Great Sankey High School

Curriculum Guide

Year 10

Achieving Greatness Together
Great Sankey High School

Our Vision

Great Sankey is a safe, inclusive community providing an environment where excellent teaching and pastoral care empowers all students to be active learners, to celebrate diversity and to realise their potential.

We understand that the way to achieve our mission is to ensure that students are in receipt of knowledge-rich curriculum, structured in such a way that they are able to build strong knowledge bases in each subject. We also recognise the importance of regular formal and informal assessment to ensure that students are learning what we expect them to learn throughout their time with us at Great Sankey High School.

We also recognise the huge impact that learning beyond the classroom can have but appreciate we don't know which moment at school will inspire a child or resonate with them later in their life. It could be the inspirational careers speaker, a museum or gallery visit, the Duke of Edinburgh's Award expedition, a science experiment, or be on the sports field or theatre stage. What we do know is that if we ensure children seize as many opportunities as they can something has more chance to stick and act as a catalyst.

Furthermore, we understand that those extra important details such as careers guidance, RSE, PHSE, British Values and enrichment should not just be bolted on but play an integral part of 'what we do' as a school community. Every subject has mapped out opportunities for students to explore these areas in a meaningful manner and our extra-curricular provision supports developing the whole child.

In short, our ambition is to create a dynamic learning culture and deliver a bold curriculum and personal development programme that ensures that both students and staff can **achieve greatness together.**

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English

English has a pre-eminent place in Great Sankey High School and in the wider community. Our curriculum has been designed to ensure that all students have a chance to succeed, regardless of their starting points. Our seven curriculum threads are intertwined throughout the study of English Language and English Literature. In English, students will study a wide range of socially diverse texts to emphasise the reality of modern-day society and the world around them. All students will study canonical Literature texts, reflecting the rigorous and academic excellence of our subjects. All students have the right to study the discipline of English Literature; to consider how humans have found expression through rebellion, to understand the complexities of relationships and to interpret social inequalities through relevant contextual lenses. A 'Great Sankey English student' will develop a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. All students will explore how the discipline of English Language creates a relationship between readers and writers. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication.

We understand that the curriculum is integral to determining the life chances, choices, and opportunities for our students. Therefore, we will never compromise on our high expectations in the pursuit of greatness!

Year 10 English Curriculum Aims:

Throughout year 10, students will continue to build on their knowledge of literary devices, language techniques and writer's craft as they prepare the foundations for their GCSE English Language and English Literature courses. Year 10 is the start of GCSE English Language and GCSE English Literature (AQA)

Year 10	Topics	Content
Term 1	English Language Paper 1 *A Christmas Carol*	***In KS4, assessments include a combination of "Weekly Writes", Master Class Lectures, Walking Talking Mocks and Whole Class Feedback. "Weekly Writes" are activities provided in order to support student skill development. The students are then able to implement these techniques within their writing in order to build up a skill repertoire.*** This unit of work will continue to build on students understanding of the craft of writing. Students will explore unseen prose fiction extracts, from classic and contemporary literature to create imaginative pieces of writing centred on the power of rebellion. Students will evaluate the language and structure within these texts with a focus on applying these devices to their own work. Students will plan, edit, craft, and refine their writing to develop their own style and voice when writing fiction texts. This unit of work will allow students to consider multiple curriculum threads and contemplate the moral aspects of the human condition. literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text

Term 2	Poetry Anthology *Power and Conflict* Cluster *Macbeth*	In this unit of work, students will study both contemporary poetry and poems from the Literary Heritage. Students will learn about the context of each poem; the overview of the poem; key ideas; the poets' use of language; and the structure of each poem. This unit of work will build upon student's knowledge of Shakespearean tragedies and understanding of tragic heroes. students will learn about the concept of morality plays in the Jacobean era and about aspects of tragedy. Students will analyse the plot sequence, characters and themes and the context of the play.
Term 3	*Macbeth* AQA Spoken Language Endorsement	This unit of work will build upon student's knowledge of Shakespearean tragedies and understanding of tragic heroes. students will learn about the concept of morality plays in the Jacobean era and about aspects of tragedy. Students will analyse the plot sequence, characters and themes and the context of the play. The aim of the assessment is to allow students to demonstrate their speaking and listening skills by giving a presentation in a formal context; responding appropriately to questions and to feedback; asking questions themselves to elicit clarification and using spoken Standard English.

What resources can my child access for support?

www.bbcbitesize.com

What enrichment opportunities are available and how do these support learning?

There are a multitude of reading and writing competitions running each term in the LRC to encourage students to actively read widely. The English department offer a website club for students with an interest in journalism and the media, and there is a popular Dungeons and Dragons club providing an excellent for students of all year groups to escape to a fantasy world once a week.

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Mathematics

Mathematics is a universal language and one that our department is completely passionate about at all levels. It is a fundamental skill that is needed for everyday life and for understanding the world around us. Key to areas such as finance, science, technology and engineering, it is vitally important that a learner has the best possible grounding in mathematics from their education. They need to understand the mathematics they learn to approach problems that need to be solved creatively, whilst showing a level of confidence and fluency in using and enhancing the mathematical skills that are valued highly in industry and higher education.

Building upon the ten core values that are at the heart of our school, the department are tasked with delivering Quality First Teaching across all Key Stages utilising methods based on research. Regardless of the ability they are teaching, they encourage learners to develop their potential to the fullest. This is coupled with showcasing their enthusiasm and knowledge of our phenomenal subject to engage and engross all stakeholders in our learning community.

Year 10 Mathematics Curriculum Aims:

Year 10 builds upon the skills developed in the previous year to continue extending understanding in the core strands of Number, Algebra, Geometry and Measure, Ratio, Proportion and Probability and Statistics. As part of the curriculum, we will continue to revisit key skills that students need to be successful in the subject as retrieval activities or recaps.

Year 10 Mathematics Curriculum: Foundation	Topics	Content
Term 1	Number – rounding and estimating then lead into error intervals and basic bounds. Number – Fractions and Percentages Algebra - expanding and factorisation of quadratics and then solving. Geometry – area and perimeter of 2D shapes including semi and quarter circles, this will link into ratio and fractions. Ratio – simplify including form 1 : *n*, sharing ratio then lead into direct and indirect proportion, recipes, best buy then incorporate scale maps and drawings All Probability – sums to 1, language of probability, two-way tables, sample space, equally likely outcomes, probability trees and Venn diagrams. Algebra – solving linear equations using function machines and including setting up to solve then rearranging formula and work with inequalities.	Starting the academic year with number - rounding and approximations have an important part in creating boundaries in which we can work between as well as providing us with an approximate area that an answer will be in. Students will get the opportunity to extend learning to error intervals and basic bounds. Students further develop their number skills by revisiting fraction amounts, calculating with fractions and then percentages by extending onto increases, decrease, reverse, change, simple interest, and compound interest. The key concepts of percentage change and reverse percentages will look to develop the skills of students who are aiming for a Grade 5. The development of algebra is the next area we look at with developing the skills needed to expand and factorise expressions to quadratics then extend onto solving. This unit looks at the area of 2D shapes such as rectangles, triangles, parallelograms, trapezia and compound shapes, before moving onto circles and related areas e.g., semi circles and quarter-circles. The link to expanding brackets is interweaved in calculating area of shapes. This then leads onto ratio and proportion where students start to simplify ratios in the form 1: n, they then work on more complex word problems for sharing ratios. Scale maps and drawings are interweaved into this topic to support learning with ratios then they will develop skills for direct and indirect proportion, best buys, and recipes. Students them move onto probability and looking at the language of probability and equally likely outcomes including sums to 1 and sample space. This will extend onto frequency diagrams, probability trees and Venn diagrams. We then shift focus to algebraic elements such as developing the ability to set up and solve linear equations, rearrange formulae and the ability to work with inequalities which are an essential element of financial mathematics and education.
Term 2	Algebra and number – linking standard form and laws of indices. **Assessment 1 – assessment will be on unit so far this year.** Algebra – substitution first then link to solving simultaneous equations algebraically.	The second term starts with calculating in standard form. This is key aspect of cross curricular understanding in science. It also looks at the law of indices and links in with prior knowledge of standard form. The unit will finish with linear sequences and patterns. Review learning so far in year 10 with first round of assessment.

	Algebra – linear graphs including equation of straight line in the form y = mx + c – link to sequences and nth term rules, then link graphical simultaneous equations. Geometry – angles, construction, and loci. Geometry - volume and surface area extending onto spheres, cones, and pyramids. Statistics – Interpreting Data and Averages including charts and graphs.	First part of this unit will be substitution as it is imperative students can substitute values into expressions ready for when they solve simultaneous equations. This then progresses onto simultaneous equations where students will work on their logical skills allowing them to be able to effectively communicate on paper what they are trying to achieve on their way to solving the pair of equations. Next in the scheme of learning is to look at linear graphs, including finding midpoints and gradients, which are a key aspect of cross-curricular understanding in Geography, Business Studies, and Physics. Students will also link in their algebraic knowledge of simultaneous equations to graphical now. Students then look at angle properties and being able to construct shapes and other geometric features using a ruler and a pair of compasses/a protractor. Being accurate with measuring is important at home and at work in areas such as design and building or large or small projects. Next, we look at volume and surface area which allows for students to gain skills and understanding of things such as capacity of liquids and real-life applications of surface area, such as paint and the amount of space a tin of paint will cover when applied to a wall. This extends onto volume and surface area for more complex shapes when given the formula. Students become data rich by looking at the calculation and interpretation of averages, a key skill needed not just for mathematics, but for scientific subjects, Geography and Business Studies. Students will interpret statistical diagrams- such as scatter diagrams, pie charts, frequency polygons and bar charts (including multiple bar charts) to name but a few. These are another key element of not just mathematics but of numeracy across the curriculum.
Term 3	Geometry – Transformations including column vectors and an introduction to similarity and congruence. Geometry - Pythagoras and basic trigonometry – finding lengths and angles. End of year assessments are mock papers.	Term three starts with looking at transformations of shapes, which is also of key use in computing and Art and Design. It looks at column vectors, similarity, and congruent shapes. Finally, students will finish off term 3 by getting the opportunity to extend their learning with finding lengths using Pythagoras and trigonometry. Students will finish year 10 off by completing some GCSE mock examination papers to determine any areas to work on in preparation for Year 11.

Year 10 Mathematics Curriculum: Higher	Topics	Content
Term 1	Number – Fractions and percentages including recurring decimals. Geometry – Transformations – include column vectors, vector geometry and negative / fractional scale factors for enlargements. Ratio – complex word problems involving ratio equivalents and fractions, proportion working algebraically with constant (k) All Probability – include notation and unions for Venn diagrams. Number – standard form, indices, and surds Algebra - Rearranging and representing inequalities, Solving inequalities including quadratics, solving simultaneous equations algebraically and graphically, identifying regions Geometry – Pythagoras in 2D and 3D	We start the term by looking at number and at percentages and fractions ensuring students are completely proficient at them, including in AO3 situations where they need to be able to identify the concepts, they need to use to solve a more contextualised problem. Students then work on transformations and will utilise the four key methods and its nuances, such as what happens when the scale factor of an enlargement is negative. It will link in vectors, which works in two ways – firstly looking at calculations using column vectors, such as addition, subtraction, and multiplication and, secondly, the vector notation and working with vector geometry, which is a key element of working with forces within Mechanics at A-Level Mathematics. We then move onto ratio and develop skills to work on more complex worded problems within ratio. This will lead into direct and inverse proportion working algebraically with constant (k) Students move onto probability and work through all aspects including non-replacement and replacement probability trees and using Venn diagrams with unions and notation. This will then follow on to standard form, the laws of indices, alongside working with surds, allowing students to develop key skills that they will need both at GCSE and beyond into Level 2 Further Mathematics and A-Level Mathematic. Next, we move towards algebraic elements such as developing the ability to rearrange formulae and the ability to work with inequalities which are an essential element of financial mathematics and education. We then move to inequalities in both a linear and quadratic sense. Both elements are important for GCSE but are also an important part of the mathematics course to develop for A-level, especially the section on quadratic inequalities. This unit will also link simultaneous equations algebraically and graphically along with identifying regions. The final part of this term focuses on geometry with building and consolidating understanding of Pythagoras in 2D but then extend into 3D.

Term 2	Geometry – exact trigonometric values and basic trigonometry. **Assessment 1-will be on everything taught so far this year.** Geometry- further trigonometry including sine and cosine with area of a non-right-angled triangle. Geometry – volume and surface area; including spheres, cones, pyramids, frustums, and similarity. Algebra - Graphs including curved graphs, midpoints, rates of change, area under a curve, distance-time, and velocity-time graphs. Geometry – angle review, parallel lines and polygons which then leads into circle theorems including links to geometric proof.	The second term begins by working with exact trig values and recapping basic trigonometry. Assessment 1 - is on everything so far taught in year 10 We then continue to work on trigonometry but further trigonometry using sine, cosine and area of a non-right-angled triangle. We then look at area and volume of 2D and 3D shapes and extend it into its applications such as working with similar shapes. Understanding the effect of Scale Factors into 2D and 3D is a fundamental important of modelling things such as population increase in Geography and virus growth patterns in Biology. Next, we focus onto looking at Graphs and their key features. Students will gain an important insight into the reasons why we calculate the midpoint and gradient. This then moves into Distance-Time and Velocity-Time graphs, where the properties gained in the first part of the term are applied to solve problems such as finding the gradient of the tangent to the curve and interpreting what it means in the context given e.g. rate of change. We conclude the term by looking at angle facts, polygons then extend onto circle theorems, which give students the opportunity to deliver understanding of the topic via effective communication and logical thought whilst solving problems given to them on the topic area.

Year 10 Mathematics Curriculum: Higher	**Topics**	**Content**
Term 3	Algebra – all elements of quadratic and algebraic fractions, linear and quadratic sequences. Statistics – averages, charts, and graphs. Mock assessment – assess knowledge and any misconceptions prior to going into year 11.	Term 3 starts with looking at more algebra topics where we continue to develop students' abilities with quadratic expressions, equations and functions and extend it into the applications arriving from working with algebraic fractions, a fundamental part of the A-Level Mathematics course. Students link in linear sequences and using the knowledge to extend onto quadratics sequences at this point. Students become data rich by looking at the calculation and interpretation of averages, a key skill needed not just for mathematics, but for scientific subjects, Geography and Business Studies. Students will interpret statistical diagrams- such as scatter diagrams, pie charts, frequency polygons, cumulative frequencies, box plots and histograms. These are another key element of not just mathematics but of numeracy across the curriculum. We then review the year by conducting mock examinations in preparation for Year 11. The mock examinations will also review all the areas of strength and development that students have built up from their course so far and plan towards Year 11.

What resources can my child access for support?

The department subscribes to SPARX and students are provided with logins for this. It encourages students to work independently, and it is used for homework each week. Students also have access to Kerboodle where the textbook that links to our programme of study is located. The excellent resources on Corbett Maths, including the 5-a-day questions, worksheets and exam-style questions are also an excellent resource to use, along with BBC Bitesize and Seneca Learning provide additional support for students.

What enrichment opportunities are available and how do these support learning?

Year 10 students can attend weekly support sessions in the Mathematics Department that allow them to develop and enrich their mathematics skills
High-achieving students can start on a pathway where they in Year 10 look at the components of GCSE Statistics moving onto the AQA Level 2 Further Mathematics Qualification in Year 11. In addition, they also are invited to sit the UKMT Intermediate Mathematics Challenge in February.

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Mathematics Exam board

AQA 8300

Science

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open-minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data, make conclusions, and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic, and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy, and oracy skills. They can look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand. Science solves problems that affect everybody, and it enhances life where problems are not there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit.' Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power… the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture

Biology

In year 10 students aim to consolidate learning themes from Year 9 and develop these further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics, whilst continuing to develop practical, analysis and evaluative skills. The course is delivered as 4 lessons fortnightly with a Biology specialist teacher. The year curriculum is designed as a spiral to build on scientific concepts from Year 9, such as cells (cell transport) and Physiology (enzymes). Students will build upon their existing scientific knowledge from these topics and apply their understanding of physiology to the nervous system and hormonal response in the endocrine system. They will further develop their understanding of non-communicable diseases to the new developments in genetics, which require solid grounding in in other areas of the course to allow them to make clear links in this ever-changing field.

Year 10 Biology Curriculum	**Topics**	**Content**
Term 1	Types of disease (communicable and non-communicable) Preventing and Treating Disease	The disease section that starts year 10 builds on cell structure, division and organisation. These units also build on the organisation of systems in the body and plants and evaluates how disease can be avoided.
	Transformation of energy in living organisms (photosynthesis and respiration)	During this unit learners will explore two essential processes essential for the functioning of all living organisms. photosynthesis and respiration, photosynthesis looks at the process of how plants use energy and both types of respiration and the body uses these processes to respond to change, e.g. exercise. These units develop knowledge and understanding about cells and systems from Yr.9, as well enhancing practical skills.
Term 2	Nervous System	At the start of the term learners will enhance their understanding of organisations in the body by studying the nervous system and how it plays an important role in the coordination of responses of living things to the internal and external environment.
	Hormonal control in humans	Knowledge on hormones is further developed during this unit on the endocrine system and human reproduction, once the coordination unit has been completed learners should have a full understanding of the role of specialised cells and the organisation of systems involved.

Term 3	Reproduction	In the final term learners build on the role of the reproductive hormones in males and females and how these regulate the process of reproduction.
	Inheritance, variation and evolution	Leaners now have the foundations of reproduction, so this unit allows them to consolidate and deepen understanding by looking at the importance reproduction has on genetic diversity and how inherited features lead to evolution of new species via natural selection and genetic engineering.
	Retrieval and consolidation	The final section of this term will be used for retrieval and consolidation of prior units in preparation for the Yr.10 mocks, leaners will review key knowledge and understanding, giving them the foundations to answer examination questions.

What resources can my child access for support?

Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts, exercises and questions through www.kerboodle.com . Students may also find the following resources useful to access the national curriculum and revision materials. When using these websites please make sure, AQA, trilogy (combined) science is selected.

Cognito - Cognito (cognitoedu.org)

SENECA- Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)

BBC bitesize - www.bbcbitesize.com,

Maths and physics tutor - Physics Revision - PMT (physicsandmathstutor.com)

Alongside this they will also have a knowledge organiser and can purchase revision guides from school.

What enrichment opportunities are available and how do these support learning?

Throughout the year students will be invited to attend talks and presentations with inspirational scientists linking to course content and future aspirations. Alongside this a select number of students will be invited to take part in our scholar's programme which provides exciting opportunity to work alongside lectures from the university of Manchester on cutting edge technology. In house we run STEM club, this provides opportunities to apply science and engineering outside of the regular curriculum. Year 10 students are encouraged to act as coaches and mentors to younger members of the club or to take on a longer-term STEM Project.

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Exam board AQA AQA | GCSE | Combined Science: Trilogy | Specification at a glance

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Chemistry

In Year 10 students aim to consolidate learning themes from Year 9 and develop these further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics, whilst continuing to develop practical, analysis and evaluative skills. The course is delivered as 4 lessons fortnightly with a Chemistry specialist teacher. The year curriculum is designed as a spiral to build on scientific concepts from Year 9 such as atoms, elements, compounds and mixtures, different types of chemical reactions and the measurements we make during chemical reactions. In Year 10, students will build upon their existing scientific knowledge from these topics and extend and link atoms, elements and compounds to the periodic table and structure and bonding of different substances. They will further develop their understanding on chemical allowing them to explain some of the phenomena that is seen in the world around them and justify why we chose to use particular materials and specific conditions. Chemical reactions and energy changes link throughout the Biology curriculum and energy changes has links to Physics. Students will need to apply knowledge on substances studied so far (e.g. metals, plastics and common compounds) and link this to their usefulness and the impacts they have on the environment, where students understand our ever-changing climate. Students will appreciate the significance of sustainable living in how we obtain and use natural resources from our earth and the importance of how and why we should reuse and recycle these resources.

Year 10 Chemistry Curriculum	**Topics**	**Content**
Term 1	Atomic structure and the Periodic Table	Chemists have evidence that atoms themselves are made up of a nucleus with electrons surrounding it in energy levels. An in-depth look at the history of the atom and periodic table shows how the periodic table organises these atoms and the elements they make into a structure that helps us make sense of our chemical world. This chemistry unit builds upon several units from KS3 and these core ideas are the cornerstone of all chemistry and are built on throughout Year 10 and into Year 11.
	Properties and reactions of metals	Metals play an important part in everyday life, this unit revisits common properties and starts to explore why materials behave the way they do linking to knowledge on particles and a vital introduction to structure and bonding. This knowledge will then allow pupils to experiment with metals in a systematic way and organise results logically and predict exactly what new substances will be formed developing a wide range of different materials and processes.
	Chemical reactions – acids and salts	The concept of acids and alkalis is revisited extending KS3 learning to include how ions interact to cause neutralisation reactions and how soluble salts are made.
Term 2	Structure and bonding	The introduction to structure and bonding is a vital unit that links previous knowledge on atomic structure and Periodic Table with future chemical knowledge, this is where pupils identify elements based on their atomic structure and will explore ionic, covalent and metallic structures and their properties
	Organic Chemistry – Crude oil	A great variety of organic compounds is possible because carbon atoms can form chains and rings linked by C – C bonds. Chemists can modify these organic molecules in many ways to make new and useful materials such as fuels, polymers, pharmaceuticals, perfumes, flavourings, dyes and detergents. Pupils will explore the usefulness of crude oil, making links to separating mixtures and the Earth's atmosphere studied at KS3.
	Earth and resources	Scientists and engineers are trying to solve the problems caused by increased levels of air pollutants. Industries use the Earth's natural resources to manufacture useful products. In order to operate sustainably, chemists seek to minimise the use of limited resources, the use of energy, waste produced and environmental impact. Earth and resources unit looks at pollutant gases present in the atmosphere, the effects of these and how they can be reduced taking knowledge from the year 8 Earth unit.

Term 3	Energy changes	Energy changes are also an important part of chemical reactions. Transfers of energy take place due to the breaking and formation of bonds. The heating or cooling effects of reactions are used in a range of everyday applications.
	Rates of Reactions	Chemical reactions can occur at vastly different rates and there are many variables that can be manipulated in order to change their speed. Chemical reactions may also be reversible so conditions will affect the yield of a desired product. In industry chemists determine the effect of different variables on the rate of reaction and yield of the product. This connects to the chemical reactions and energy changes unit directly and further develops the idea of scientific method.
	Retrieval and consolidation	The final section of this term will be used for retrieval and consolidation of prior units in preparation for the Yr.10 mocks, leaners will review key knowledge and understanding, giving them the foundations to answer examination questions.

What resources can my child access for support?

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Physics

In year 10 students aim to consolidate learning themes from Year 9 and develop these further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics, whilst continuing to develop practical, analysis and evaluative skills. The course is delivered as 4 lessons fortnightly with a Physics specialist teacher. The year curriculum is designed as a spiral to build on scientific concepts from Year 9, such as Energy, Forces and Waves, students will build upon their existing scientific knowledge from these topics and look at Physics core theories and their application in context, giving them the ammunition to make informed judgements about scientific issues affecting our world today.

Year 10 Physics Curriculum	**Topics**	**Content**
Term 1	Forces and motion	Students use the ideas studied in year 9 of balanced and unbalanced forces to describe motion and show how this can be represented graphically, as well as performing calculations of speed and acceleration. This unit will refer to the fundamental laws of Physics first described by Sir Isaac Newton.
	Electrical circuits	Electricity builds on the basics of electric circuits seen in year 8 and reviews ideas about energy transfer, work and power. The electricity module covers the basic rules for current, potential difference, resistance power and energy in simple series and parallel circuits.
	Thermal transfers	Students use their knowledge of energy stores and the particle model from year 9 to develop ideas and understanding of the different processes that transfer thermal energy through different materials, via conduction, convection and radiation. This is then used to link ideas to describe how the properties of different materials affect the temperature change.
Term 2	Radioactive materials	The radioactive materials unit starts with the basics on the structure of the atom, ions and isotopes reviewing what has been previously learnt in chemistry. This knowledge is used to discuss the nature of alpha, beta and gamma radiation and explores some of their uses and risks. The pattern of radioactive decay is explored and linked to decisions around nuclear power previously covered in KS3.
	Generating electricity and its uses in the home	This unit builds on the factual knowledge of types of energy resources at KS3 and evaluates the different methods of energy production for use in our everyday lives. With the world's resources under increasing pressure, citizens of the future will be required to make some tough choices. Additionally, to this, students then look at how we use electricity generated in our homes. Students will need to apply knowledge just gained and use concepts from the electrical circuit's unit covered in term 1. This will then allow students to further develop understanding on domestic uses and safety of mains electricity, whilst exploring efficiency of devices versus the cost of using electrical devices.
Term 3	Electromagnetic spectrum	This waves unit builds upon concepts and understanding already covered about waves and goes on to explore the different parts of the electromagnetic spectrum. Using the ideas about the behaviour of different waves, students will be able to explain why certain wave types are used for different applications.
	Retrieval and consolidation	The final section of this term will be used for retrieval and consolidation of prior units in preparation for the Yr.10 mocks, leaners will review key knowledge and understanding, giving them the foundations to answer examination questions.

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Alongside this they will also have a knowledge organiser and can purchase revision guides from ourselves in school.

What enrichment opportunities are available and how do these support learning?
Throughout the year students will be invited to attend talks and presentations with inspirational scientists linking to course content and future aspirations. Alongside this a select number of students will be invited to take part in our scholar's programme which provides exciting opportunity to work alongside lectures from the university of Manchester on cutting edge technology. In house we run STEM club, this provides opportunities to apply science and engineering outside of the regular curriculum. Year 10 students are encouraged to act as coaches and mentors to younger members of the club or to take on a longer-term STEM Project.

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Exam board AQA AQA | GCSE | Combined Science: Trilogy | Specification at a glance

Health and Social Care

In year 10 students are introduced to the fundamental knowledge required covering human growth and development and the health and social care services available to people in the UK. As the year progresses the curriculum is designed to develop these ideas further, deepening understanding and strengthening the links between key concepts, such as sensory impairments effecting growth and development (component one) and being a barrier to accessing health and social care services (component two). The course is delivered as 4 lessons fortnightly with a Health and Social Care specialist teacher, who will teach, prepare and assess students for their coursework tasks. Students develop analytical and evaluative skills throughout the year using written/visual case studies to demonstrate and understand the real-world application of the taught theory.

Year 10 Health and Social Curriculum	**Topics**	**Content**
Term 1	Human growth and development across life stages Factors affecting growth and development Different types of life events	The year starts off by introducing different aspects of growth and development using the physical, intellectual, emotional and social (PIES) classification for each of the 6 main life stages (infancy, early childhood, adolescence, early adulthood, middle adulthood, later adulthood). Students will be able to compare the rate of growth and development between 2 life stages before moving onto the different factors that can affect an individual's growth and development; physical, lifestyle, emotional, social, cultural, environmental and economic. The term will finish by looking at different types of life events (expected or unexpected) which can occur and how they impact people's PIES development.
Term 2	Coping with change caused by life events Health Care Services	Students will start this term by recapping the effect of life events and the effect they have on an individual's PIES. The focus will then shift to why people react very differently to the same type of event (linking back to factors which effect growth and development) and how individuals can adapt or be supported through changes caused by life events. *component one is assessed through coursework* Once component one is assessed students move on to component two which starts with learners exploring a range of healthcare conditions from different body systems, how they can be managed by the individual and the different healthcare services that are

		available. Healthcare services are categorised as primary, secondary, tertiary or allied and they work together in multi-disciplinary teams to promote the best outcomes for service users.
Term 3	Social Care Services Barriers to accessing services Obstacles individuals requiring care may face Skills and attributes in health and social care Values in health and social care	Term 3 continues with component two and starts with students looking at the social care needs of distinct groups of people and how these can be met by the social care services that are available, students will recognise that some social care services deal with more than one group of people. Students then look at this as an "ideal scenario" and identify how this can be different in reality. This will link into how there are often barriers which prevent people who need a service accessing the correct one. In the final section of component two students look at the skills, attributes and values that service providers have and how this help them in their role, specifically how this enables them to tailor to the service user they are dealing with. Students will use their analytical skills to link each skill, attribute and value to how each one can help a specified individual in a case study.

What resources can my child access for support?
Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including e-revision. Alongside this they can purchase revision guides from ourselves in school.

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Exam board Pearson https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html

Geography

A 'Great Sankey Geographer' is an informed citizen of the world with an understanding of how their lives are connected to others and shaped by the environment that we live in. A Geographer is someone that is curious about the world and thinks responsibly about how the world affects us all. Our job at Great Sankey is to create a Geographer with the knowledge of places within every continent and the physical and human features that comprise each place. For all young Geographers, it is important to have a good understanding of the social, political, economic, and environmental factors that affect places from a local to a global scale.

Geography is a fascinating subject that is always changing. Geography is classed as a Science whereby 'Geo' means earth and 'graphy' means description. A Geographer is someone that studies the Earth. In the words of my hero David Attenborough:

"It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living." — **David Attenborough**

Geography is separated into 'Human' and 'Physical'. The Human geography is a branch of geography that deals with the study of people and their communities, cultures, economies, and interactions with the environment by studying their relations with and across space and place. The Physical Geography is the study of natural processes and patterns. These include the atmosphere, hydrosphere, biosphere, and geosphere. We live in a world of amazing beauty, infinite complexity, and rigorous challenges. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21st century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on young people's own experiences, helping them to formulate questions about the Earth.

Year 10 Geography Curriculum Aims:

The GCSE Geography course is with AQA. We teach the new SPEC from 2016 onwards. Each student has a full copy of the Specification. Geography is made up of three exams:

1. Living with the Physical Environment (1hour 30 minutes) 35%
2. Challenges in the Human Environment (1 hour 30 minutes) 35%
3. Geographical Applications (1 hour and 15 minutes) 30%

Year 10 Geography Curriculum	Topics	Content
Term 1	The Challenge of Natural Hazards	We start year 10 by looking at tectonic activity and how this can be managed to reduce the effect on communities. We also look at atmospheric hazards such as tropical storms and their effect on the environment, as well as extreme weather in the UK. We go on to study climate change management from mitigation to adaption. Our case studies include two contrasting earthquakes, Typhoon Haiyan, and Somerset Floods.
Term 2	Urban Issues and Coasts	In the spring term, we start Human Geography with a focus on Urban Issues. We focus on Liverpool and Lagos. Liverpool is our City in a HIC and Lagos is our focus of a City in an LIC. We look at opportunities and challenges in both Cities. In the second half of the term, we break up the Human Geography with the Unit on Coasts. We look at Coastal processes and landscapes in the UK. A focus is coastal landscapes in Dorset and management in Lyme Regis.
Term 3	Economic World	In the final term we focus on Economic World. We focus on the UK and India as our case studies. The UK for our HIC country and India for our LIC country. We focus on the causes, consequences, and strategies to resolve the Worldwide uneven development. We also look at the measures of development. Employment sectors and TNC's are studied in both LIC's and HIC's.

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History

To provide an education that allows students to develop a greater understanding of the world we live in and why it is the way it is. It will give students the skills and confidence necessary to challenge what they see and are told in the wider world. By studying history students are able to understand their place in the story of not just Britain but the wider world view. In an ever-changing word it is important for students to have the skills to be able to identify fact from fiction, why someone may want to mislead or manipulate an event and how to identify and learn from lessons in the past.

Year 10 History Aims:

A year 10 historian is able to build on the skills they have studied in since year 7 to not only pass their GCSE with confidence but to go into the world with a sound knowledge of history and a love of learning that will go beyond a set of exam certificates.

Year 10 History Curriculum	**Topics**	**Content**
Term 1	How was royal authority challenged? Who were the reformers?	Students start GCSE history by studying the topic of Britain Power and the People, this topic of 13 case studies covers the creation of modern parliament from Magna Carta to the Brixton riots. In this section we look at how royal authority was challenged from Magna Carta to the American Revolution. Again, students are assessed at the end of units whilst also sitting assessments from the 1st topic
Term 2	How was equality achieved? What was the Treaty of Versailles and why did it fail? Was the League of Nations destined to fail?	In the spring term we begin GCSE history with a study of the aims of the big three, the terms of the Treaty of Versailles and how different countries reacted to it and why. This then develops into questioning the impact of the Treaty of Versailles and did it achieve its aims. After this we study the structure of the league of nations and how effective it was in the 1920s and 30s and whether it was destined to fail from the very beginning or did fail as a result of events outside of their control. Each until is tested with a full one hour assessment as well as consistent retrieval practise throughout the topic.
Term 3	What were the origins of the 2nd World War?	In the spring term we complete the first topic of GCSE history by looking at the origins of the 2nd World War. Students will be able to make a judgement on why the war began and could it have been prevented. Throughout the topic students will be building on schemas that began in year 9. The year ends with a full two hour mock in the exam hall that covers all of the content taught in year 10

What resources can my child access for support?

Students can access core information within their knowledge organisers, the ILC has a broad range of reference books alongside copies of the AQA published hindsight magazine. There is also GCSE pod, AQA approved revision guides and GSHS workbooks to support learning.

Exam board: AQA specification

What enrichment opportunities are available and how do these support learning?

There is a ks4 drop in sessions for students to provide extra support. There is also a ks4 battle fields trip to supplement the learning of GCSE students.

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RS

In RS our intention is to provide a curriculum that ensures varied and enriching lessons that prepare students for life in a culturally diverse modern world. RS allows students to understand the beliefs and practices of the religions and world views that not only shape their history but their world today and to appreciate how religion, philosophy and ethics form the basis of our culture. The RS curriculum encourages enthusiasm in the study of other people's beliefs and ensures students have an understanding and respect for different cultures and communities by exploring what it means to be a part of that faith. The RS curriculum widens a student's awareness of their own surroundings, reflecting on our ever-changing world and society and a wide range of issues and big questions that affects millions of people around the world e.g. abortion and euthanasia. The RS curriculum allows students to understand and unravel the concepts they encounter, encouraging them always to be challenged in their thinking. RS allows each student to express their own beliefs and values, giving students the opportunity to think about what they believe and reflect on their own choices, allowing them to develop their own ideas and opinions, whilst understanding why some hold viewpoints and beliefs that are different to their own. Studying RS will allow pupils to adopt an enquiring, critical and reflective approach to the world in which they live. It will encourage a critical mind set and allows the development of skills such as textual analysis, critical analysis, synthesis, evaluation and empathy. RS promotes mutual respect in a diverse society.

Year 10 RS Curriculum	**Topics**	**Content**
Term 1	**Half term 1- Crime and Punishment** **Half term 2- Christian Beliefs**	**<u>Crime and Punishment</u>** In this unit you students examine the issues of crime and punishment from religious and non-religious perspectives. Students will investigate why people commit crimes, the aims and types of punishment, capital punishment, religious attitudes to law breakers and forgiveness. **<u>Christian Beliefs</u>** This unit will examine who God is for Christians, focussing on the belief in God's omnipotence, omnibenevolence and justice. Students will explore key Christian beliefs in the Trinity, Creation, Incarnation, crucifixion, resurrection, life after death, sin, and salvation.
Term 2	**Half term 1- Religion and Life** **Half term 2- Islam Beliefs**	**<u>Religion and Life</u>** In this unit students will examine different beliefs about how the world began, the damage that is being caused by humans and how humans have a responsibility to care take the earth. Students will also investigate the controversial issues of abortion and euthanasia and the afterlife. **<u>Islam beliefs</u>** This unit will investigate the key beliefs of Islam such as who God is for Muslims, the Sunni and Shi'a divide in Islam and the key beliefs of angels, predestination, holy books, and prophets.
Term 3	**Peace and Conflict**	**<u>Peace and Conflict</u>** In this unit students will examine protest, the different reasons for war, whether it is ever okay to go to war, use weapons of mass destruction or fight in a holy war. Students will also learn about pacifism and how religious people help victims of war.

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Exam board AQA <u>https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</u>

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MFL Vision

A 'Great Sankey Linguist' will have a strong desire to be able to communicate in another language. They will appreciate the concept that 'English is not enough' and they will have a deep interest in broadening their knowledge of the cultures of the people who speak the language they study. They will be open-minded and have a desire to learn about the customs, traditions and daily routines in countries around the world. They will be risk-takers and be willing to take on the challenge of communicating in a language other than their own native tongue. They will develop the ability to express themselves in a different language through an increasingly growing vocabulary and a deepening knowledge of grammar. They will become more confident as their fluency and spontaneity increase and will develop the linguistic skills which could enable them to pursue the study of further foreign languages. In our global society, where there is a strong likelihood that future employment will transport today's young people to distant horizons, the ability to speak a foreign language is and will continue to be, a much sought-after skill.

French

The aim in year 10 in the first year of the GCSE course in French is to enable students to develop their French language skills and to equip them with the knowledge to communicate confidently in a variety of contexts. There is equal emphasis on the four skills of speaking, listening, reading and writing and students will simultaneously strengthen these skills and expand their cultural knowledge of France and the French-speaking world. Students will be able to understand and provide information and opinions about a range of themes relating to their own experiences as well as those of other people including those of people living in France and countries and communities where French is spoken.

	Topics	**Content**
Term 1	**Identity and Relationships with others**: describing people, talking about family and friendships, discussing personality traits, describing future plans and relationships **Media, Technology and Celebrity Culture**: to understand the pros and cons of technology and the importance of technology in modern life. Understanding the celebrity culture in the French-speaking world. **Grammar:** to revisit the present tense, adjectival use and agreement, the past tense, and the ways to express opinions across all tenses.	Students will be able to understand personal and factual information from longer and more complex spoken and written texts. They will be able to express their viewpoints about their relationships and family life. They will be able to express disagreement and agreement. They will be able to discuss the use of technology and its importance in everyday life alongside the dangers of technology such as social media. They will understand about celebrity culture in the francophone world. They will re-inforce skills required to translate to and from the target language which are requirements for the GCSE papers.
Term 2	**Education and Work:** describing your school, giving opinions on school subjects, describing the pros and cons of school life, detailing future plans for education and jobs **Travel and Tourism, including places of interest in the French-speaking world:** to describe regular, past and future holiday plans, to detail activities on holiday, to talk about places of interest to visit **Grammar:** focus on future tense and discussing future plans, to use the conditional tense, recognising structures using the infinitive, to use complex opinion phrases including comparatives and superlatives.	Students will be able to understand information referring to a range of options relating to current study and post-16 study. They will be able to identify positive and negative aspects of future pathways. They will be able to express their own intentions with regards to their future choice of study. They will be able to use a range of structures and future time expressions. Pupils will be able to describe their holidays and also discuss past holidays and an ideal/future holiday they would like to go on. They will also be able to refer to places which are French speaking and discuss their opinions on typical holiday activities.
Term 3	**Healthy Lifestyle and Free Time activities:** discuss factors which make a healthy lifestyle, to talk about diet and exercise, to give opinions about health, to talk about what you do in your free time **Speaking Skills:** to begin to discuss the speaking exam, worth 25% of the overall GCSE. To practise and prepare for speaking questions and to complete a Speaking mock assessment. **Grammar:** consolidation of all grammar from across the year with a focus on speaking structures and reinforcing basic French grammar.	Students will be able to discuss what makes a healthy lifestyle, including positives and negatives of certain lifestyles. Students will also be able to discuss their own diet and give opinions, as well as giving complex opinions on free time activities. Students will also develop strategies and an understanding of what it takes to succeed in the speaking exam. They will have concrete opportunities to develop their spoken French and to understand key language for them to succeed in this portion of the exam.

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Spanish

The aim in year 10 in the first year of the GCSE course in Spanish is to enable students to develop their Spanish language skills and to equip them with the knowledge to communicate confidently in a variety of contexts. There is equal emphasis on the four skills of speaking, listening, reading and writing and students will simultaneously strengthen these skills and expand their cultural knowledge of Spain and the Spanish-speaking world. Students will be able to understand and provide information and opinions about a range of themes relating to their own experiences as well as those of other people including those of people living in France and countries and communities where Spanish is spoken.

Year 10 Spanish Curriculum	Topics	Content
Term 1	**Travel and Tourism, including places of interest in the Spanish-speaking world:** to describe regular, past and future holiday plans, to detail activities on holiday, to talk about places of interest to visit **Media, Technology and Celebrity Culture**: to understand the pros and cons of technology and the importance of technology in modern life. Understanding the celebrity culture in the Spanish-speaking world. **Grammar:** focus on past, present and future tenses, to use the conditional tense, recognising structures using the infinitive, to use complex opinion phrases including comparatives and superlatives.	Pupils will be able to describe their holidays and also discuss past holidays and an ideal/future holiday they would like to go on. They will also be able to refer to places which are Spanish speaking and discuss their opinions on typical holiday activities. They will be able to discuss the use of technology and its importance in everyday life alongside the dangers of technology such as social media. They will understand about celebrity culture in the francophone world. They will re-inforce skills required to translate to and from the target language which are requirements for the GCSE papers.
Term 2	**Where people live and the environment:** to discuss places in town, activities, and describe the pros and cons of where we live. Give complex opinions on the place where we live and discuss ideal places to live in the future. To understand phrases to discuss the environment, including how we plan to support the environment. **Identity and Relationships with others**: describing people, talking about family and friendships, discussing personality traits, describing future plans and relationships **Grammar:** to use the conditional and future tenses, to revise adjectival agreement and complex opinion phrases.	Students will be able to describe their town and understand descriptions of towns from spoken and written texts. Students will also be able to discuss environmental factors and give opinions on the environment and ways to support it in the future. Students will be able to understand personal and factual information from longer and more complex spoken and written texts. They will be able to express their viewpoints about their relationships and family life. They will be able to express disagreement and agreement.
Term 3	**Education and Work:** describing your school, giving opinions on school subjects, describing the pros and cons of school life, detailing future plans for education and jobs **Speaking Skills:** to begin to discuss the speaking exam, worth 25% of the overall GCSE. To practise and prepare for speaking questions and to complete a Speaking mock assessment. **Grammar:** consolidation of all grammar from across the year with a focus on speaking structures and reinforcing basic Spanish grammar.	Students will be able to understand information referring to a range of options relating to current study and post-16 study. They will be able to identify positive and negative aspects of future pathways. They will be able to express their own intentions with regards to their future choice of study. They will be able to use a range of structures and future time expressions. Students will also develop strategies and an understanding of what it takes to succeed in the speaking exam. They will have concrete opportunities to develop their spoken Spanish and to understand key language for them to succeed in this portion of the exam.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle, GCSEpod and www.languagenut.com
www.bbcbitesize.com www.quizlet.com

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Exam board: www.aqa.org.uk

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Great Sankey High School

Enterprise & Marketing

"We strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our business leaders to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative."

In Business, we will help pupils to develop skills that will serve them well at both A-Level and for our BTEC extended diploma and beyond, irrespective of the course and career they pursue after GSHS. Pupils will learn how to consider human behaviour, use theory and analytical techniques and evaluate alternatives in the face of uncertainty. As well as improving their ability to interpret and present data in various forms, pupils will benefit from opportunities to progress other key skills such as Communication and Information Technology. Although many pupils will ultimately pursue careers in some area of business and therefore gain a direct benefit from having studied this subject, even those headed for less obvious commercial areas will benefit from an understanding of issues that are common to any organisation, such as motivation, project planning and budgeting.

During Business, pupils will pick up a multitude of skills and knowledge that will not only benefit them in their academic lives but also in their personal ones. As we look at a constantly changing picture in Business Studies, it allows us to monitor and evaluate the world as it changes in front of our eyes. Pupils will acquire skills such as analysis and problem solving through looking at current events and picking out the different ways that a business or government could tackle these issues. Pupils who do not go on to study in this discipline after Key Stage 4 or 5 will have a much deeper understanding of the working world and the economy which will place them in a much stronger position to make well informed decision as adults. Our wish for all pupils is that they become lifelong learners with a thirst to learn more.

Year 10 Business Studies Curriculum Aims:

To introduce all pupils to the business basics through a better understanding of the business environment. Pupils will investigate the reasons why businesses exist and the different types of businesses within the external environment. Pupils at Year 10 will develop their understanding of the role the businesses play within the wider community. There is a specific focus on both Enterprise and Marketing on this course.

Year 10 Business Curriculum	**Topics**	**Content**
Term 1	Market Research/Data/Market segmentation	The purpose of market research, Primary & secondary market research methods, types of data, Types of market segmentation,
Term 2	Costs/Revenue/Profit & Loss/Break Even/Cash	Costs of producing a product, Revenue generated by sales of the product, Profit & Loss, how to use Break-Even to aid decision-making, the importance of cash,
Term 3	Marketing Mix/Advertising medium/Sales Promotion	The Marketing Mix elements for goods & services, How the elements of the Marketing Mix work together, types of advertising medium used to attract and retain customers, Sales promotion techniques, how to sell to the consumer, the Product Life Cycle & Extension strategies, pricing,

What resources can my child access for support?

Seneca, Microsoft Teams, revision guides and BBC Bitesize

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Exam board: Edexcel https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html

Achieving Greatness Together
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Business Studies

"We strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our business leaders to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative."

In Business, we will help pupils to develop skills that will serve them well at A-Level and beyond, irrespective of the course and career they pursue after GSHS. Pupils will learn how to consider human behaviour, use theory and analytical techniques and evaluate alternatives in the face of uncertainty. As well as improving their ability to interpret and present data in various forms, pupils will benefit from opportunities to progress other key skills such as Communication and Information Technology. Although many pupils will ultimately pursue careers in some area of business and therefore gain a direct benefit from having studied this subject, even those headed for less obvious commercial areas will benefit from an understanding of issues that are common to any organisation, such as motivation, project planning and budgeting.

During Business, pupils will pick up a multitude of skills and knowledge that will not only benefit them in their academic lives but also in their personal ones. As we look at a constantly changing picture in Business Studies, it allows us to monitor and evaluate the world as it changes in front of our eyes. Pupils will acquire skills such as analysis and problem solving through looking at current events and picking out the different ways that a business or government could tackle these issues. Pupils who do not go on to study in this discipline after key stage 4 or 5 will have a much deeper understanding of the working world and the economy which will place them in a much stronger position to make well informed decision as adults. Our wish for all pupils is that they become lifelong learners with a thirst to learn more.

Year 10 Business Studies Curriculum Aims:

To introduce all pupils to the business basics through a better understanding of the business environment. Pupils will investigate the reasons why businesses exist and the different types of businesses within the external environment. Pupils at Year 10 will develop their understanding of the role the businesses play within the wider community.

Year 10 Business Curriculum	Topics	Content
Term 1	Dynamic nature of business, Risk and Reward, Role of Enterprise, Spotting and business opportunity, Market research, Market segmentation	Pupils are introduced to these elements early as they form the basis as to why businesses exist and how businesses can become more successful through development and risk taking. Through studying these elements at the start of year ten learners are more able to assess why businesses make certain decisions and how external elements may affect the business.
Term 2	Business aims, business revenues, cash flow, sources of finance, start-up, location, marketing mix	These new elements build upon the learner's knowledge from term one. They are now required to think about the impacts of location upon the business and how marketing can influence their success. Pupils will also look at the importance of finance within the business and how this can be a significant influencing factor. This sets up the final term of Year 10.
Term 3	Stakeholders, technology, legislation, the economy, external influences.	The final part of Year 10 gets the pupils to now investigate further impacts on businesses and how businesses can impact upon the wider economy. This is a great section to finish with as pupils have gradually built up their understanding of how the business is placed within the wider context.

What resources can my child access for support?

Seneca, Microsoft Teams, revision guides and BBC Bitesize

Head of Department:

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Daniel Kerr (2nd in Business and Computing / Head of Computer Science)
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Exam board: Edexcel https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html

Achieving Greatness Together
Great Sankey High School

Computer Science

"We strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our computer scientists to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative."

In Computer Science, we will help pupils to develop skills that will serve them well at A Level and beyond, irrespective of the course and career they pursue after GSHS. Pupils will understand and apply the fundamental principles and concepts of Computer Science including abstraction, decomposition, logic, algorithms and data representation. They will be analysing problems in computational terms through practical experiences of solving such problems including designing, writing and debugging programs. They will be expected to think creatively, innovatively, analytically, logically and critically. Pupils will also understand the components that make up digital systems and how they communicate with one another and with other systems.

During Computer Science, pupils will pick a multitude of skills and knowledge that will not only benefit them in their academic lives but also in their personal ones. As we look at a constantly changing picture in IT and Computing, it allows us to monitor and evaluate the world as it changes in front of our eyes. Pupils will acquire skills such as valuable thinking and programming skills that are extremely attractive in the modern workplace. Our wish for all pupils is that they become lifelong learners with a thirst to learn more.

Year 10 Computer Science Curriculum Aims:

The Year 10 curriculum in Computer Science aims to ensure all pupils are confident in a range of areas such as flowcharts, pseudocode, reading, writing and interpreting algorithms. Pupils will be able to apply this theory to a practical programming scenario; analysing, designing, developing and testing a solution to the problem.

Year 10 Computer Science Curriculum	**Topics**	**Content**
Term 1	Computational thinking, creating and refining algorithms, programming fundamentals, data types and programming techniques	These initial topics are to introduce pupils to the concept of abstraction and decomposition. They will be building on topics taught at Key Stage 3 with a focus on programming starting with flowcharts and pseudocode and converting this into a high-level programming language. We use Python to deliver the programming elements of the course. These units will prepare pupils for their programming project in the next term which is a required component from the exam board.
Term 2	Programming Project in Python, types of testing, code maintainability, high- and low-level languages	In this term, pupils will apply the skills learnt in term 1 in a practical manner to a given scenario. Pupils will need to analyse, design, develop and test a program to solve a problem. From doing this, pupils will then be able to apply their practical skills to exam style questions resulting in them being able to read, write and interpret algorithms. The project is ongoing across 10-15 hours of lesson time whereby pupils will be expected to submit their completed code and documentation in the form a technical report to evidence their learning.
Term 3	Integrated development environments, searching and sorting algorithms, SQL and logic gates	The final term addresses the remaining aspects of Component 2 of the GCSE content. Pupils will understand all the concepts needed by this point to be able to competently complete exam style questions for paper 2. Pupils will sit a mock exam for Component 2 at the end of this term to reflect that they have been taught 50% of the course at this stage. This creates a good foundation going into Year 11 where pupils will learn the theory element of the course which will appear on Component 1.

What resources can my child access for support?

Craig and Dave YouTube Channel, Teach ICT J277 via: https://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html, Microsoft Teams / OneNote classbook, Seneca Learning and Educake

What enrichment opportunities are available and how do these support learning?

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From Year 9 upwards, we offer the Cyber Discovery competition, where pupils are able to put their in-class knowledge of cyber threats to the test and complete different challenges against other pupils across the UK. Pupils who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation in London. We strive to peak pupils' interest in all areas of Computer Science through experimentation, independent design and working well as a team.

Subject Lead:
Daniel Kerr (Head of Computer Science & IT)
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Exam board: OCR https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020

IT

"We strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our computer scientists to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative."

In IT, we will help pupils to develop skills that will serve them well at A Level and beyond, irrespective of the course and career they pursue after GSHS. Pupils will understand and apply the fundamental principles and concepts of Information Technology including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality. They will be understanding, applying and using IT appropriately and effectively for a purpose and audience. They will be expected to think creatively, innovatively, analytically, logically and critically. Pupils will be expected to plan, design, create, test and evaluate IT solutions and products which are fit for purpose and meeting user or client requirements and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience.

During IT, pupils will pick a multitude of skills and knowledge that will not only benefit them in their academic lives but also in their personal ones. As we look at a constantly changing picture in IT and Computing, it allows us to monitor and evaluate the world as it changes in front of our eyes. Pupils will acquire an insight into the impacts of digital technologies on the individual, organisation and wider society. Our wish for all pupils is that they become lifelong learners with a thirst to learn more.

Year 10 IT Curriculum Aims:

The Year 10 curriculum in IT aims to ensure all pupils are confident in a range of areas such as flowcharts, Gantt charts, planning, developing and testing IT solutions and products. Pupils will be able to apply this knowledge to manipulate data, consider IT in the digital world and through the generation of their own augmented reality (AR) app.

Year 10 IT Curriculum	Topics	Content
Term 1	Data Manipulation using Spreadsheets. Planning and designing a spreadsheet solution, creating a spreadsheet solution, Testing and evaluating a spreadsheet solution.	These initial topics help to set the scene for the course. They introduce the pupils to why it is important for businesses and IT projects to think about how they construct plans and keep on top of their plans. Pupils then look at tools that can help with this such as Gantt charts and flowcharts. They also then look at the importance of SMART objectives in effective planning and implementation. This knowledge helps pupils with many aspects of the course that they will do at a later stage.
Term 2	IT in the Digital World. Human Computer Interface, Cyber Security, Legislation, Digital Communications and The Internet of Everything.	Pupils now take things a step further and look at the ways that data and information are used and the differences between these two areas. They will look at how data is stored and the problems with this from a security and storage perspective. They will also look at the different ways that data can be presented.
Term 3	Augmented Reality. Devices and industries that use AR. How to create an AR prototype.	In the final term, pupils will have a chance to resit/improve on their Non-Exam Assessment from Term 1 to ensure the best possible grade. They will then move on to Augmented Reality. Pupils will learn what AR is, what it is used for, and how it is used. Pupils will plan, design, develop and test a prototype version and will be able to see their creation work on multiple devices.

Subject Lead:
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Exam board: OCR https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836

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GCSE Dance

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Thie course recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, students can choose any style in which to perform and choreograph. The study of the anthology of professional works will develop students' ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Subject Content:

Component 1: Performance and Choreography

Performance

Set phrases through a solo performance (approximately one minute in duration)

Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Component 2: Dance Appreciation

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

How will you be assessed:

Component 1 is internally marked and then externally moderated. Performance is 30% of your GCSE and Choreography is 30% of your GCSE.

Component 2 is a 1hr and 30mins written exam and this externally marked by an examiner. This is 40% of your GCSE.

	Topics	Content
Term 1	Critical appreciation of Emancipation of Expression by Kenrick H2 Sandy Critical appreciation of Artificial Things by Lucy Bennett	Students will develop their knowledge and understanding on dance appreciation, including name and choreographer of each of the six professional dance works and their relevant fact file. Further understanding and development of dance appreciation will be studying the following elements for EACH professional dance work. - Staging, lighting, properties, costume, dancers, aural setting, and dance for the camera. - Stage or site-specific location. - Viewing choreographer interview (anthology) - Movement, structure, and devices. - Mood, meaning, idea, theme, style.
Term 2	Critical appreciation of Shadows by Chrostopher Bruce Critical appreciation of A Linha Curva by Itzik Galili	
Term 3	Critical appreciation of Infra by Wayne McGregor Critical appreciation of Within her eyes by James Cousins	

Three out of five lessons over a fortnight will be dedicated to developing practical skills.

Head of Department: Stuart Garry S.Garry@gshs.omegamat.co.uk **Exam board: AQA**

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Design & Technology

Curriculum Vision:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques, and equipment. They will also study specialist technical principles in greater depth. You can find out about all our Design and Technology qualifications at www.aqa.org.uk/designandtechnology.

Curriculum aims:

Subject Content at Great Sankey High School students have five lessons per fortnight in GCSE Design and Technology. In Year Ten students make three projects which will develop a number of new skills that will enable them to make an excellent project in Year 11 for their coursework. The aim of year 10 is to develop skills and knowledge across of all areas of the subject using various materials, tools, machines, and processes. Your child will be provided with all the materials and components they need to complete each project. Coursework is 50% and the written exam is 50% Exam

Coursework - non-exam assessment (NEA) What's assessed?

Practical application of: Core technical principles. Specialist technical principles. Designing and making principles.

How it's assessed non-exam assessment (NEA):

- 30–35 hours approximately 100 marks
- 50% of GCSE Task(s)
- Substantial design and make task.
- Assessment criteria:
- Identifying and investigating design possibilities.
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner.
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA.
- Students will produce a prototype and a portfolio of evidence.
- Work will be marked by teachers and moderated by AQA.

Year 10 DT GCSE	**Topics**	**Content**
Term 1	Metals Pupils will research, design, make and evaluate their Key Fob Project Revision for Exam Unit Section One – Key Ideas in Design and Technology	Pupils will develop skills and knowledge of Metals and Alloys whilst making a Pewter Cast Key fob. They research existing products, materials and processes. Students then produce a laser cut mould design in MDF which is then cast in Pewter. The pewter is then finished to a high standard and a hole is drilled for the key ring to be attached. Students will also complete revision for the exam unit using one lesson per week to focus on this. At the end of each unit students will complete an exam. In this term we focus on Technology in Manufacturing, CAD/CAM, Product Sustainability, Social Issues, Products in Society and Powering Systems
Term 2	Polymers (Acrylic) Pupils will research, design, make and evaluate their Phone	Pupils will develop skills and knowledge of Polymers whilst making a Mobile Phone Holder. They research existing products, materials and processes. Students will produce a range of models and develop their ideas using 2D design, CAD and laser cutter, CAM to develop their ideas further until the final prototype is accurate and ready to be produced in Acrylic on the laser cutter. The acrylic is then finished

	Holder. Revision for Exam Unit Section Two – Materials and Systems	to a high standard and bent using the line bender. The focus of this project is to make a high-quality product which demonstrates accuracy and creativity. Students will continue to complete revision for the exam unit using one lesson per week to focus on this. Students will complete an exam on Properties of materials, Paper, Board, Timber, Alloys and Polymers, Textiles, Manufactured Boards, Electronic and Mechanical systems, Developments in New Materials
Term 3	Woods and manufactured Boards Pupils will research, design, make and evaluate their Bird box Project. Revision for Exam Unit Section Three – More about Materials. Introduction to NEA on June 1st and research is completed in line with topics available. AO1 Identify, investigate, and outline design possibilities (20 marks)	Pupils will develop skills and knowledge of Woods and Manufactured boards whilst making a Bird house. They research existing products, materials and processes. Students will use skills and knowledge from the two previous projects to design a creative bird house. Students will use a variety of hand tools and machines to create their product. The Wood turning lathe, mortise machine, shaper saw, jigsaw, router and planer will all be introduced during this project. The focus on this project is to allow students to develop skills using various machines and equipment and to become independent learners who understand the capabilities of all the machines within DT which will enable them to produce a high-quality product in their Year 11 coursework. Students will continue to complete revision for the exam unit using one lesson per week to focus on this. Students will complete an exam on selecting materials, forces and stresses, scales of production, quality control, quality assurance, production aids and the production of materials. Coursework topics are released, and students begin to research what is required for each project, they will then decide which area they are going to focus on for their NEA. (50% of overall grade) AO1 Section A - Identifying & investigating design possibilities - 10 marks Final Assessment: The students will complete an End of year exam which will mainly focus on the above sections 1,2 and 3. Students also complete a student survey at the end of each term to ensure the course is working for the students. Feedback is crucial to the success of the course

What resources can my child access for support? When completing homework and research tasks www.technologystudent.com is an excellent resource and there are many books in the LRC that can help. GCSE Pod is also an excellent resource especially for the exam component of the course. What enrichment opportunities are available and how do these support learning? Throughout the two years' students can visit Jaguar Land Rover to see how the Automation and assembly line works. We also have visits to companies in the area for example IKEA, Alucan and Amazon.

Head of Design and Technology
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Food Preparation & Nutrition

Curriculum Vision:

Once students have opted for GCSE Food Preparation and Nutrition we aim to build on the basic principles set out in the National Curriculum. 'As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.' Our goal is to inspire students to be creative and imaginative, whilst applying their skills and knowledge to solve real and relevant problems, considering their own and others' needs, wants and values. Through cooking and nutrition, we encourage our pupils to take risks, become resourceful, innovative, enterprising and capable citizens.

Curriculum aims:

Whilst studying AQA Food Preparation and Nutrition, students are challenged to learn more about the science behind food, healthy eating and the role of foods in the body, as well as the implications our food choices have on the environment and world around us. The course provides pupils with the opportunity to delve into interesting and thought-provoking theory, apply their knowledge and understanding in written and practical work, and participate in food science experiments and relevant, up-to-date task briefs to challenge their creativity and practical skills

Subject content:

Students usually have two theory lessons and two practical based lessons every two weeks. The work is totally focused on the requirements of the AQA course, which states that the majority of the specification should be delivered by preparation and making activities. Activities prepare students for the demands of the NEA1 (investigational task) and NEA2 (a creative challenge) – these are worth 50% of the final grade. All the work is divided into individual units and booklets are produced to keep all the work logical and easy to revisit in terms of revision.

Food	Topics	Content
Term 1	Eatwell guide. Why food is cooked. Carbohydrates. Protein. Fats. Vitamins. Minerals. Water	Initially students will revisit the Eatwell guide and be asked to apply the principles to a specific recipe and produce and original outcome. They will then move on to look at macro-nutrients in detail, exploring how they are classified, what is the function of each, know good providers and the effects of deficiency and excess. There will be focused practical tasks to develop distinct skills such as cake making, sauce production, filleting a fish and portioning a chicken, as well as free choice practicals to meet a particular need. These allow students to develop their creative side whilst also meeting a functional need. Within the term, students will also carry out a number of investigations to introduce them to the demands of the NEA1. **Eatwell Guide.** **Why food is cooked** – safety, variety, eating qualities. Different methods of heat transfer. **Carbohydrates.** Nutrition – starch, sugars and dietary fibre. Science – gelatinisation, dextrinization and caramelisation. **Protein.** Nutrition – HBV and LBV, complementation and protein alternatives. Science – denaturation, coagulation, gluten formation and foams. **Fats.** Nutrition – saturated, unsaturated (mono and poly) Science – shortening, aeration, plasticity and emulsification. **Vitamins.** Nutrition – fat soluble, water soluble and antioxidant ability. Science – enzymic browning and oxidation.

		Minerals. Nutrition – calcium, iron, sodium, fluoride, iodine and phosphorus
Term 2	Food spoilage. Micro-organisms in food production. Types of bacteria. Food production. Grown, reared and caught. Seasonality. Environmental factors. Fairtrade. Technological developments. Factors affecting food choice. Different cuisines.	Food safety is the initial focus for term 2. Students will learn key temperatures and be able to name different food poisoning bacteria and their sources and symptoms. Food production will then be studied and the difference between primary and secondary processing techniques will be identified. Students should be able to categorise foods according to whether they are grown reared or caught. Environmental factors and sustainability will be another area for discussion. Factors affecting food choice will be explored in relation to current lifestyle patterns. This will give students a chance to discuss the impact of modern life on technological developments, new product design and the health of society. Life stages and energy needs are another interesting aspect, allowing an opportunity to develop an original design for a specific need. Religious influences, international cuisine and British cuisine will finish off the term with a look at protected designation of origin. Functional properties of ingredients and high-level skills then work hand in hand as we aim to seek practical excellence. Products such as Fruit Tarts made from pâte sucrée and crème patissière and Eccles Cakes push students to show skill, quality finishing techniques and the ability to produce consistent products. Time management and organisational skills will really come into play in these lessons. Food spoilage – bacterial growth, high risk foods and key temperatures. Micro-organisms in food production – blue cheese, yoghurt and bread. Types of bacteria – name, source and symptom. Food production – primary and secondary processing. Grown, reared and caught. Seasonality. Environmental factors – production of meat and dairy, food processing, packaging and transportation. Fairtrade. Technological developments – fortification, GM, cholesterol lowering products. Other factors affecting food choice – PAL, celebration, cost etc. Religious influences. International cuisine. British cuisine.
Term 3	NEA2 format. Dietary related diseases. Energy needs. Dietary analysis. Packaging and labelling Raising agents	Students will research different dietary related diseases, then choose one to focus on for a mock NEA2 task. They will need to showcase technical skills and select three final dishes to produce in exam conditions – this will help them to prepare for the real exam next year. They will apply their knowledge of nutrition to their products using the information generated by the nutritional analysis program. In addition, they will look at costings and food provenance related to the final solutions. **NEA2: Diet, nutrition and health.** Dietary related diseases focus. Energy needs. Mini NEA – to include practical skills focus. Dietary analysis – use of Jenny Ridgwell program. Packaging and labelling – mandatory and voluntary information. **Raising agents.** Chemical, biological and mechanical.

Exam board AQA https://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF
2nd of Design Technology

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Graphic Design

Curriculum Vision:

Creativity is at the heart of our vision for Graphic Design students. In school the subject sits in the Design & Technology department and embraces traditional Art & Design techniques with new technology. Our vision is to make our students versatile multi-disciplined designers. The course is designed to build skills based whilst teaching the theory that relate to the skills, techniques and designers that they are currently producing work around. Our students study NCFE technical award Level 1/2. This is a new specification, but this builds on the course that we have already taught with the same exam board. Students are asked to produce coursework and have a written element in year 11. It is designed to give students a well-rounded project-based introduction into the world of graphic design. Students will use industry standard software, produce a professional portfolio and learn about the wider culture of graphic design to prepare then to progress to A-Level, enter an apprenticeship or study to complement their other GCSE's.

Curriculumaims:

Year 10 is both a foundation year and a skills-based introduction to Graphic Design. Students will be taught design from a basis start and show how to print, draw, illustrate and bring projects together. Knowledge of the subject will be taught through project based hands-on learning as well as theory lessons. In Year 10, students will complete bite-size projects to develop their skills and produce a small portfolio to demonstrate them. Knowledge and design theory will be embedded within these projects and reinforced practically where possible. Practical skills, design history, technical drawing skills, printing and CAD experience, and practical applications of design in business and industry will be brought together in project work.

Subject Content

Learners will develop skills and knowledge: in using different tools and equipment competently, when experimenting with materials and techniques, in adapting their own ideas and responding to feedback and in evaluating their own work that are essential for the modern workplace, such as team working; presentation skills; independent working; working to deadlines; efficient use of resources.

The 6 content areas are:

1. Components of graphic design
2. Work of graphic designers
3. Requirements of a graphic design brief
4. Planning, development, and experimentation
5. Graphic design production
6. Design, present and promote graphic design work.

Year 10 V-Cert Technical award in Graphic Design	**Topics**	**Content**
Term 1	Content area 1: Components of graphic design and 2: Work of graphic designers. Project: events flyer.	Year 10 is about skills building and an introduction to design through task-based learning. Students will learn skills through projects and these projects will form finished work that will go towards the evidence portfolio that students will be assessed on in year 11. Use hand & computer skills and producing own typography. Lino and foam printing of the letters designed earlier in the term. Visual Dictionary to understand terminology.
Term 2	Content area 3: Requirements of a graphic design brief and 4: Planning, development, and experimentation. Project: typography.	Continue Lino and foam printing of the font. 26 letters, photography. Grid systems and commercial printing methods and packaging. Industrial processes, ways of working and their relevance to student's work
Term 3	Content area 5: Graphic design production and 6: Design, present and promote graphic design work.	Research a brief and look at existing products. Students design their own motif and explore pattern and composition. Preparation and revision of Graphic Design theory.

	Project: logo.	

Lead Teacher:
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Drama

Great Sankey Drama Department holds the shared vision that is; for all students to experience drama as a powerful means to explore and question the world around them by placing themselves in others' shoes. This is the over-arching intent and will always be at the core of our subject beliefs. Through this we hope to instil a passion for Drama and Theatre. We aim to develop pupils' language register through work in role using language in a greater variety of situations, for a variety of audiences and purposes, including presentations and debate. Our lessons develop an ethos of respect where all feel able to take risks, raise questions and challenge their own and peers' thinking and in turn experience, and thus develop empathy. Drama students will develop through our issue-based units' compassion, patience, understanding, generosity resilience, to become life-long learners.
Our curriculum is designed to enable students to understand how drama as an art form can communicate to an audience, be able to select and use performance skills and techniques independently and with purpose and to become a reflective practitioner as a result.

Our students will experience the cultural capital of drama through studying practitioners, playwrights, staging, history, styles, and genres. In addition, the ability to analyse and evaluate work is explored both practically and in written form which prepares them for further study at GCSE and provides pupils with a firm grounding in the subject.

Year 10 Drama Curriculum Aims:

The Drama curriculum has three main areas of focus, these are Making, Performing and Responding. Skills and knowledge in these are assessed both formatively and summatively throughout our KS3 curriculum and are the key skill areas for examination at GCSE. Our curriculum is split into half-termly units. Each unit encompasses key knowledge and skill development tasks delivered as starter activities, in addition to the main task of either performing, making or responding to practical work. Units cover process-based drama, a variety of genres/styles of drama and script-based work.

In Year 10 the curriculum is intended to build on skills and knowledge developed through the threads at KS3. Y10 students complete a mock of all units for assessment taking place in y11. Students use performance skills and techniques in more depth to demonstrate a greater understanding, are introduced to their Component 3 set text and will study practitioners and styles of Drama to incorporate into their Component 1 devised piece.

	Topics	**Content**
HT1	Component 1 Prep & Mock	Introduction to devising: • Dramatic devices • Structure • Character • Practitioner/Genre Working with stimuli. Mock practical exam & portfolio
HT2	Component 3 Prep & Mock – Section A Focus	Introduction to Interpreting Theatre exam and the set text: Noughts and Crosses Mock written exam Section A only.
HT3	Component 2 Prep & Mock	Mini scripted performance approximately 5 minutes per candidate. Internal assessment: • Rehearsed • Costumed • Technical elements • Audience

HT4	Component 1 Further Investigation	Developing in-depth knowledge of Practitioners in preparation for C1
HT5	Component 3 Prep & Mock Section A recap & Section B focus	Watch live/streamed performance for Section B of C3 exam. Prepare notes. Further exploration and analysis of Noughts and Crosses and revision for Mock exam Section A&B (full)
HT6	Component 1 Exploration of Stimulus	Exploration of Stimuli released by exam board. Groups allocated and formal initial research begins.

What resources can my child access for support?

Your child will have access to resources through their online classrooms. Online platforms such as GCSE POD and BBC Bitesize have a fantastic range of resources covering the three areas of assessment focus. Students will be offered the opportunity to purchase revision guides for components 1 & 3.

What enrichment opportunities are available and how do these support learning?

We aim to organise at least one theatre trip per year, we believe accessing live theatre productions enhances students experience of the Arts and helps develop an appreciation for a variety performance styles. We have a professional theatre company that visit our school and perform for the KS4 students and then complete a workshop based around their performance style.

Our weekly extra-curricular Drama club is popular and offers further development of performance skills, through this there are performance opportunities. In addition, as part of the Performing Arts faculty we present a large-scale production, usually a musical, which we encourage pupils across all key stages to get involved with either as a performer, musician, backstage, technical or front of house team. In February 2025 we will be staging “High Schoo Musical 2”.

Head of Performing Arts Faculty: **Exam board: Eduqas**

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Media

A 'Great Sankey Media Student' is creative, original and has a passion for communication. They will investigate the codes and conventions of specific media texts across the three main industry sectors: Moving Image, Publishing and Interactive. They will research products, developing analytical skills and understanding of composition, images and editing. They will understand how and why media texts are constructed to provide meaning for a target audience. They will develop original and innovative production ideas, and create media texts that fulfil a set brief, using relevant technology and software. They will be able to refine and improve their productions and evaluate their effectiveness. They will strive to use technical terminology in their written communication. They will study a truly contemporary subject which is relevant to all. The media saturates everything we do in the developed world – a great media student will use these tools to analyse and critique the media which pervades their lives. The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. The UK's creative industries are now worth over £84 billion per year to the UK economy. Working in the creative media industry involves a wide range of practical processes, skills and techniques – from broadcast media to increasingly interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what has not changed is that media products still have the power to enthral, intrigue and affect audiences.

Year 10 Media Curriculum Aims:

Throughout Year 10 Media students will be analysing the relationships between media products, their purpose and specific audiences and they will develop the necessary skills and techniques needed to demonstrate imaginative application pre-production, production and post-production.

Year 10	Topics	Content
Term 1	**Component 1 – Pearson Set Assignment** Learning Aim A – Investigate Media Products	Working to a vocational brief, students will produce an in-depth report analysing examples of past and present media products across the three different sectors, and how they are created to engage a target audience. Students will investigate how media products are created, focusing on: • the narrative of the product • the generic influences and how the products use or subvert the codes and conventions of that genre • representation of people, places, issues and events • how genre, narrative and representation combine to create meaning for the audience • how different audiences may interpret the product.
Term 2	**Component 1 – Pearson Set Assignment** Learning Aim B – Explore how Media Products are created to provide meaning and engage audiences. The Pearson-set Assignment will be completed in approximately 10 hours of supervised assessment. 60 marks	Students will investigate how media products are created, focusing on: • the narrative of the product • the generic influences and how the products use or subvert the codes and conventions of that genre • representation of people, places, issues and events • how genre, narrative and representation combine to create meaning for the audience how different audiences may interpret the product. **Component 1 Formal Assessment – April -** The Pearson-set Assignment will be completed in approximately 10 hours of supervised assessment.
Term 3	**Component 2 – Pearson Set Assignment** Learning Aim A – Develop and Apply Media pre-production skills and techniques	Working to a vocational brief, students will produce a portfolio showing development of media production skills and techniques. • producing detailed planning for the visual style, content and structure of a media product • demonstrating a wide range of skills and techniques for creating content for media products

Exam board Pearson BTEC - https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html
Course Title - *Pearson BTEC Level 2 Tech Award in Creative Media Production (2022)*
Media Teacher R Smith, R.Smith@GSHS.Omegamat.co.uk

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Music

A 'Great Sankey Musician' is committed, creative individual with increasing confidence; they are role models and ambassadors for our Great Sankey musical family. A Great Sankey Musician will become an effective communicator, whilst also developing skills to listen with a critical ear, nurturing a platform to celebrate success and reflection for further improvement (both for themselves and also for others). Our musicians naturally become leaders, developing their teamwork skills to fruition, enhancing values such as inclusiveness, respect, and fairness. Our musicians are tenacious, resilient and disciplined; they are dedicated to both independent and collaborative learning, understanding the importance of private practice and also the vitality of commitment to an ensemble. Above all, our musicians develop human values such as learning to love, show empathy and compassion, enthusiasm, passion, emotional intelligence, beauty and good humour.

Music is a universal language that embodies one of the highest forms of creativity. Our music curriculum is certainly broad and balanced as it encompasses Science, Maths, Literacy, MFL, History, P.E., research skills and above all, Art. Our carefully crafted curriculum will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Above all, our curriculum will ensure a development of "family ethos"; our students will have a home where they feel safe, happy, valued, loved, trusted as they will naturally be provided with opportunities to lead and perform on a platform for sustained progress. Our students are individuals and our spiral curriculum will nurture and develop "the whole child". We are a local lead Ambassador Music School "Accent" (Warrington/ Halton); exemplified by our curriculum and extra-curricular offer.

Year 10 Music Technology Curriculum Aims (NCFE Level 1/2 Technical Award in Music Technology):
To provide students with the knowledge and skills required to create and develop music technology projects of the highest standard, and to empower students to thrive in the music industry.

Year 10 MT Curriculum	**Topics**	**Content**
Term 1	Content Area 1 – Introduction to Music Technology and the Music Business (Key Concepts) Content Area 2 – The Digital Audio Workstation (Key Concepts) Content Area 3 – Musical Elements, Musical Style and Music Technology (Key Concepts)	Content Area 1 introduces students to the music technology industry. Students will learn about different roles and responsibilities within the music industry as well as how to promote and distribute their music effectively. This will give students the necessary knowledge and skills to gain employment in the industry or set themselves up as a self-employed practitioner. Content Area 2 explores the hardware and software that students will be using to create music. We will be looking at function of each piece of hardware and how they interrelate, and also the software features of the digital audio workstation and how they can be used creatively within the context of music production. Students need to have a clear understanding of the hardware and software they will be using in order to access content areas 3, 4 and 5, hence the placement of this content area in Year 10 term 1. Content Area 3 provides students with the musical understanding to create their own music. A desire to create music is a key motivator for students to choose this subject as an option, so it is crucial that we provide students with the knowledge and understanding to enable them to create and develop musical ideas effectively.

Term 2	Content Area 4 – Sound Creation (Key Concepts) Mock NEA 1 (5-hour production task) Content Area 5 – Multitrack Recording (Foundation)	Content Area 4 explores a range of sound creation types and methods. Having learnt to create and develop musical ideas, this content area will allow students to create their own unique sonic pallet, using a range of sound creation techniques. These skills area also transferrable to non-music applications such as sound design for movies and games. The NEA (non-examination assessment) is a 17-hour timed assessment that students will complete in Year 11 and will form 60% of their final grade. This reduced 5-hour version will serve as students' first introduction to the NEA format and will allow students to practice working creatively under pressure. Content Area 5 teaches students the skills they need to create clean and detailed recordings. This includes the selection and placement of microphones, use of studio hardware, and using effects and processors to mix multi-track audio. This will allow students to present what they have learnt in content areas 1-4 in the most professional light.
Term 3	Embedding of knowledge, building fluency and more advanced concepts. Exam technique – preparation for mock written examination Mock NEA 2 (10-hour production task)	Having covered all five content areas, we will use this time to build on the key concepts covered in content areas 1-5, covering concepts in more detail, building fluency and evaluating concepts in detail. The content covered at this point in term 3 will be informed by gaps in knowledge and misconceptions identified in assessments. This 10-hour version of the NEA will give students chance to hone their skills and learn from their mistakes in the 5-hour version. It will also give students the time to add the necessary detail to achieve the top grades.

What resources can my child access for support?

Students have access to a shared drive which contains the PowerPoints for every lesson and knowledge organisers to support with revision. There are online flash cards saved on the Quizlet website to support students with learning the considerable key vocabulary required to succeed (search username 'MrBryanGSHS) and past papers and mark schemes are saved in the 'Files' section of our Teams classroom.

What enrichment opportunities are available and how do these support learning?

We offer an extensive programme with at least two ensembles rehearsing after school each night and a concert every half term. Our ensembles include:- Sankey Singers, Show Band, Orchestra, Samba Group, Guitar and Ukulele Ensemble and Tech Club. Our programme of concerts include:- GCSE Music Concert, Christmas Concert, School Musical, MAT Factor & Summer Concert. Mr Byford, our Performing Arts Technician runs a 'tech club' after school which is open to all. P1 is also available after school so that students can have access to the music production software to hone their skills.

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Exam board:
NCFE
https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-music-technology-142#:~:text=The%20Level%201%2F2%20Technical,or%20progress%20onto%20further%20study.

Achieving Greatness Together
Great Sankey High School

Physical Education

The intent of the Physical Education programme at Great Sankey High school is for students to enjoy and engage in physical activity, with the ambition to develop the skills and knowledge required to allow all learners, regardless of background and ability, to access a range of sports and physical activities both in school, during curricular and extra-curricular activities, as well as outside of the school environment. This could include an interest in sport both as a performer or spectator.

If learners have these skills and knowledge and enjoy physical activity, they will confidently adopt a physical healthy lifestyle that they will maintain into later life. They will be aware of the impact that sport and physical activity has on overall wellbeing.

Year 10 Core Physical Education Curriculum Aims:

Students should enjoy participation in physical activity. They should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle that in progressed into lifelong participation.

Building on the concept of Head, Heart, Hands used to assess students at Key Stage 3, we look to further develop students' knowledge, resilience and practical ability at Key Stage 4 looking to ensure students understand and implement regular physical activity in their daily life with clear pathways for lifelong participation.

Year 10 Curriculum Plan

Activities are taught on a rotation basis. Students look to select a pathway best suited to their interests. The curriculum is designed to ensure students maintain a high level of physical activity throughout the lesson, challenging them both physically and mentally.

Activities include	Content
American Football	Throughout each activity students will be challenged to further develop knowledge and understanding alongside the practical performance of skills and techniques. Key values of friendship, courage, inspiration, determination, equality, respect and excellence will be promoted through PE and sport. Lessons are structured to ensure pupils are physically active for sustained periods of time. In Year 10 within practical lessons students will also focus on: Linking Physical activity and sport to health, fitness and mental well-being. Consequences of a sedentary lifestyle
Badminton	
Alternate Games	
Basketball	
Badminton	
Cricket	
Dance	
Fitness	
Football	
Handball	
Netball	
Rugby	
Tennis	

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GCSE Physical Education Curriculum Aims:

The aim of our Year 10 PE GCSE curriculum is to aid our students to further develop a real interest in all aspects of Physical Education. The course offers students the opportunity to develop both practical and theoretical skills. Students will engage with key issues and themes relating to contemporary global influences on physical education and sport, receiving a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

Subject Content:

The GCSE is made up of four components:

Component 1: Fitness and Body Systems.
Component 2: Health and Performance.
Component 3: Practical Performance.
Component 4: Personal Exercise Programme.

How will you be assessed:

Assessment will consist of two externally examined papers and two non-examined assessment components.

Components 1 & 2 are written examinations, making up 60% of the overall grade. The assessment consists of multiple-choice, short-answer, and one extended writing question.

In component 3 the assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice. This accounts for 30% of the overall grade.

Students will complete a Personal Exercise Programme in component 4, the assessment consists of students producing a Personal Exercise Programme (PEP) and will require students to analyse and evaluate their performance. This accounts for 10% of the overall grade.

Year 10 GCSE PE

	Topics	Content
Term 1	Component 1-Topic 1: Anatomy and Physiology. Component 1-Topic 2: Physical Training.	In this topic students will develop knowledge and understanding of structures and functions of the bodies systems. Students will understand how each are used during exercise as well as how they work together. In this topic students will develop knowledge and understanding of the principles of training and different training methods to plan, carry out, monitor and evaluate personal exercise and training programmes.
Term 2	Component 1 – Topic 3: Movement analysis Component 4- PEP.	In this topic students will develop knowledge and understanding of lever systems and how they are used in physical activity and understand how planes and axis affect performance. The aim of the PEP is for students to develop their ability to analyse and evaluate their personal fitness to improve/optimise performance in physical activity and sport.
Term 3	Component 4- PEP. Revision – Component 1	The aim of the PEP is for students to develop their ability to analyse and evaluate their personal fitness to improve/optimise performance in physical activity and sport. Pupils will have the opportunity to retrieve information from component 1 and consolidate their learning before moving onto component 2.

One out of five lessons over a fortnight will be dedicated to developing practical skills, a link to activities that students can be assessed in can found on the link below.

What resources can my child access for support?

A link to the specification can be found at:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/GCSE-physical-education-2016-specification.pdf

Students will be provided with an exam practice workbook https://www.cgpbooks.co.uk/secondary-books/gcse/physical-education/jeq42-new-gcse-physical-education-edexcel and can also purchase revision guides to help https://www.cgpbooks.co.uk/secondary-books/gcse/physical-education/jer44-new-gcse-physical-education-edexcel

What enrichment opportunities are available and how do these support learning?

Intervention session will be provided to help students achieve their best possible grades. Students will be able to access the PE Departments extensive extra-curricular programme to help develop their practical performance to assists with practical development.

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