Topics that need revisiting and practising to ensure that learning is secure are listed here.** | • The roles of a designer, actor and director<br>• To have a practical understanding of how performing arts work is created.<br>• How to explore a script as an actor and director<br>• To name at least 2 performance styles (e.g. naturalism and epic theatre)<br>• To be able to explain the purpose of the performance<br>• Frantic Assembly style of performance<br>• Bertolt Brecht style of performance | • The roles of a designer, actor and director<br>• How to explore a script as an actor and director<br>• Frantic Assembly style of performance<br>• To name 3 performance styles (e.g naturalism, epic theatre and abstract)<br>• To be able to explain the purpose of the performance<br>• Bertolt Brecht style of performance | • The roles of a designer, actor and director<br>• How to explore a script as an actor and director<br>• Frantic Assembly style of performance<br>• To name 4 performance styles (e.g naturalism, abstract, epic theatre and forum theatre)<br>• To be able to explain the purpose of the performance<br>• Bertolt Brecht style of performance |
| **What are the resources that can be used to 'master' required knowledge** | • 45 minutes - 1 hour a week revising<br>• Frantic Assembly videos on their website<br>• https://www.franticassembly.co.uk/the-frantic-method<br>• Actively use BBC Bitesize Drama<br>• Read the specification for BTEC Performing Arts<br>• https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html<br>• Complete all home learning | • 1-2 hours a week revising<br>• Frantic Assembly videos on their website<br>• https://www.franticassembly.co.uk/the-frantic-method<br>• Actively use BBC Bitesize Drama<br>• https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html<br>• Complete all home learning | • 2-3 hours a week revising<br>• Frantic Assembly videos on their website<br>• https://www.franticassembly.co.uk/the-frantic-method<br>• Actively use BBC Bitesize Drama<br>• https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html<br>• Practice past paper briefs -  Spend 3 hours overall (split into your own timetable) completing this task.<br>• Complete all home learning |

# D R A M A  G C S E

| Target Grade: | Grade 1<br>Grade 2<br>Grade 3 | Grade 3<br>Grade 4 | Grade 5<br>Grade 6 | Grade 7<br>Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| Topics that need revisiting and practising to ensure that learning is secure are listed here. | • Blood Brothers: Know themes and subtext of play<br>• Understand the exam structure<br>• Epic Theatre Techniques: Understand Brechtian and Epic Theatre techniques and apply to performance.<br>• Job Roles in the theatre<br>• Theatre positions<br>• Theatre Staging<br>• Acting Skills: Perform a role with consistency, good understanding of intention and reasonable range of Acting/ Theatrical Skills.<br>• Live Theatre Production: Be able to analyse and evaluate the work of live theatre makers | • Blood Brothers: Know themes and subtext of play<br>• Understand the exam structure and be able to apply good analytical and evaluative points.<br>• Epic Theatre Techniques: Understand Brechtian and Epic Theatre techniques and apply to performance. Reference techniques with a good understanding of intention and social message.<br>• Job Roles<br>• Acting Skills: Perform a role with consistency, good understanding of intention and good range of Acting/ Theatrical Skills.<br>• Live Theatre Production: Be able to analyse and evaluate the work of live theatre makers with good understanding of the intention of the piece. | • Blood Brothers: Know themes and subtext of play<br>• Understand the exam structure, having a strong understanding of how to analyse the success and intention of a performer.<br>• Epic Theatre Techniques: Understand Brechtian and Epic Theatre techniques and apply to performance, that creates a thought provoking piece of theatre<br>• Job Roles<br>• Acting Skills: Perform a role with consistency, good understanding of intention and wide range of Acting/ Theatrical Skills.<br>• Live Theatre Production: Be able to analyse and evaluate the work of live theatre makers with excellent understanding of the intention of the piece. | • Blood Brothers: Know themes and subtext of play<br>• Understand the exam structure with specific reference to key moments that are analysed with precision and inventiveness.<br>• Epic Theatre Techniques: Understand Brechtian and Epic Theatre techniques and apply to performance that creates a thought provoking, powerful and moving piece of theatre.<br>• Job Roles<br>• Acting Skills: Perform a role with consistency, good understanding of intention and outstanding range of Acting/ Theatrical Skills.<br>• Live Theatre Production: Be able to analyse live theatre makers with outstanding understanding of the intention of the piece |
| What are the resources that can be used to 'master' required knowledge | • How to answer set text exam questions<br>https://www.bbc.co.uk/bitesize/guides/z4dp2sg/revision/1<br>• Features of a script<br>https://www.bbc.co.uk/bitesize/guides/zj2vhbk/revision/1<br>• Interpreting a character<br>https://www.bbc.co.uk/bitesize/guides/zhtgscw/revision/1<br>• GCSE Pod Brothers by Willy Russell<br>https://members.gcsepod.com/shared/podcasts/title/11765/72584<br>• AQA GCSE Drama Annie Fox<br>• Blood Brothers Play Guide for AQA GCSE Drama | | • How to answer set text exam questions<br>https://www.bbc.co.uk/bitesize/guides/z4dp2sg/revision/1<br>• Features of a script<br>https://www.bbc.co.uk/bitesize/guides/zj2vhbk/revision/1<br>• Physical skills for interpreting a character<br>https://www.bbc.co.uk/bitesize/guides/zhtgscw/revision/1<br>• GCSE Pod Brothers by Willy Russell<br>https://members.gcsepod.com/shared/podcasts/title/11765/72584<br>• AQA GCSE Drama Annie Fox<br>• Blood Brothers Play Guide for AQA GCSE Drama | |

# ENGLISH LANGUAGE GCSE

| Target Grade: | Grade 1 Grade 2 Grade 3 | Grade 3 Grade 4 | Grade 5 Grade 6 | Grade 7 Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| **Topics/skills that need revisiting and practising to ensure that learning is secure are listed here.**<br><br>**English Language Reading Skills**<br><br>**Comparison of nonfiction** | • Remember the step-by-step approaches for answering an English Language reading section GCSE question. In the Progress Test, they were tested on their evaluation skills (Language Paper 1 Question 4). This tests how to argue their opinions on a fiction extract, with evidence and analysis of the writer's language and/or structure<br>o I agree that… because…<br>o This is shown in the text when…<br>o Here the writer has used… to…<br><br>• Make straightforward comparisons of the similarities and/or differences of opinions in two nonfiction articles | • Remember the step-by-step approaches for answering an English Language reading section GCSE question - focus on the quality of main ideas and ability to explain their inferences. In the Progress Test, they were tested on their evaluation skills (how to argue their clear and reasoned opinions on a fiction extract, with evidence and analysis of the writer's language and/or structure)<br><br>• Make clear comparisons of similarities and/or differences of opinions in two nonfiction articles. Remember to explain how the writers show these different opinions | o Remember how to layer their analysis so that they can make multiple inferences, zoom in on connotations of key words, analyse the language and structure of a text, identify more complex methods a writer uses, start to make insightful points about what they have read<br><br>o Make thoughtful comparisons of the similarities and differences of opinions presented and methods used in two nonfiction opinion articles. The analysis of the writer's methods is layered. | • Work on forming consistently insightful opinions about the text they have read and the way the writer has crafted it to affect the reader<br><br>• Analysis needs to be critical. This means to tackle big idea within an essay e.g., the exploration in Lord of the Flies of to what extent social structures condition behaviour<br>• Make insightful comparisons of a wide range of similarities and differences of opinions presented and methods used in two nonfiction opinion articles. The analysis of the writer's methods is always layered with a detailed understanding of how a text has been crafted. |
| **What are the resources that can be used to 'master' required knowledge** | • Read for pleasure at least 20 minutes a day. Check a book out of the library or book an appointment with one of our librarians to get a tailored set of recommendations. Strong writers are strong readers.<br>• Follow the step-by-step guides for GSCE English Language exam papers and apply them to mock questions on Teams to practise with. E.g., a mini mock: https://resources.finalsite.net/images/v1615201367/southamcollegecom/jd3acwnwlaq1rsgjucap/Paper-1-mini-mocks.pdf<br>• Complete their English homework | | • Read for pleasure challenging, varied texts at least 20 minutes a day. Use our school website reading list recommendations to explore some of the topics we cover in greater depth<br>• Hand in a practice language question to their teacher for additional feedback: https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources?f.Resource+type%7C6=Question+papers<br>• Complete their English homework | • Read for pleasure a wide range of different challenging texts and genres. Engage with the opinion columns in broadsheet newspapers e.g. https://www.theguardian.com/uk/commentisfree<br>• Engage with critical essays (some have been saved in the revision folder on Teams), challenging pieces of literature.<br>• Watch Mr Bruff video unpicking full mark response: https://www.youtube.com/watch?v=FTbESLMxAe8&list=PLqGFsWf-P-cCpRqVH9lWi9PmDvUxaetJz&index=3<br>• Complete their English homework |

# ENGLISH LITERATURE GCSE

| Target Grade: | Grade 1 Grade 2 Grade 3 | Grade 3 Grade 4 | Grade 5 Grade 6 | Grade 7 Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| **Topics/skills that need revisiting and practising to ensure that learning is secure are listed here.**<br><br>**Lord the Flies**<br><br>**Macbeth** | • Understand key moments in Lord of the Flies and be able to reference them and say what they show about characters and themes<br><br>• What happens in Macbeth, who the main characters are, what the main themes are and what Shakespeare might be using the play to say/show | • Understand a wide range of key moments in Lord of the Flies and be able to reference, with accuracy and some detail, how these references present characters and themes<br><br>• Secure knowledge of what happens across the 5 acts of Macbeth, who the main characters are, what the main themes are and what Shakespeare might be using the play to say/show | o Understand the significance of a wide range of Lord of the Flies references and offer detailed comments on how the writer crafts these moments to present characters and themes<br><br>o Detailed knowledge of the individual scenes of Macbeth, who the main characters are and how they develop across the play, what the main themes are and how Shakespeare shows them and what Shakespeare might be using the play to say about people and the world | • A comprehensive knowledge of the whole novel Lord of the Flies. Insightful ideas on what the novel could say about humans and the world in which we live. Be able to layer your analysis of how the writer presents characters and themes.<br><br>• Comprehensive knowledge of the entire plot of Macbeth, what Shakespeare uses his characters to show and how they develop across the play, different ways Shakespeare explores the themes of the play and an insightful understanding of wider ideas and the historical significance of the play |
| **What are the resources that can be used to 'master' required knowledge** | • Fill in a Lord of the Flies PLC and revisit the Lord of the Flies lessons on each of the twelve chapters on MS Teams with a view to creating some appropriate revision materials based on gaps-a timeline, story boards, key quote cards, character profiles, key theme mind maps<br>• Use GCSE pod to listen to short videos about the characters, plot, themes and techniques Shakespeare uses in Macbeth: https://www.gcsepod.com/<br>• Complete their English homework | | • Revisit the Lord of the Flies lessons on each of the twelve chapters on MS Teams and track the way the boys change, annotate key extracts for meaning, identify where key themes reoccur across the novel<br>• Use https://www.sparknotes.com/lit/flies/ for an in depth analysis of each chapter of Lord of the Flies and scene in Macbeth<br>• Complete their English homework | • Engage with critical essays (some have been saved in the revision folder on Teams), challenging pieces of literature<br>• Work on structuring Literature essays with a thesis statement. E.g. https://litwiteacher.wordpress.com/2019/10/29/teaching-thesis-statements/<br>• Complete their English homework<br>• Complete their own research to broaden their subject knowledge and discover different schools of thought when reading literature texts |

# ENTERPRISE & MARKETING CAM/NAT

| Target Grade: | Grade Level 1 Pass<br>Grade Level 1 Merit<br>Grade Level 1 Distinction | Grade Level 2 Pass<br>(Equivalent to a GCSE Grade 4 Standard Pass) | Grade Level 2 Merit<br>(Equivalent to a GCSE Grade 5 Strong Pass) |
|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade Level 2 Pass** | **Aiming to secure a Grade Level 2 Merit** | **Aiming to extend to a Grade Level 2 Merit** |
| Topics that need revisiting and practising to ensure that learning is secure are listed here. | • Purpose and Nature of Business<br>• Business Ownership<br>• Segmentation<br>• The Purpose and Methods of Market Research<br>• The Elements of the Marketing Mix: Price, Product, Promotion and Place (4Ps) | • Purpose and Nature of Business<br>• Business Ownership<br>• Segmentation<br>• The Purpose and Methods of Market Research<br>• The Elements of the Marketing Mix: Price, Product, Promotion and Place (4Ps) | • Purpose and Nature of Business<br>• Business Ownership<br>• Segmentation<br>• The Purpose and Methods of Market Research<br>• The Elements of the Marketing Mix: Price, Product, Promotion and Place (4Ps) |
| What are the resources that can be used to 'master' required knowledge | Secure knowledge and understanding using the **terminology list** provided by your teacher.<br><br>**GCSE Pod**<br>The Purpose and Nature of Businesses<br>https://members.gcsepod.com/shared/podcasts/title/12547<br>Business Ownership<br>https://members.gcsepod.com/shared/podcasts/title/12868<br>Segmentation<br>https://members.gcsepod.com/shared/podcasts/title/12892<br>The Purpose and Methods of Market Research<br>https://members.gcsepod.com/shared/podcasts/title/12894<br>The Elements of the Marketing Mix: Price, Product, Promotion and Place (4Ps)<br>https://members.gcsepod.com/shared/podcasts/title/12893<br><br>**Revision Guide:** Clear Revise OCR Enterprise and Marketing J837<br><br>**Textbook**: Level 1/Level 2 Cambridge National in Enterprise & Marketing (J837): Second Edition | Secure knowledge and understanding using the **terminology list**<br><br>**GCSE Pod**<br>The Purpose and Nature of Businesses<br>https://members.gcsepod.com/shared/podcasts/title/12547<br>Business Ownership<br>https://members.gcsepod.com/shared/podcasts/title/12868<br>Segmentation<br>https://members.gcsepod.com/shared/podcasts/title/12892<br>The Purpose and Methods of Market Research<br>https://members.gcsepod.com/shared/podcasts/title/12894<br>The Elements of the Marketing Mix: Price, Product, Promotion and Place (4Ps)<br>https://members.gcsepod.com/shared/podcasts/title/12893<br><br>**Revision Guide:** Clear Revise OCR Enterprise and Marketing J837<br><br>Textbook: Level 1/Level 2 Cambridge National in Enterprise & Marketing (J837): Second Edition | Secure knowledge and understanding using **the terminology list**<br><br>Use the **exam papers on MS Teams** in the Home Study tab to access past papers and self-test your knowledge and understanding.<br><br>**Revision Guide:** Clear Revise OCR Enterprise and Marketing J837<br><br>**Textbook:** Level 1/Level 2 Cambridge National in Enterprise & Marketing (J837): Second Edition<br><br>Use your **formula sheet** to learn and recall different Business Formula<br><br>**GCSE Pod**<br>Financial Terms and Calculations<br>https://members.gcsepod.com/shared/podcasts/title/12879<br>Analysing the Financial Performance of a Business<br>https://members.gcsepod.com/shared/podcasts/title/12877 |

# FOOD AND NUTRITION GCSE

| Target Grade: | Grade 1 Grade 2 Grade 3 | Grade 3 Grade 4 | Grade 5 Grade 6 | Grade 7 Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | Aiming to secure a Grade 4 | Aiming to secure a Grade 5 | Aiming to extend to a Grade 7 | Aiming to extend to a Grade 9 |
| Topics that need revisiting and practising to ensure that learning is secure are listed here. | The exam covered all 5 sections of the food Course. The exam paper is worth 50% of the final grade. | | | |
| | • Food Nutrition and Health – can recall macronutrients – functions / sources and give examples of special diets.<br>• Food Science – Can describe chemical properties of macronutrients<br>• Student is able to describe Food Safety steps and how to avoid contamination Can outline factors that effect food choice<br>• Food Provenance – can list where food comes from<br>• Some use of terminology | • Can explain function and sources of all nutrients; is aware of different needs<br>• Can describe scientifically how nutrients in foods change when food is cooked<br>• Is aware of how to maintain Food Safety steps in preparation, cooking and serving of foods<br>• Can describe a range factors that effect food choice<br>• Can describe how food is manufactured and environmental impact<br>• Some use of terminology | • Food Nutrition and Health – can explain function, sources and deficiencies of all nutrients. Can adapt diets<br>• Food Science – Can outline how nutrients in foods change when food is cooked<br>• Can describe how to maintain Food Safety steps in preparation, cooking and serving of foods<br>• Can discuss with examples the factors that effect food choice<br>• Food Provenance – can outline food production from field to fork and consider sustainability<br>• Good use of terminology | • Food Nutrition and Health – can explain function, sources and deficiencies of all nutrients. Can adapt diets creatively and justify<br>• Food Science – Can explain how nutrients in foods change when food is prepared and cooked;<br>• Can analyse Food Safety when preparing, cooking, serving food<br>• Can evaluate how food choice differs depending on choice, health and age factors<br>• Food Provenance – can describe where food comes from and how it is manufactured<br>• Excellent use of terminology |
| What are the resources that can be used to 'master' required knowledge | • A minimum of 45 mins – 1hr of revision per week<br>• Seneca: https://app.senecalearning.com/dashboard/courses/add?Price=Free&text=food+Preparation+and+nutrition<br>• BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zdn9jhv<br>• Complete all home learning<br>• Score 50% on Revision guide practice questions<br>• Revision World Quizzing - https://revisionworld.com/gcse-revision/food-preparation-and-nutrition-gcse-revision | | • 1-2 – hours of revision per week<br>• Seneca: https://app.senecalearning.com/dashboard/courses/add?Price=Free&text=food+Preparation+and+nutrition<br>• BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zdn9jhv<br>• Complete all home learning<br>• Score 75%on Revision guide practice questions | • 2-3 hours of revision per week<br>• Seneca: https://app.senecalearning.com/dashboard/courses/add?Price=Free&text=food+Preparation+and+nutrition<br>• BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zdn9jhv<br>• Complete all home learning<br>• Score 90% on Revision guide practice questions |

# F R E N C H  G C S E

| Target Grade: | Grade 1<br>Grade 2<br>Grade 3 | Grade 3<br>Grade 4 | Grade 5<br>Grade 6 | Grade 7<br>Grade 8 |
|---|---|---|---|---|
| **Aim for the end of the year and beyond. The next 'boundary grade'** | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |

**Topics that need revisiting and practising to ensure that learning is secure are listed here.**

| | Grade 1-3 | Grade 3-4 | Grade 5-6 | Grade 7-8 |
|---|---|---|---|---|

**Grade 1-3**

| Theme | Topic |
|---|---|
| Theme 1 | 1. Myself and Family |
| | 1. Technology |
| | 1. Hobbies and Leisure |
| | 1. Customs and Festivals |
| Theme 2 | 1. Home, Town and Region |
| | 4. Holidays and Travel |

**Grammar**
- Opinions and justifications
- Present tense
- Past (perfect) tense
- Near future tense
- Verbs in the first person

**Grade 3-4**

| Theme | Topic |
|---|---|
| Theme 1 | 1. Myself and Family |
| | 1. Technology |
| | 1. Hobbies and Leisure |
| | 1. Customs and Festivals |
| Theme 2 | 1. Home, Town and Region |
| | 4. Holidays and Travel |

**Grammar**
- Opinions and justifications
- Present tense
- Past (perfect) tense
- Near future tense
- Comparatives
- Verbs in the first person and first person plural

**Grade 5-6**

| Theme | Topic |
|---|---|
| Theme 1 | 1. Myself and Family |
| | 1. Technology |
| | 1. Hobbies and Leisure |
| | 1. Customs and Festivals |
| Theme 2 | 1. Home, Town and Region |
| | 4. Holidays and Travel |

**Grammar**
- Opinions and justifications
- Present tense
- Past (perfect) tense
- Past (imperfect) tense
- Near future and simple future tenses
- Comparatives
- Verbs in full paradigm
- If and subordinate clauses

**Grade 7-8**

| Theme | Topic |
|---|---|
| Theme 1 | 1. Myself and Family |
| | 1. Technology |
| | 1. Hobbies and Leisure |
| | 1. Customs and Festivals |
| Theme 2 | 1. Home, Town and Region |
| | 4. Holidays and Travel |

**Grammar**
- Opinions and justifications
- Present tense
- Past (perfect) tense
- Past (imperfect) tense
- Near future and simple future tenses
- Comparatives
- Verbs in full paradigm
- If and subordinate clauses
- Complex and colloquial structures

**What are the resources that can be used to 'master' required knowledge**

**Topic Vocabulary**
- Quizlet.com (link on Teams)
- Quizlet links also available on PLC located here: https://www.chorltonhigh.manchester.sch.uk/student-life/year-11-academic-curriculum/year-11-Personal-Learning-Checklist

**Topic Vocabulary**
- CGP revision guide
- Kerboodle.com (all topics/pages linked in your course PLC in your book and on teams) also available here: https://www.chorltonhigh.manchester.sch.uk/student-life/year-11-academic-curriculum/year-11-Personal-Learning-Checklist
- GCSEbitesize https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr

**Grammar**

Opinions:
https://www.bbc.co.uk/bitesize/guides/zvyp47h/revision/6
Present Tense:
https://www.languagesonline.org.uk/French/Grammar/Present_Tense/index.htm
Perfect Tense:
https://www.languagesonline.org.uk/French/Grammar/Begin_Perfect_Tense/index.htm
Near Future Tense:
https://www.languagesonline.org.uk/French/Grammar/Aller_Infinitif/index.htm
Imperfect Tense:
https://www.languagesonline.org.uk/French/Grammar/Imperfect/index.htm
Simple Future Tense:
https://www.languagesonline.org.uk/French/Grammar/Future/index.htm
Comparatives:
https://www.languagesonline.org.uk/French/ET2/Comparatives/Index.htmClauses :
https://www.bbc.co.uk/bitesize/guides/z4b8t39/revision/1

# GEOGRAPHY GCSE

| Spring 1 Progress Test Grade | Grade 1 Grade 2 Grade 3 | Grade 3 Grade 4 | Grade 5 Grade 6 | Grade 7 Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| Topics that need revisiting and practising to ensure that learning is secure are listed here. | o Overall **knowledge retention** is at **50-60%**<br>o In **Fact Tests** pupils show **average scores of 10 - 12 marks out of 20**<br>o In class/home/exam **extended writing questions**, pupils include **some place-specific knowledge**, *e.g. dates and place names*, and **show some understanding**, e.*g. offering an explanation why this happened/was a problem/what it means.* | o Overall **knowledge retention** is at **60-70%**<br>o In **Fact Tests** pupils show **typical scores of 13 – 14 marks out of 20**<br>o In class/home/exam **extended writing questions**, pupils include **good place-specific knowledge**, *e.g. dates and place names*, and show **good understanding**, *e.g. offering more than one explanation why this happened/was a problem/what it means.* | o Overall **knowledge retention** is at **70-80%**<br>o In **Fact Tests** pupils achieve **scores** of **15 – 16 marks out of 20**<br>o In class/home/exam **extended writing questions**, pupils include **excellent place-specific knowledge**, e.g. all relevant dates, names etc., and show a **detailed understanding**, e.g. developing their explanations to say why this happened/the impact it had/why this was important. | o Overall **knowledge retention** is at **90+%**<br>o In **Fact Tests** pupils achieve **consistent scores** of **18 - 20 marks out of 20**<br>o In class/home/exam **extended writing** questions, pupils include **thorough place-specific knowledge**, e.g. all relevant dates, names etc., and show a **thorough understanding**, e.g. developing their explanations **fully** to say why this happened/the impact it had/why this was important. |
| What are the resources that can be used to 'master' required knowledge | **TOP TIP for securing Grade 4/5** – Case Study Questions are worth the most in an exam, so bring the biggest Grade gains. So this should be the primary focus of revision before other elements of the topic are revised.<br>Go onto MS Teams > our team > Document Library > Revision Resources<br>1. Using the **PLC** look at the content you need to know for the GCSE you can RAG this document using **Topic Tester.** They are linked.<br>2. Look at the **5 questions** for each element. The amount of these questions you can answer determines whether you are:<br> *RED = 0-2, Amber = 3-4 or GREEN = 5*<br>3. Look back to the **PLC** and look at the support available to fill these knowledge gaps for every element of the topic you have gaps.<br>**4. Then either:**<br> a) Use your **exercise book** or the **lesson PowerPoints** on MS Teams, to read over and fill these gaps.<br> b) Use a **CGP Revision Guide** to revise these gaps (Pg numbers on PLC)<br> c) Go onto **SENECA** to revise these gaps (Section links on the PLC)<br> d) Go onto **GCSEPOD** to watch pods on these gaps (links on the PLC)<br>5. You can also use a Topic **Knowledge Organiser** on MS Teams, the **Mind Maps**, and the **Case Study Templates** to also support with this revision.<br>6. Look at the **PLC-Linked Exam questions**, or the **Topic Tester** to test revision | **TOP TIP for securing Grade 7** – As your knowledge is secure, you need to focus on is how you extend your written answers by using the format **Point** > **Explain** "this means that" > **Develop** "this leads to"<br>o All Knowledge Gaps should be filled (if you have any)<br>o In addition to the support above, you should focus on the **6/8 mark questions** seen with most **Case Study's** and how you **develop** your **answers fully**.<br>o **Revise** the **case study** fully and then try to write **as many fully-developed comments as possible** for that question.<br>o Then check whether these were suitable using the mark scheme | **TOP TIP for securing a Grade 9** – your knowledge and understanding is thorough and detailed, but you need to ensure that 8-mark questions are fully evaluated and balance. Questions that start with "to what extent…" need fully-developed reasons FOR and AGAINST a viewpoint with a CONCLUSION which includes YOUR BALANCED OPINION.<br>o All Knowledge Gaps should be filled<br>o In addition to the support above, focus on the **8 mark questions**.<br>o Cycle through the Exam-Question Generator for 8-mark questions<br>o Plan out balanced arguments for and against the viewpoint<br>o Plan your opinion and practice how to write a suitable conclusion based on your points |

# HEALTH & SOCIAL CARE BTEC

| Target Grade: | Grade Level 1 Pass Grade Level 1 Merit Grade Level 1 Distinction | Grade Level 2 Pass (Equivalent to GCSE Grade 4 standard pass) | Grade Level 2 Merit (Equivalent to GCSE Grade 5 strong pass) |
|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Level 2 Pass** | **Aiming to extend to a Level 2 Merit** | **Aiming to secure a Level 2 Merit/extend to Distinction** |
| **Topics that need revisiting and practicing to ensure that learning is secure are listed here.** | • How primary and secondary healthcare services meet the needs of an individual <br><br> • How social care services meet the needs of individuals <br><br> • Simplistic knowledge of barriers that individuals might face when accessing services <br><br> • How healthcare professionals demonstrate the skills, attributes and values when delivering care <br><br> • How skills, attributes and values can help individuals overcome potential obstacles | • How primary and secondary healthcare services meet the needs of an individual relevant to age and health condition <br><br> • How social care services meet the needs of individuals relevant to age and needs <br><br> • Knowledge of barriers that individuals might face when accessing services and how to overcome them <br><br> • How healthcare professionals demonstrate the skills, attributes and values when delivering care appropriate to age and health condition <br><br> • How skills, attributes and values can help individuals overcome potential obstacles, specific to the individuals and their needs. | • How primary and secondary healthcare services meet the needs of an individual relevant to age and health condition. How these services would link together to support the user <br><br> • How voluntary care services and informal care options meet the needs of individuals relevant to age and needs. <br><br> • Knowledge of barriers that individuals might face when accessing services and how to overcome them. Justifications on how each barrier can be removed or minimized. <br><br> • How healthcare professionals demonstrate the skills, attributes and values when delivering care appropriate to age and health condition. Be able to explain why the skills, attributes and values are important. <br><br> • How skills, attributes and values can help individuals overcome potential obstacles, specific to the individuals and their needs. Well developed justifications of how professionals could help the individuals overcome the obstacles. |
| **What are the resources that can be used to 'master' required knowledge** | ✓ Sharepoint <br><br> ✓ BBC iPlayer: Rookie nurses <br><br> ✓ Knowledge organisers <br><br> ✓ Printed resources & flash cards from lessons (job description) <br><br> ✓ Tutor2u website | | |

# H I S T O R Y  G C S E

| Target Grade: | Grade 1<br>Grade 2<br>Grade 3 | Grade 3<br>Grade 4 | Grade 5<br>Grade 6 | Grade 7<br>Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| **Topics that need revisiting and practising to ensure that learning is secure are listed here.** | Their Progress Tests was on Superpower Relations and the Cold War – This is 20% of the History GCSE. To secure the grade they must show they: | | | |
| | • Know key events of the Cold War<br>• Can recall at least 1 cause, event and consequence for every event<br>• Can use key vocabulary that links to the International Relations | • Know key events of the Cold War<br>• Can recall at least 1 cause, event and consequence for every event<br>• Can use key vocabulary that links to the International Relations | • Have a clear understanding of chronology –knowing the years of when events happened<br>• Can recall most of the causes, events and consequences for every event<br>• Can explain the impact of events on International Relations | • Have an excellent knowledge of the Chronology of the Cold War, including specific dates.<br>• Can recall all of causes, events and consequences for every event – including links to International Relations.<br>• Can evaluate the impact of events on International Relations and how this developed the Cold War |
| **What are the resources that can be used to 'master' required knowledge** | • Needs minimum of 30 mins of revision per week<br>• Cold War Revision Videos on Teams<br>• Be able to complete 40% of a Risky 50 for each Key Topic independently<br>o Actively use Seneca: https://senecalearning.com/ - students will have a class code to join. Ask their teacher for this.<br>o BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z8fwhv4/revision/1<br>• Complete all home learning | • 45 minutes - 1 hour of revision weekly<br>• Cold War Revision Videos on Teams<br>• Be able to complete 60% of a Risky 50 for each Key Topic independently<br>o Actively use Seneca: https://senecalearning.com/ - students will have a class code to join - ask their teacher for this.<br>o BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z8fwhv4/revision/1<br>• Complete all home learning | • 1-2 – hours of revision per week<br>• Cold War Revision Videos on Teams<br>• Be able to complete 75% of a Risky 50 for each Key Topic independently<br>• 1 piece of additional exam practice a month<br>o Actively use Seneca: https://senecalearning.com/ - students will have a class code to join. They need to ask their teacher for this.<br>• Complete all home learning | • 2-3 hours of revision per week<br>• Cold War Revision Videos on Teams<br>• Be able to complete 90% of a Risky 50 for each Key Topic independently<br>• 2 pieces of additional exam practice a month<br>o Actively use Seneca: https://senecalearning.com/ - students will have a class code to join. They need to ask their teacher for this.<br>• Complete all home learning |

# M A T H S  G C S E

| Target Grade: | Grade 1<br>Grade 2<br>Grade 3 | Grade 3<br>Grade 4 | Grade 5<br>Grade 6 | Grade 7<br>Grade 8 |
|---|---|---|---|---|
| **Aim for the end of the year and beyond.** | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| **Topics that need revisiting and practising to ensure that learning is secure are listed here.** | • Product of Prime Factors **(sparx U739)**<br>• Solving 1 and 2 step equations **(sparx U325)**<br>• Solving Ratio problems **(sparx U687)** | • Solving Simultaneous Equations **(sparx U760)**<br>• Solving Inequalities **(U759)**<br>• Drawing graphs of the form y=mx+c **(U741)**<br>• Pythagoras **(U385)**<br>• Basic Trigonometry **(U545)** | • Solve 3D Pythagoras Questions **(U541)**<br>• Sine and Cosine rule **(U952)**<br>• Solve Direct and Indirect Proportion questions **(U721)** | • Use Sine and Cosine Rule and Sine Rule for Area *in context* **(U592)**<br>• Solve Quadratic Inequalities **(U133)** |
| **What are the resources that can be used to 'master' required knowledge** | • Sparx will be an invaluable resource to help support – it is personalised to  support areas for development. Students should complete 1 hour minimum a week. Sparx also has built in support to help practice times tables.<br>• Maths Genie is an excellent website with lots of Past papers and mark schemes<br>• Corbett Maths has many resources to support each topic at all levels<br>• Corbett maths 5 a day - numeracy | • Sparx will be an invaluable resource to help support – it is personalised to  support areas for development. Students should complete 1 hour minimum a week although can spend longer to secure progress in weaker topics.<br>• Maths Genie is an excellent website with lots of Past papers and mark schemes<br>• Corbett Maths has many resources to support each topic at all levels<br>• A Foundation GCSE revision guide is a valuable resource to help support revision | • Sparx will be an invaluable resource to help support – it is personalised to  support areas for development. Students should complete 1 hour minimum a week although can spend longer to secure progress in weaker topics.<br>• Maths Genie is an excellent website with lots of Past papers and mark schemes<br>• Corbett Maths has many resources to support each topic at all levels - Use their 5 a day questions for mixed practice<br>• A Higher GCSE revision guide is a valuable resource to help support revision | • Sparx will be an invaluable resource to help support – it is personalised to  support areas for development Students should complete 1 hour minimum a week although can spend longer to secure progress in weaker topics.<br>• Maths Genie is an excellent website with lots of Past papers and mark schemes<br>• Dr Frost is an excellent website that has a host of challenging exam questions<br>• A Higher GCSE revision guide is a valuable resource to help support revision<br>• Use Corbett Maths 5 a day Higher plus |

# M E D I A G C S E

| Target Grade: | Grade 1 Grade 2 Grade 3 | Grade 3 Grade 4 | Grade 5 Grade 6 | Grade 7 Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| **Topics that need revisiting and practising to ensure that learning is secure are listed here.** | • Know key codes and conventions for the CSPs for Television, Newspapers, Magazines, Advertisements, OSP/Games.<br>• Can discuss 2 representations present in the CSPs for Television, Newspapers, Magazines, Adverts, OSP/Games.<br>• Can describe the Industry for CSPs from Film, Radio, Newspapers, Music Video, OSP/Games.<br>• Can use key vocabulary that links to 4r frameworks Language, Industry, Audience, Representation | • Know key Media Language theories for the relevant CSPs.<br>• Can describe the impact of the Industry on each of the relevant CSPs<br>• Can describe the Audience for with CSPs from Radio, TV, Newspaper/magazines, Music Video, OSP/Games<br>• Can discuss 3 presentations in each of the relevant CSPs<br>• Can use key vocabulary that links to 4 frameworks language, Industry, Audience, Representation<br>. | • Clear understanding of the impact of key cultural contexts for CSPs from Television, Newspapers, OSP/Games.<br>• Can analyse the way each CSP group has changed over time in terms of the LIAR Frameworks<br>• Can confidently apply theories from the four frameworks to analyse the CSPs. | • Excellent understanding of the impact of key cultural contexts for CSPs from Television, Newspapers, OSP/Games.<br>• Can analyse the way each CSP group has changed over time in terms of the LIAR Frameworks.<br>• Can confidently apply sophisticated theories from the four frameworks to fully and convincingly analyse the CSPs. |
| **What are the resources that can be used to 'master' required knowledge** | • Needs minimum of 30 mins of revision per week<br>• Be able to complete 30% of a Key Topic question grid for each CSP.<br>• Actively revise the terms from the AQA GCSE Media vocabulary - https://www.aqa.org.uk/resources/media-studies/gcse/media-studies/teach/subject-specific-vocabulary2<br>o Use Seneca: ttps://senecalearning.com/ - students will have a class code.<br>o BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/ztnygk7<br>• Complete all home learning, including NEA tasks when the brief is shared. | • Needs minimum of 45 mins of revision per week<br>• Be able to complete 45% of a Key Topic question grid for each CSP.<br>• Actively revise the terms from the AQA GCSE Media vocabulary - https://www.aqa.org.uk/resources/media-studies/gcse/media-studies/teach/subject-specific-vocabulary2<br>• Actively use Seneca: https://senecalearning.com/ - students will have a class code<br>• BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/ztnygk7<br>• Complete all home learning, including NEA tasks when the brief is shared. | • 1-2 – hours of revision per week<br>• Be able to complete 60% of a Key Topic question grid for each CSP.<br>• Actively revise the terms from the AQA GCSE Media vocabulary https://www.aqa.org.uk/resources/media-studies/gcse/media-studies/teach/subject-specific-vocabulary2<br>o Actively use Seneca: https://senecalearning.com/ - students will have a class code to join.<br>o BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/ztnygk7<br>• Complete all home learning, including NEA tasks when the brief is shared. | • 2-3 hours of revision per week<br>• Be able to complete 75% of a Key Topic question grid for each CSP.<br>• Actively revise the terms from the AQA GCSE Media vocabulary - https://www.aqa.org.uk/resources/media-studies/gcse/media-studies/teach/subject-specific-vocabulary2<br>o Actively use Seneca: https://senecalearning.com/ - students will have a class code to join.<br>o BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/ztnygk7<br>• Complete all home learning, including NEA tasks when the brief is shared. |

# MUSIC GCSE

| Target Grade: | Grade 1<br>Grade 2<br>Grade 3 | Grade 3<br>Grade 4 | Grade 5<br>Grade 6 | Grade 7<br>Grade 8 |
|---|---|---|---|---|
| **Aim for the end of the year and beyond.** | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| **Topics that need revisiting and practising to ensure that learning is secure are listed here.** | For the exam:<br>Students working at this level need to understand the areas of study in music. They need to know what the key words mean, and what techniques are associated with them and be able to recognise them in a piece of music. Students further need to be able to recognise rhythmic patterns and recall melodies.<br><br>For Section B students need to be able to recall knowledge from the Mozart and Little Shop of Horrors study pieces and answer 8-mark questions. This needs to be a relevant response.<br><br>For the Free Composition:<br>Compositions need to clearly show the selection and use of elements is moderately creative and effective, demonstrating a moderate understanding of composition. The selection and use of these elements is moderately perceptive and insightful: largely appropriate to the intentions for the music, including the suggested audience/occasion. The composition sounds mostly finished, but with some further work required: occasionally lacks coherence, technical and expressive control is limited and not always consistent. | For the exam:<br>Students working at this level need to understand the areas of study in music, what techniques are associated with them and be able to recognise them in a piece of music. Students further need to recognise rhythmic patterns and recall melodies and identify instrumentation and playing techniques.<br><br>For Section B students need to be able to recall knowledge from the Mozart and Little Shop of Horrors study pieces and answer an 8-mark question on each in complete prose. This needs to be a wide-ranging response which is mostly coherent and well structured.<br><br>For the Free Composition:<br>Compositions convincingly show the selection and use of elements shows secure creativity and effectiveness, demonstrating a sound understanding of composition. The selection and use of these elements shows secure perception and insight: almost always appropriate to the intentions for the music, including the suggested audience/ occasion. The composition sounds mostly finished, but with some further work required: technical and expressive control is not always consistent. | For the exam:<br>Students working at this level need to understand the areas of study in music, what techniques are associated with them and be able to recognise them in a piece of music. Students need to recognise rhythmic patterns and recall melodies and identify instrumentation, playing techniques, articulation and structures.<br><br>For Section B students need to recall knowledge from the Mozart and Little Shop of Horrors study pieces and answer an 8-mark. This needs to be a comprehensive response which is coherent and logically structured.<br><br>For the Free Composition:<br>Compositions are highly creative and effective, demonstrating a coherent understanding of composition. The selection and use of these elements is highly perceptive and insightful: clearly appropriate to the intentions for the music, including the suggested audience/occasion. The composition requires very little more to sound finished, with consistent technical and expressive control throughout. | For the exam:<br>Students working at this level need to understand the areas of study in music, what techniques are associated with them and be able to recognise them in a piece of music. Students need to recognise rhythmic patterns and recall melodies and identify instrumentation, playing techniques, articulation and structures. They need a secure knowledge of cadences and intervals.<br><br>For Section B students need to recall knowledge from the Mozart and Little Shop of Horrors study pieces and answer an 8-mark question. This needs to be a comprehensive response - make a point, explain it in musical terms then link their answer back to the question.<br><br>For the Free Composition:<br>Compositions are exceptionally creative and effective, demonstrating a sophisticated understanding of composition. The selection and use of elements is perceptive and insightful: entirely appropriate to the intentions for the music, including the suggested audience/occasion. The composition sounds finished with excellent technical and expressive control. |
| **What are the resources that can be used to 'master' required knowledge** | • CGP GCSE AQA Music For the Grade 9-1 Exams Complete Revision & Practice (Based on topics covered each week)<br><br>• Little Shop of Horrors Dir. By Frank Oz. **This wonderful musical will inspire and motivate students in preparation for them to study three songs in their GCSE for their Understanding Music Exam.** | • CGP GCSE AQA Music For the Grade 9-1 Exams Complete Revision & Practice (Based on topics covered each week)<br><br>• AQA GCSE Music Listening Tests by Andrew S. Coxon & John Kelleher.<br><br>• How To Write A Melody **https://www.youtube.com/watch?v=rl-V2IsUprQ** | • CGP GCSE AQA Music For the Grade 9-1 Exams Complete Revision & Practice (Based on topics covered each week)<br><br>• AQA GCSE Music Listening Tests by Andrew S. Coxon & John Kelleher. | • AQA GCSE Music Listening Tests by Andrew S. Coxon & John Kelleher. |

# MUSIC BTEC Level 2 in Music Practice

| Target Grade: | Grade Level 1 Pass<br>Grade Level 1 Merit<br>Grade Level 1 Distinction | Grade Level 2 Pass<br>(Equivalent to a GCSE Grade 4 Standard Pass) | Grade Level 2 Merit<br>(Equivalent to a GCSE Grade 5 Strong Pass) |
|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade Level 2 Pass** | **Aiming to secure a Grade Level 2 Merit** | **Aiming to extend to a Grade Level 2 Merit** |
| Topics that need revisiting and practising to ensure that learning is secure are listed here. | **Component 1: Exploring Music Products and Styles**<br><br>**Learning Outcome A: Demonstrate an understanding of styles of music**<br>• Understand at least 4 different genres of music by completing a research task on these genres with adequate knowledge and some use of relevant examples<br>• Be able to compose using features that typify one of these genres with some errors<br><br>**Learning Outcome B: Apply understanding of the use of techniques to create music**<br>• How to set up Logic Pro<br>• How to create a basic chord sequence in Logic Pro<br>• How to add a bass line<br>• How to add a melody<br>• How to create a new chord sequence<br>• How to structure a track | **Component 1: Exploring Music Products and Styles**<br><br>**Learning Outcome A: Demonstrate an understanding of styles of music**<br>• Understand at least 4 different genres of music by completing a developed research task on these genres using good knowledge and mostly use of relevant examples<br>• Be able to compose in one of these genres with few errors<br><br>**Learning Outcome B: Apply understanding of the use of techniques to create music**<br>• How to create an interesting and developed chord sequence in Logic Pro<br>• How to develop a bass line<br>• How to develop a melody<br>• How to use some editing tools and effects | **Component 1: Exploring Music Products and Styles**<br><br>**Learning Outcome A: Demonstrate an understanding of styles of music**<br>• Understand at least 4 different genres of music by completing a detailed research task on these genres using comprehensive knowledge and all relevant examples<br>• Be able to compose in one of these genres with minor errors<br><br>**Learning Outcome B: Apply understanding of the use of techniques to create music**<br>• How to create interesting and exciting chord sequences in Logic Pro<br>• How create interesting and exciting bass lines, melodies, harmonies and rhythms<br>• How to use editing tools to their full potential<br>• How to add effects to their full potential<br>• How to mix a track effectively |
| What are the resources that can be used to 'master' required knowledge | • Music Technology Club<br><br>• How to Write Great Music – Dave Lowe https://www.amazon.co.uk/How-Write-Great-Music-Understanding/dp/132911132X<br><br>• Logic Tutorials on YouTube, e.g. Logic Pro X - Tutorial for Beginners in 13 MINUTES!<br>• https://www.youtube.com/watch?v=xKWdaSf9y5U | • Music Technology Club<br><br>• How to Write Great Music – Dave Lowe https://www.amazon.co.uk/How-Write-Great-Music-Understanding/dp/132911132X<br><br>• Logic Tutorials on YouTube, e.g. Logic Pro X - Tutorial for Beginners in 13 MINUTES!<br>• https://www.youtube.com/watch?v=xKWdaSf9y5U | • Music Technology Club<br><br>• How to Write Great Music – Dave Lowe https://www.amazon.co.uk/How-Write-Great-Music-Understanding/dp/132911132X<br><br>• Logic Tutorials on YouTube, e.g. Logic Pro X - Tutorial for Beginners in 13 MINUTES!<br>• https://www.youtube.com/watch?v=xKWdaSf9y5U |

# PE GCSE (Component 4- PEP Coursework)

| Target Grade: | Grade 1-3 | Grade 4 | Grade 5 | Grade 7 |
|---|---|---|---|---|
| **Aim for the end of the year and beyond.** | **Aiming to secure a Grade 1-3** | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to secure Grade 7** |
| **Topics that need revisiting and practising to ensure that learning is secure are listed here.** | • Provide some interpretation and attempt some analysis of fitness test results **using some data** <br>• Provide a **basic** analysis with **weak reasons** for chosen methods of training. <br>• **Attempt to compare** and interpret the fitness test results. <br>• Provide **some evidence** (may have errors/inaccuracy) <br>• **Attempt to evaluate** the application of methods of training, SMART goals and principles of training <br>• **Attempt to provide future recommendations** to improve training and performance. <br>• **Attempt to structure** your PEP with **inconsistent use of appropriate terminology.** | • Provide a **good** interpretation and analysis of fitness test results **using appropriate data** <br>• Provide **good analysis with appropriately** chosen methods of training **with some errors.** <br>• **Good application** of SMART targets and principles of training to meet performance goals. <br>• **Compare, interpret and analyse** the fitness test results. <br>• **Good evaluation** of the application of methods of training, SMART goals and principles of training <br>• Provide **appropriate future recommendations** to improve training and performance. <br>• **Good structure** to your PEP with **appropriate terminology** | • Provide a **very good** interpretation and analysis of fitness test results **using appropriate data** <br>• Provide **very good analysis with appropriately** chosen methods of training <br>• Provide a **very good** application of SMART targets and principles of training to meet performance goals. <br>• **Compare, interpret and analyse** fitness test results. <br>• Provide a **well- argued** evaluation of training, SMART goals and principles of training. <br>• Provide **justified** future recommendations to improve training and performance. <br>• Provide a **very good** structure to your PEP with **appropriate terminology used throughout**. | • Provide an **excellent** interpretation of fitness test results **using appropriate data**. <br>• Provide an analysis with **justified** methods of training. <br>• **Justify** the application of SMART targets and principles of training. <br>• Compare, interpret, analyse and **justify** fitness test results. <br>• Provide a **sophisticated** evaluation of the application of methods of training, SMART goals and principles of training. <br>• Provide an evaluation with **good detail and depth.** <br>• Provide **well justified** future recommendations to improve training and performance. <br>• Provide an **excellent** structure to your PEP with appropriate terminology used **consistently with few minor, if any errors.** |
| **What are the resources that can be used to 'master' required knowledge** | • Utilise resources on MS TEAMS (Files> Class Materials> PEP resources) <br>• Use and follow the PEP Checklist <br>• Use and update the PEP PLC <br>• Compare to Level 2 model answer <br>• Visit https://www.bbc.co.uk/bitesize/guides/zgk4wxs/revision/1 | • Utilise resources on MS TEAMS (Files> Class Materials> PEP resources) <br>• Use and follow the PEP Checklist <br>• Use and update the PEP PLC <br>• Compare to Level 3 model answer <br>• Visit https://www.bbc.co.uk/bitesize/guides/zgk4wxs/revision/1 | • Utilise resources on MS TEAMS (Files> Class Materials> PEP resources) <br>• Use and follow the PEP Checklist <br>• Use and update the PEP PLC. <br>• Compare to Level 5 model answer <br>• Visit https://www.bbc.co.uk/bitesize/guides/zgk4wxs/revision/1 | • Utilise resources on MS TEAMS (Files> Class Materials> PEP resources) <br>• Use and follow the PEP Checklist <br>• Use and update the PEP PLC <br>• Compare to Level 5 model answer <br>• Visit https://www.bbc.co.uk/bitesize/guides/zgk4wxs/revision/1 |

# PHOTOGRAPHY GCSE

| Target Grade: | Grade 1 Grade 2 Grade 3 | Grade 3 Grade 4 | Grade 5 Grade 6 | Grade 7 Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| Topics that need revisiting and either completing or improving to ensure their coursework (unit One) grade is secure. | Their Progress Tests was on Paper Portraits. Work completed will now make up 20% of the Coursework Grade. | | | |
| | • At least 5 research sheets demonstrating a generally consistent ability to research artists with guidance and some evidence of extended analysis. <br>• At least 12 planned portrait photoshoots demonstrating generally consistent experimentation and application of formal elements. <br>• At least 12 planned photoshoots evidencing a generally consistent documentation of ideas inspired by the research completed. <br>• At least 6 planned portraits that evidence personal responses to the theme portraits. | • At least 8 research sheets demonstrating a consistent ability to research artists with some guidance and evidence of extended analysis. <br>• At least 15 planned portrait photoshoots demonstrating consistent experimentation and application of formal elements. <br>• At least 15 planned photoshoots evidencing a consistent documentation of ideas inspired by the research completed. <br>• At least 8 planned portraits that evidence personal responses to the theme portraits. | • At least 10 research sheets demonstrating a consistent ability to research artists independently and evidence of extended analysis. <br>• At least 15 planned portrait photoshoots demonstrating consistent and purposeful experimentation with application and understanding of the formal elements. <br>• At least 15 planned photoshoots evidencing a purposeful refinement of ideas inspired by the research completed. <br>• At least 8 planned portraits that consistently evidence critical understanding and perceptive connections to the theme | • At least 10 research sheets demonstrating a highly developed ability to research artist sand context independently and evidence of extended analysis. <br>• At least 18 planned portrait photoshoots demonstrating highly developed and purposeful experimentation and understanding of the formal elements. <br>• At least 15 planned photoshoots evidencing highly developed purposeful refinement of ideas inspired by the research completed. <br>• At least 8 planned portraits that consistently evidence critical understanding and perceptive connections to the theme Portraiture. |
| What are the resources that can be used to 'master' required knowledge | • Needs minimum attendance of 1 session per fortnight to After School Sessions. <br>• All lessons completed available on the home study tab on Teams <br>○ Actively use Mr E's Artclub to upskill on Photoshop/Photopea Complete all home learning tasks set. | • Needs minimum attendance of 1 session per fortnight to After School Sessions. <br>• All lessons completed available on the home study tab on Teams <br>○ Actively use Mr E's Artclub to upskill on Photoshop/Photopea Complete all home learning tasks set. | • 1 session per week to After School Sessions. <br>• All lessons completed available on the home study tab on Teams <br>○ Actively use Mr E's Artclub to upskill on Photoshop/Photopea Complete all home learning tasks set. <br>• Actively attend exhibitions/art galleries and research independently using websites such as www.thisiscollasal.com www.Art2day.com | • 1 session per week to After School Sessions. <br>• All lessons completed available on the home study tab on Teams <br>○ Actively use Mr E's Artclub to upskill on Photoshop/Photopea Complete all home learning tasks set. <br>• Actively attend exhibitions/art galleries and research independently using websites such as www.thisiscollasal.com www.Art2day.com |

# RELIGIOUS STUDIES GCSE

## What is the exam structure?

**Paper 1:** Beliefs, teachings and practices in Christianity and Islam – one exam, 1 hour and 45 minutes long, 96 marks plus 6 for SPAG, 50% of GCSE
**Paper 2:** Four religious, philosophical and ethical themes: Relationships and Families; Religion and Life; Religion, Peace and Conflict; Religion, Crime and Punishment – one exam, 1 hour and 45 minutes long, 96 marks plus 3 for SPAG, 50% of GCSE

| TARGET GRADE | Aiming to secure a Grade 4 | Aiming to secure a Grade 5 | Aiming to extend to a Grade 7 | Aiming to extend to a Grade 9 |
|---|---|---|---|---|
| **What secure learning looks like for each topic** | • Look/cover/check learning of key terms: achieving 50% in fortnightly fact tests<br>• 4 and 5-mark answers explain reasons/influences clearly<br>• 12-mark answers consider two points of view | • Look/cover/check learning of key terms: achieving 60% in fortnightly fact tests<br>• 4 and 5-mark answers explain reasons/influences clearly with at least one reference to religion<br>• 12-mark answers consider two points of view and at least one reference to religion | • Look/cover/check learning of key terms and religious teachings: achieving 70% in fortnightly fact tests<br>• 4 and 5-mark answers explain reasons/influences with clear reference to religion<br>• 12-mark answers explain two points of view with a religious reference for each, reaching a reasoned conclusion | • Look/cover/check learning of key terms and religious teachings: achieving 90-100% in fortnightly fact tests<br>• 4 and 5-mark answers explain reasons/influences in detail with references to religion throughout<br>• 12-mark answers examine two contrasting points of view with clear references to religion and sources of authority throughout |
| **What are the resources that can be used to 'master' required knowledge** | • Needs minimum of 30 mins of revision per week – learning key terms and practising exam questions<br>○ Actively use Seneca: https://senecalearning.com/ - students will have a class code to join. Ask their teacher for this.<br>○ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zjgx47h<br>○ Complete all home learning<br>○ Use recommended textbook for retrieval questions and key knowledge | • 45 minutes - 1 hour of revision weekly – learning key terms and religious teachings and practising exam questions<br>○ Actively use Seneca: https://senecalearning.com/ - students will have a class code to join - ask their teacher for this.<br>○ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zjgx47h<br>○ Complete all home learning<br>○ Use recommended textbook for retrieval questions, religious teachings and key knowledge | • 1-2 – hours of revision per week – learning key terms and religious teachings and practising exam questions<br>• 1 piece of additional exam practice a month<br>○ Actively use Seneca: https://senecalearning.com/ - students will have a class code to join. They need to ask their teacher for this.<br>• Complete all home learning<br>• Use recommended textbook for retrieval questions, religious teachings, key knowledge and 12-mark question practise | • 2-3 hours of revision per week: learning key terms and religious teachings and practising exam questions<br>• 2 pieces of additional exam practice a month<br>○ Actively use Seneca: https://senecalearning.com/ - students will have a class code to join. They need to ask their teacher for this.<br>• Complete all home learning<br>• Use recommended textbook for retrieval questions, religious teachings, key knowledge and all exam question practise |

# SCIENCE - CHEMISTRY GCSE

**5.3 Quantitative Chemistry**
**5.4 Chemical change**
**5.5 Energy Changes**

| Target Grade: | Grade 1 Grade 2 Grade 3 | Grade 3 Grade 4 | Grade 5 Grade 6 | Grade 7 Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | Aiming to secure a Grade 4 | Aiming to secure a Grade 5 | Aiming to extend to a Grade 7 | Aiming to extend to a Grade 9 |
| Topics that need revisiting and practising to ensure that learning is secure are listed here. | 5.3 Atomic mass and formula mass 5.4 Reactivity of metals 5.4 Electrolysis of molten substance 5.4 Reactions of acids 5.5 Endothermic and exothermic reactions | 5.3 Conservation of mass and balancing equations 5.3 Concentration of solutions 5.4 Electrolysis of aqueous solution 5.4 Salts, pH, neutralisation 5.5 Reaction profiles | 5.3 Moles 5.3 Amount of substance 5.3 Limiting reactants 5.4 Strong and weak acids 5.5 Energy change in reactions | 5.3 Using moles to balance equations 5.4 Oxidation and reduction (electrons) 5.4 Electrolysis half equations |
| What are the resources that can be used to 'master' required knowledge | 5.3 Seneca – Atomic mass and formula mass 5.4 Seneca – Reactivity of metals 5.4 Electrolysis of molten substance 5.5 Endothermic and exothermic reactions | 5.3 BBC Bitesize – Conservation of mass 5.3 BBC Bitesize – Concentration of solutions 5.4 BBC Bitesize – Electrolysis of aqueous solution 5.4 BBC Bitesize – Salts, pH, neutralisation 5.5 BBC Bitesize – Reaction Profiles | 5.3 Save My Exams - Moles 5.3 Save My Exams – Amount of substance 5.3 Save my Exams – Limiting reactants 5.4 Save my Exams – Strong and weak acids 5.5 Save my Exams – Energy change in reaction | 5.3 Save my Exams – Using moles to balance equations 5.4 Save my Exams - Oxidation and Reduction reactions 5.4 Save my Exams - Electrolysis half equations |

**CHS SharePoint C1 Link**
Don't forget you can find the following on this link:-
'online textbook'; overall summary for Chemictry Unit 1 (Atomic structure, Bonding, Quantitative Chemistry, Chemical Change, Energy Changes, ) ; topic by topic power points for each section, topic by topic levelled exam questions and answers for each section.
Please make sure you use this resource

# SCIENCE - PHYSICS GCSE

**6.2 Electricity**
**6.3 Particle Model**
**6.4 Atomic Structure**

| Target Grade: | Grade 1<br>Grade 2<br>Grade 3 | Grade 3<br>Grade 4 | Grade 5<br>Grade 6 | Grade 7<br>Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Grade 4** | **Aiming to secure a Grade 5** | **Aiming to extend to a Grade 7** | **Aiming to extend to a Grade 9** |
| Topics that need revisiting and practising to ensure that learning is secure are listed here. | 6.2 Circuit symbols and circuit diagrams<br>6.2 Domestic use and safety of electricity<br>6.3 Change of state and particle model<br>6.4 Atoms and isotopes | 6.2 Electrical energy transfers<br>6.3 Energy transfers<br>6.3 Particle model and pressure<br>6.4 Development of the model of the atom<br>6.4 Atoms and nuclear radiation<br>6.4 Contamination and irradiation | 6.2 Parallel circuits<br>6.2 Rearranging equations<br>6.2 National grid<br>6.3 Internal energy<br>6.3 Specific Heat capacity and latent heat<br>6.4 Nuclear equations (alpha, beta, gamma)<br>6.4 Half Life and graphs of half life | 6.2 Transformers in National grid<br>6.3 Specific Heat capacity and latent heat graphs |
| What are the resources that can be used to 'master' required knowledge | 6.2 Seneca Electricity<br>6.3 Seneca Particle model<br>6.4 Seneca Atoms, isotopes and radiation | 6.2 BBC bitesize circuits<br>6.2 BBC bitesize mains<br>6.3 BBC bitesize energy<br>6.3 BBC bitesize particles and pressure<br>6.4 BBC bitesize atoms<br>6.4 BBC bitesize isotopes | 6.2 save my…series and parallel<br>6.2 save my… national grid<br>6.3 save my… internal energy<br>6.3 save my… heat capacity<br>6.3 save my… latent heat<br>6.4 save my… nuclear equations<br>6.4 save my… half life | 6.2 Save my… transformers<br>6.3 save my… latent heat |

**CHS SharePoint Physics Unit 1 Link**
**Don't forget you can find the following on this link:-**
**'online textbook'; overall summary for Physics Unit 1 (Energy, Electricity, Particle model and Atomic structure) ; topic by topic power points for each section, topic by topic levelled exam questions and answers for each section.**
**Please make sure you use this resource**

# SPANISH GCSE

| Target Grade: | Grade 1<br>Grade 2<br>Grade 3 | Grade 3<br>Grade 4 | Grade 5<br>Grade 6 | Grade 7<br>Grade 8 |
|---|---|---|---|---|
| Aim for the end of the year and beyond. | Aiming to secure a Grade 4 | Aiming to secure a Grade 5 | Aiming to extend to a Grade 7 | Aiming to extend to a Grade 9 |

Topics that need revisiting and practising to ensure that learning is secure are listed here.

**Grade 1 / Grade 2 / Grade 3 column:**

| Theme | Topic |
|---|---|
| Theme 1 | 1. Myself and Family |
| | 1. Technology |
| | 1. Hobbies and Leisure |
| | 1. Customs and Festivals |
| Theme 2 | 1. Home, Town and Region |
| | 4. Holidays and Travel |

**Grammar**
- Opinions and justifications
- Present tense
- Past (preterit) tense
- Near future tense
- Verbs in the first person

**Grade 3 / Grade 4 column:**

| Theme | Topic |
|---|---|
| Theme 1 | 1. Myself and Family |
| | 1. Technology |
| | 1. Hobbies and Leisure |
| | 1. Customs and Festivals |
| Theme 2 | 1. Home, Town and Region |
| | 4. Holidays and Travel |

**Grammar**
- Opinions and justifications
- Present tense
- Past (preterit) tense
- Near future tense
- Comparatives
- Verbs in the first person and first person plural

**Grade 5 / Grade 6 column:**

| Theme | Topic |
|---|---|
| Theme 1 | 1. Myself and Family |
| | 1. Technology |
| | 1. Hobbies and Leisure |
| | 1. Customs and Festivals |
| Theme 2 | 1. Home, Town and Region |
| | 4. Holidays and Travel |

**Grammar**
- Opinions and justifications
- Present tense
- Past (preterit) tense
- Past (imperfect) tense
- Near future and simple future tenses
- Comparatives
- Verbs in full paradigm
- If and subordinate clauses

**Grade 7 / Grade 8 column:**

| Theme | Topic |
|---|---|
| Theme 1 | 1. Myself and Family |
| | 1. Technology |
| | 1. Hobbies and Leisure |
| | 1. Customs and Festivals |
| Theme 2 | 1. Home, Town and Region |
| | 4. Holidays and Travel |

**Grammar**
- Opinions and justifications
- Present tense
- Past (preterit) tense
- Past (imperfect) tense
- Near future and simple future tenses
- Comparatives
- Verbs in full paradigm
- If and subordinate clauses
- Complex and colloquial structures

**What are the resources that can be used to 'master' required knowledge**

**Topic Vocabulary** (Grade 1-3 column)
- Quizlet.com (link on Teams)
- Quizlet links also available on PLC located here: https://www.chorltonhigh.manchester.sch.uk/student-life/year-11-academic-curriculum/year-11-Personal-Learning-Checklist

**Topic Vocabulary** (Grade 3-4 column)
- CGP revision guide
- Kerboodle.com (all topics/pages linked in your course PLC in your book and on teams) also available here: https://www.chorltonhigh.manchester.sch.uk/student-life/year-11-academic-curriculum/year-11-Personal-Learning-Checklist
- GCSEbitesize https://www.bbc.co.uk/bitesize/topics/zmgrxyc

**Grammar** (Grade 5-8 columns)
Opinions: https://www.languagesonline.org.uk/Spanish/Cam3/Cam3Uni11/4.htm
Present Tense: https://www.languagesonline.org.uk/Spanish/Presente/index.htm
Preterit Tense: https://www.languagesonline.org.uk/Spanish/preterite/index.htm
Near Future Tense: https://www.languagesonline.org.uk/Spanish/Immediate_Future/Index.htm
Imperfect Tense: https://www.languagesonline.org.uk/Spanish/Imperfect/index.htm
Simple Future Tense: https://www.languagesonline.org.uk/Spanish/Future/index.htm
Comparatives: https://www.bbc.co.uk/bitesize/guides/zr742sg/revision/3
Clauses : https://grammar.spanishintexas.org/verbs/si-clauses/
Complex and colloquial Structures: (Grades 7-9) https://www.languagesonline.org.uk/Spanish/AS/Subjunctive/index.htm

| Target Grade: | Not Yet Achieved (NYA) | Marking Band 1 (Pass) | Marking Band 2 (Merit) |
|---|---|---|---|
| Aim for the end of the year and beyond. | **Aiming to secure a Marking Band 1 (Pass)** | **Aiming to secure a Marking Band 2 (Merit)** | **Aiming to extend to a Marking Band 3 (Dist)** |
| Topics that need revisiting and practising to ensure that learning is secure are listed here. | • Demonstrate a **basic** understanding of the range of skills used in a specific sport<br>• To **demonstrate basic knowledge** of each skill and **link** to a type of practice and characteristic e.g. open/closed<br>• **Describe** your individual strengths and weaknesses<br>• Create an **adequate** action plan for 2 weaknesses within your chosen sports<br>• Create basic drills with some progression and description<br>• Create a **basic** training log with some description of the sessions | • Demonstrate a **sound** understanding of the range of skills used in a specific sport<br>• To **demonstrate sound knowledge** of each skill and **link** to a type of practice and characteristic e.g. open/closed<br>• Provide a **clear** understanding of your individual strengths and weaknesses, using **some** examples<br>• Create **a clear** action plan with an **appropriate** timeline e.g. 6-8 weeks<br>• Create **detailed** drills linked with **some progressions** and **teaching points**<br>• Create a **detailed** training log with specific descriptions of each sessions | • Demonstrate a **complex** understanding of the range of skills used in a specific sport<br>• To demonstrate **clear knowledge** of each skill and **link** to a type of practice and characteristic e.g. open/closed<br>• Provide a **detailed** understanding of your individual strengths and weaknesses, using **a range** of specific examples<br>• Create **a clear** action plan with an **appropriate** timeline e.g. 6-8 weeks and a **description of the type of practice** used<br>• Create **in depth** drills linked with several progressions and **teaching points** and the **type of practice**<br>• Create a **detailed** training log with specific descriptions of each sessions<br>• Create a **detailed** evaluation of the action plan<br>• **Discuss in detail** how technology can be used to analyse performance |
| What are the resources that can be used to 'master' required knowledge | • Use MS Teams to access Performance in Sports Skills – Strengths and Weaknesses Assignment – Assignment Brief<br>• Use Model Assignment to support completion of each section of assignment<br>• Prompts and Template are also located on individual work<br>• Use the following website: https://www.soccerdrive.com/soccer-drills to | • Use MS Teams to access Performance in Sports Skills – Strengths and Weaknesses Assignment – Assignment Brief<br>• Use Model Assignment to support completion of each section of assignment<br>• Prompts and Template are also located on individual work<br>• Use the following website: https://www.soccerdrive.com/soccer-drills to | • Use MS Teams to access Performance in Sports Skills – Strengths and Weaknesses Assignment – Assignment Brief<br>• Use Model Assignment to support completion of each section of assignment<br>• Prompts and Template are also located on individual work<br>• Use the following website: https://www.soccerdrive.com/soccer-drills to |