



# Curriculum Guide Year 10

# Vision and Values



# Curriculum Vision

**Our mission is to ensure every student leaves Great Sankey articulate, resilient, compassionate and culturally aware. That they are inspired to contribute to society, are able to pursue careers they are passionate about and live, healthy, happy and fulfilled lives.**

Our ten school values fall into **three pillars of community, learning and self** and these thread their way throughout our curriculum. We believe that if children understand the purpose of what they are learning and why they are learning it; not only will they be more engaged but they are much more likely to remember what they have learnt and be able to use it again in the future.

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.

To achieve all of the above we have designed a knowledge based, word rich curriculum and we evaluate what knowledge and skills pupils have gained (at each stage) against expectations. The impact of innovations such as knowledge organisers and student self-selected KS4 target grades, will be reviewed regularly and remodelled to help all pupils perform well. We also won't be shy about investing in our staff to ensure they are using the most effective techniques to help students secure what they learn in class is committed to their long term memory, regardless of their starting point. 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. We are already the largest provider of the Duke of Edinburgh's Award in the North West and the largest provider of the John Muir environmental award nationally and are planning to create a bespoke approach to encouraging and recording participation in extra-curricular provision.

All of these plans and actions are evidence-based and research-driven.

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 have the courage and determination to **dare for greatness**.

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## Curriculum overview – year 10

### What will my child study?

In year 10 students begin courses which will lead to formal qualifications. Our curriculum is broad and balanced; we place great value on academic, creative and technical subjects. Students study the core subjects of English, maths, science, PE and PSHE and are able to select from a large range of options subjects. The following pages provide an overview of what students will be studying each term.

KS4 options			
GCSE courses			Vocational courses
Art and Design	Food Preparation and Nutrition	Spanish	BTEC Tech Award in Creative Media Production.
Business	Geography	Psychology	Graphic Design V Cert
Design and Technology	History	Religious Studies	Information Technology Cambridge National Award
Drama	French	Textiles	BTEC Sport Studies
Electronics	German	Music	Music Technology V Cert

### How is the curriculum sequenced?

Research around memory and how children best learn has been used to inform our curriculum planning. Subject specialist staff have thought carefully about the curriculum we deliver. Knowledge and skills are sequenced so that these are taught in a sensible order allowing for regular revisiting of knowledge and retrieval as complexity and depth build.

### How will my child be assessed?

Regular assessment and high quality feedback are essential for students to learn effectively. Students are given clear, regular feedback following each assessment they complete which consists of what went well, and areas that could be even better. Students then address the areas that could be better through Dedicated Improvement and Reflect Time (DIRT) opportunities. This information should be clearly identified on green paper in student's books.

Students complete formal assessments towards the end of each term, which like in earlier years assess all of the knowledge and skills taught to students up to that point. By the time students reach the end of year 10 they will be completing full past papers to help with preparation for formal exams at the end of year 11. Formal 'mock' exams take place in June of year 10. Each term teaching staff report an 'on track for' GCSE grade from 9-1. In vocational subjects a pass, merit or distinction is reported.

### Homework

In English and maths students will be set one homework activity each week. In science, students will be set 3 homework activities per fortnight, one for each of biology, chemistry and physics. In all other subjects they are set two homework activities per fortnight. Homework will consist of a range of activities from using GCSEpod to completing exam questions or essays. GCSEpod homework will be set during week B.

### How can I support my child?

#### 5 Top Tips

1. Encourage students to use their revision guides (KS4) to regularly review knowledge using techniques such as read, cover, write, check.
2. Attendance and punctuality directly relate to student attainment, avoid non-emergency medical appointments during the school day for example.
3. Talk to your child about what they have been learning at school, this helps reinforce understanding.
4. Download the SIMS app so you can monitor attitude to learning scores in lessons and homework deadline.
5. Support us and your child by attending parent consultation evenings.

If you would like to know more about our curriculum please contact Mrs C Kane, Deputy Head, [christina.kane@greatsankey.org](mailto:christina.kane@greatsankey.org)

**Year 10 Textiles Curriculum Aims:**

At the start of year 10 pupils will be completing baseline project covering observational drawing, colour, and analysis. From here pupils will work through the four assessment objectives each project, these objectives will be revisited each project from years 7 to 13. Assessment objective 1- Artist analysis, AO2-experimenting with materials, AO3- Drawing, ideas, and images, AO4- Final outcomes and evaluation. The development throughout the projects build on confidence and the overall aim of working independently to create a textile outcome based on a question of their choice.

<b>Year 10 Textiles Curriculum</b>	<b>What will pupils study?</b>	<b>Where and why?</b>
<b>Term 1</b>	Working safely with the practical space. Baseline activities, followed by the start of first project about Natural Forms.	Pupils begin with initial project that includes observational drawing, colour, tone, and analysis and starts our journey working with Textile techniques and using the sewing machine. Our first project is Natural Forms, looking at imagery and layering. Pupils will learn how to participate in practical lessons safely when working as a team or independently. Each project learners will work through our four assessment objectives building further on their understanding and skills and adapting this now to include textile techniques. Pupils will deepen their understanding of the GCSE Textiles process and learn new skills and techniques that will broaden their opportunities for becoming independent. Starting their second project titled 'Under the Sea.'
<b>Term 2</b>	Our second project will include more new techniques and further understanding of working in 2d and 3D. Final outcome for second project.	This term will begin with producing their final outcomes from our second project. Pupils will consolidate their learning and highlight their skills, evaluating the piece against the assessment objects and discussing their progress from baseline. Personalised targets will then be set to ensure greater progress as we start our third project which will be independently chosen by our pupils.
<b>Term 3 – lead in to Term 1 of Year 11</b>	Starting our third project on a project researched and chosen independently by pupils.	Pupils will start their final project based on a chosen question, evaluating, and setting personalised targets ready for our final assessment piece. Our end of year exam covers all 4 assessment objectives, pupils will highlight the progress they have made in research, drawing, composition, and tone.

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

Art club is available after school; pupils need to speak to their teacher for further details. Regular homework tasks are set to strengthen understanding and improve control with the mediums.

Follow Art@GSHS on - <https://www.pinterest.co.uk> .  
<https://www.wjec.co.uk/students/index.html>

**Head of Department: Mrs Lorna Philcock.**

**Year 10 Art Curriculum Aims:**

At the start of year 10 pupils will be completing baseline project covering observational drawing, colour, and analysis. From here pupils will work through the four assessment objectives each project, these objectives will be revisited each project from years 10 to 13. Assessment objective 1- Artist analysis, AO2-experimenting with materials, AO3- Drawing, ideas, and images, AO4- Final outcomes and evaluation. The development throughout the projects build on confidence and the overall aim of working independently to create an Art outcome based on a question of their choice.

Year 10 Art Curriculum	Topics	Content
<b>Term 1</b>	Working safely with the practical space. Our first project about is about Structures and includes baseline drawings to start.	Pupils begin with initial project that includes observational drawing, colour, tone, and analysis and starts our journey working with Art techniques. Our first project is Structures, looking at imagery and layering. Pupils will learn how to participate in practical lessons safely when working as a team or independently. Each project learners will work through our four assessment objectives building further on their understanding and skills. Pupils will deepen their understanding of the GCSE Art process and learn new skills and techniques that will broaden their opportunities for becoming independent.
<b>Term 2</b>	Our second project will include more new techniques and further understanding of working in a variety of mediums. Producing final outcomes to show progress.	This term will begin with producing their final outcomes from their first project. Pupils will consolidate their learning and highlight their skills, evaluating the piece against the assessment objects and discussing their progress from baseline. Personalised targets will then be set to ensure greater progress as we start our project development.
<b>Term 3 – lead in to Term 1 of Year 11</b>	Starting our third project on a project researched and chosen independently by pupils.	Pupils will start their final project (April) based on a chosen question, evaluating, and setting personalised targets ready for our final assessment piece in year 11. Our end of year exam covers all 4 assessment objectives; pupils will highlight the progress they have made across the 4 assessment objectives.

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

Art club is available after school; pupils need to speak to their teacher for further details. Regular homework tasks are set to strengthen understanding and improve control with the mediums.

Follow Art@GSHS on - <https://www.pinterest.co.uk/>.

<https://www.wjec.co.uk/students/index.html>

**Where can I visit to help with my learning?**

<https://wmag.culturewarrington.org/whats-on/>

<https://www.tate.org.uk/visit/tate-liverpool>

<https://www.liverpoolmuseums.org.uk/walker/>

<https://www.whitworth.manchester.ac.uk/>

<http://manchesterartgallery.org/>

Head of Department: Mrs Lorna Philcock.

**Business Curriculum Vision:**

“To prepare all learners at Great Sankey High School for the changing world of work through developing engaging curriculum and outstanding teaching.”

The faculty 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 GSH. In particular, 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 and Economics learners will pick up a multitude of skills and knowledge that will not only benefit them in the academic lives but also in their personal ones. As we look at a constantly changing picture in Business, Economics and Computing it allows us to monitor and evaluate the world as it changes in front of our eyes. Learners 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. Learners who don't go on to study either 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 decisions as adults. My wish for all learners is that they become lifelong learners with a thirst to learn more.

**Year 10 Business Curriculum Aims:**

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

Year 10 Business Curriculum	Topics	Content
<b>Term 1</b>	Dynamic nature of business, Risk and Reward, Role of Enterprise, Spotting and business opportunity, Market research, Market segmentation	The learners 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.
<b>Term 2</b>	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. The learners 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 ten.
<b>Term 3</b>	Stakeholders, technology, legislation, the economy, external influences.	The final part of year ten gets the learners 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 the learners 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, GCSE Pod, Google Classroom, Revision Guides and GCSE Bitesize

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

World Enterprise week, External speakers and trips

**Head of Department:**

Christopher Wilson

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

**Computer Science Curriculum Vision:**

“To prepare all learners at Great Sankey High School for the changing world of work through developing engaging curriculum and outstanding teaching.”

The faculty 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 GSH. In particular, 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 Computer Science learners will pick a multitude of skills and knowledge that will not only benefit them in the 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. Learners 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. My wish for all learners is that they become lifelong learners with a thirst to learn more.

**Year 10 Computer Science Curriculum Aims:**

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

Year 10 Computer Science Curriculum	What will pupils' study?	Where and why?
<b>Term 1</b>	Computational thinking, Creating and refining algorithms, programming fundamentals, Data types and Programming Techniques	These initial topics are to introduce learning to the concept of abstraction and decomposition. They will be building on topics taught at KS3 with a focus on programming starting with Flowcharts and Pseudocode and converting this into Python programming language. These units will prepare students for their programming project in the next term.
<b>Term 2</b>	Programming Project in Python, Types of testing, Code maintainability, High and Low-level languages	In this term learners will apply the skills learning in Term 1 in a practical manner to a given scenario. The students will need to analyse, design, develop and test a program to solve a problem. From doing this the learners will then be able to apply their practical skills to exam style questions resulting in them being able to read, write and interpret algorithms.
<b>Term 3</b>	Integrated development environment, Searching and sorting algorithms, Boolean Logic and Exam technique.	The final term addresses the remaining aspects of the paper 2 content. Learners will understand all the concepts needed by this point to be able to competently complete exam style questions for paper 2. This creates a good foundation going into year 11 where students will learn the theory element of the course which will appear on paper 1.

**What resources can my child access for support?**

Your child will have access to online resources through Teach-ICT <https://www.teach-ict.com/> for which pupils are provided with logins for and BBC Bitesize [www.bbc.com/bitesize](http://www.bbc.com/bitesize)

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

From year 9 upwards we offer the Cyber Discovery competition, where students are able to put their in class knowledge of cyber threats to the test and complete different challenges against other students across the UK. Students who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation down in London. We strive to peak pupils interest in all areas of the BEICT department through experimentation, independent design and working well as a team. And it's incredibly good fun!

**Head of Department:** Julie Binks email: [Julie.Binks@greatsankey.org](mailto:Julie.Binks@greatsankey.org)

**Exam board OCR** <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

### **Year 10 - Design and 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 have the opportunity to study specialist technical principles in greater depth. You can find out about all our Design and Technology qualifications at [www.aqa.org.uk/designandtechnology](http://www.aqa.org.uk/designandtechnology).

### **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 of the materials and components they need to complete each project.

### **Coursework is 50% and the written exam is 50%**

#### **Exam**

What's assessed?

Core technical principles. Specialist technical principles. Designing and making principles.

In addition: at least 15% of the exam will assess maths and at least 10% of the exam will assess science.

How it's assessed

Written exam: 2 hours 100 marks = 50% of GCSE Questions

Section A – Core technical principles (20 marks) A. mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles. Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions.

### **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
<b>Term 1</b>	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.
<b>Term 2</b>	Polymers (Acrylic)  Pupils will research, design, make and evaluate their Phone Holder.  Revision for Exam Unit Section Two – Materials and Systems	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 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.
<b>Term 3</b>	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 1 <sup>st</sup> 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 <b>Final Assessment:</b> 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](http://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 have the opportunity to 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 and Alucan.

Head of Design and Technology – Julie Attwood  
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**Drama Curriculum Vision:**

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.

<b>Year 10 Drama Curriculum</b>	<b>Topics</b>	<b>Content</b>
HT1	Component 1 Prep & Mock	Introduction to devising: <ul style="list-style-type: none"><li>• Dramatic devices</li><li>• Structure</li><li>• Character</li><li>• Practitioner/Genre</li></ul> Working with stimuli. Mock practical exam & portfolio
HT2	Component 3 Prep & Mock – Section A Focus	Introduction to Interpreting Theatre exam and the set text: DNA Mock written exam Section A only.

HT3	Component 2 Prep & Mock	Mini scripted performance approximately 5 minutes per candidate. Internal assessment: <ul style="list-style-type: none"> <li>• Rehearsed</li> <li>• Costumed</li> <li>• Technical elements</li> <li>• Audience</li> </ul>
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 DNA 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.

**Head of Department:**

**Exam board: Eduqas**

Hollie Robertson

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**Electronics GCSE Curriculum vision:**

This course is ideal if you are interested in a career in technological area that uses electronic or electrical systems. It allows you to learn, develop and practice the knowledge and skills required for further education in this area and employment in the electrical/electronic engineering sector.

**Year 10 Curriculum Aims:**

**Discovering Electronics:** Our aim is to instill a sound foundation of knowledge in the area of electronics from the very basics to more complicated digital systems and micro controllers. It is important to incorporate cross curricular subjects such as Computing, Mathematics and Physics. We also wish to make electronics fun and accessible for all who have an interest in the subject.

**Subject content**

Students have 5 lessons per week which will include a balance of theory backed up with practical simulations and hands on circuit building to test out the theory and cement the knowledge gained. Activities prepare students for the demands of the unit 1&2 exams (80% of total mark) and unit 3 which is the practical investigation.

Year 10 Electronics	What will pupils study?	Where and why?
Term 1	Chapter 1 - Electronic systems and subsystems Chapter 2 - Circuit Concepts	recognise that electronic systems are assembled from sensing, processing and output sub-systems, including: • sensing units: light, temperature, magnetic field, pressure, moisture, sound, rotation sub-systems • signal processing: individual logic gates, latch, time delay, comparator • output devices: lamp, buzzer, solenoid, LED, actuator (servo), motor, loudspeaker (b) state the need for and use of transducer drivers (c) design and test electronic systems.
Term 2	Chapter 3 – Resistive components in circuits Chapter 4 - Switching circuits	Learners should be able to: (a) describe the effect of adding resistors in series and (b) use equations for series and parallel resistor combinations • resistors in series $R = R_1 + R_2$ • resistors in parallel (c) select resistors for use in a circuit by using the colour and E24 codes for values, tolerances and power ratings (d) use photosensitive devices, ntc thermistors, pressure, moisture and sound sensors, switches, potentiometers and pulse generators in circuits (e) design and test sensing circuits using these components by incorporating them into voltage dividers (f) design and use switches and pull-up or pull-down resistors to provide correct logic level/edge-triggered signals for logic gates and timing circuits. (This will be covered in Chapter 6.) (g) select and apply the voltage divider equation in sensing circuits for a voltage divider (h) determine the value of a current-limiting resistor for LEDs in DC circuits.
Term 3	Chapter 5 - Application of diodes Chapter 6 - Combinational logic systems	Learners should be able to: (a) recognise 1/0 as two-state logic levels (b) identify and use NOT gates and 2-input AND, OR, NAND and NOR gates, singly and in combination (c) produce a suitable truth table from a given system specification and for a given logic circuit (d) use truth tables to analyse a system of gates (e) use Boolean algebra to represent the output of truth tables or logic gates and use the basic Boolean identities $A.B = A+B$ and $A+B = A.B$ (f) design processing systems consisting of logic gates to solve problems (g) simplify logic circuits using NAND gate redundancy (h) analyse and design systems from a given truth table to solve a given problem (i) use data sheets to select a logic IC for given applications and to identify pin connections (j) design and use switches and pull-up or pull-down resistors to provide correct logic level/edge-triggered signals for logic gates and timing circuits

**What resources can my child access for support?**

There are a few BBC bite sized exercises along with the new GCSE POD but mainly in the Physics area. There is also a very good eBook on the exam boards website which can be accessed here <https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rlid=938>

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

There are a couple of robotic related competitions for the keen electronics engineer, these are the First Lego League robotic challenge and the VEX robotic challenge.

**Head of Electronics:**

L Welsh

Lee.welsh@greatsankey.org

Exam board WJEC <https://www.wjec.co.uk/qualifications/electronics/edugas-electronics-gcse-from-2017/>

**English Curriculum Vision:**

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

<b>Year 10 English Curriculum</b>	<b>Topics</b>	<b>Content</b>
<b>Term 1</b>	<p>AQA English Language Paper 1</p> <p>A Christmas Carol</p>	<p>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.</p> <p>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</p>
<b>Term 2</b>	<p>AQA English language paper 2</p> <p>Macbeth</p>	<p>Students will be exposed to a range of different extracts by 20<sup>th</sup> century writers. Pupils will begin to read critically by answering comprehensive style questions such as identifying and interpreting information; reading in different ways for different purposes; evaluating the writer's choice of vocabulary, form, grammatical and structural features.</p> <p>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.</p>
<b>Term 3</b>	<p>An Inspector Calls</p>	<p>This unit of work will build upon your knowledge of the role of a detective from the genre of Detective Fiction and the treatment of criminals at the start of the 20th Century. You will explore J. B. Priestley's play considers the theme of social inequality at the turn of the 20th Century. You will explore the British Class system and the role of women in Edwardian society.</p>

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**What resources can my child access for support?**

Your child will have access to GCSE pod online.

[www.bbcbitessize.com](http://www.bbcbitessize.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.

**Head of Department:**

Laura Douglas

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**Curriculum Leader 7-11:**

Nicki Fellows

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**Food Preparation and 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.

**Year 10 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 three 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.

Year 10 Food Preparation and Nutrition Curriculum	Topics	Content
<b>Term 1</b>	Eatwell guide. Why food is cooked. Carbohydrates. Protein. Fats. Vitamins. Minerals. Water.	<p>Initially students will revisit the Eatwell guide and be asked to apply the principles to a specific recipe and produce an 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.</p> <p><b>Eatwell Guide</b> – ‘It’s a wrap!’</p> <p><b>Why food is cooked</b> – safety, variety, eating qualities. Different methods of heat transfer.</p> <p><b>Carbohydrates.</b>            Nutrition – starch, sugars and dietary fibre.            Science – gelatinisation, dextrinization and caramelisation.</p> <p><b>Protein.</b>            Nutrition – HBV and LBV, complementation and protein alternatives.            Science – denaturation, coagulation, gluten formation and foams.</p> <p><b>Fats.</b>            Nutrition – saturated, unsaturated (mono and poly)            Science – shortening, aeration, plasticity and emulsification.</p> <p><b>Vitamins.</b>            Nutrition – fat soluble, water soluble and antioxidant ability.            Science – enzymic browning and oxidation.</p> <p><b>Minerals.</b>            Nutrition – calcium, iron, sodium, fluoride, iodine and phosphorus.</p>
<b>Term 2</b>	Food spoilage. Micro-organisms in food production.	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

	<p>Types of bacteria. Food production. Grown, reared and caught. Seasonality. Environmental factors. Fairtrade. Technological developments. Factors affecting food choice. Different cuisines.</p>	<p>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.</p> <p>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.</p> <p>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 patisserie 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.</p> <p><b>Food spoilage</b> – bacterial growth, high risk foods and key temperatures.</p> <p><b>Micro-organisms in food production</b> – blue cheese, yoghurt and bread.</p> <p><b>Types of bacteria</b> – name, source and symptom.</p> <p><b>Food production</b> – primary and secondary processing.</p> <p><b>Grown, reared and caught.</b></p> <p><b>Seasonality.</b></p> <p><b>Environmental factors</b> – production of meat and dairy, food processing, packaging and transportation.</p> <p><b>Fairtrade.</b></p> <p><b>Technological developments</b> – fortification, GM, cholesterol lowering products.</p> <p><b>Other factors affecting food choice</b> – PAL, celebration, cost etc.</p> <p><b>Religious influences.</b></p> <p><b>International cuisine.</b></p> <p><b>British cuisine.</b></p>
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<b>Term 3</b>	NEA2 format. Dietary related diseases. Energy needs. Dietary analysis. Packaging and labelling. NEA1 format. Raising agents.	<p>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.</p> <p>The NEA1 will then be a focus as they look at sauce production to retrieve knowledge of starches and their functional and chemical properties as well as the format for the investigational task. The year will end revisiting raising agents and looking at the food science behind a number of baked products.</p> <p><b>NEA2: Diet, nutrition and health.</b></p> <p>Dietary related diseases focus.          Energy needs.</p> <p>Mini NEA – to include practical skills focus.</p> <p>Dietary analysis – use of Jenny Ridgwell program.</p> <p>Packaging and labelling – mandatory and voluntary information.</p> <p><b>NEA1: Sauce production.</b>          Research, investigation, analysis and evaluation.</p> <p><b>Raising agents.</b>          Chemical, biological and mechanical.</p>
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#### **What resources can my child access for support?**

All the units are assembled in easy-to-use booklets – these contain facts, knowledge check tasks and related recipes. Your child will be provided with a KS4 cookbook, with a full range of tried and tested recipes included. All recipes are star rated for skill level so students know the level of challenge they are taking on.

Pupils are encouraged to cook at home. There are lots of fantastic cookbooks in the LRC and a reliable website is [www.bbcgoodfood.com](http://www.bbcgoodfood.com)

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

We conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of this activity is to encourage teamwork and instil a 'love of cooking'. Another opportunity is to cook as part of the Duke of Edinburgh Award scheme – this will count towards the skills section. Masterclasses are held after school to further enhance skills.

**Exam board AQA** <https://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF>

**Head of Food:** V Knight  
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### **Geography Curriculum Vision:**

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 challenge. 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 21<sup>st</sup> 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.
Term 2	The Changing Economic World & Urban Issues	In the spring term we move on to look at the global variations in the quality of life of certain populations. We look at various strategies to reduce the global development gap as well as how Nigeria is experiencing fast economic growth, and the opportunities & challenges this rapid growth presents. We then finish by analysing major changes in the economy of the UK, with a focus on Liverpool.
Term 3	UK landscapes: Coasts	In the final term we focus on how the UK's coastlines are shaped. We look at coastal landforms and how they are a result of physical processes. We also consider the management strategies that are used to protect these areas.

### **What resources can my child access for support?**

[www.aqa.org.uk](http://www.aqa.org.uk) [GCSE POD](#) [www.exampromo.co.uk](http://www.exampromo.co.uk) [www.senecalearning.com](http://www.senecalearning.com) [www.s-cool.co.uk](http://www.s-cool.co.uk) [www.internetgeography.net](http://www.internetgeography.net) [www.coolgeography.co.uk](http://www.coolgeography.co.uk)

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

Geography intervention once a week with the class teacher. Revision guides and revision cards to purchase.

**Head of Department:** Mr S Elliott [shaun.elliott@greatsankey.org](mailto:shaun.elliott@greatsankey.org)

**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 predominantly skills based at this level. Our students study NCFE technical award Level 2, this gives 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 them to progress to A-Level, enter an apprenticeship or study to complement their other GCSE's.

**Year 10 Curriculum Aims:**

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. The work they create will form some of the content for their evidence portfolio to be produced in year 11. The course will introduce them to famous graphic designers and look at typography and understand some of the basic terminology they will need to communicate their ideas and evaluate the work of others.

**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.

<b>Year 10 V-Cert Technical award in Graphic Design</b>	<b>Topics</b>	<b>Content</b>
<b>Term 1</b>	Introduction to graphic design. Typography. Designer research group & individual	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.
<b>Term 2</b>	Line, tone, and imagery, Printing, magazine project.	Continue Lino and foam printing of the fonts. 26 letters, photography.
<b>Term 3</b>	Final project - stationary set. Composition & imagery. Mock exam.	Research a brief and look at existing products. Students design their own motif and explore pattern and composition.

**What resources can my child access for support?** The examboard's website has a sample portfolio and information including Mark schemes and assessment criteria. The department also have a Pinterest site, with lots of inspiration and example of good Graphic design to encourage students to widen their diet of the subject. The class also have a Google classroom page, which your son or daughter will be signed up to, where I post information/materials, classroom and homework. You can also sign up to this if you contact me via email where you will be able to read content as a guardian. YouTube is a great resource of 'how to's' especially of techniques and especially how to use the main computer programmes the students use. Plus, information on how to improve Photoshop and Illustrator skills is available from the Adobe website. Parents may also choose to purchase those programmes on a monthly fee but there is no obligation to do so as coursework must be completed in school time. <https://www.adobe.com/uk/education.html?marketSegment=EDU>

**What enrichment opportunities are available and how do these support learning?** Graphics after school intervention takes place every Wednesday all year and is open to year 10 & 11. We also run A-Level Graphic Design and there are opportunities to receive help from older students.

**Exam board** NCFE <https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-2-technical-award-in-graphic-design-4569>

**Lead Teacher:**

**F Shiel**

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**History Curriculum Vision:**

To provide an education that allows students to develop a greater understanding of the world we live 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 world 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
<b>Term 1</b>	What was the Treaty of Versailles and why did it fail?  Was the League of Nations destined to fail?	In the autumn 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 unit is tested with a full 1 hour assessment as well as consistent retrieval practise throughout the topic.
<b>Term 2</b>	What were the origins of the 2 <sup>nd</sup> World War?  How was royal authority challenged?	In the spring term we complete the first topic of GCSE history by looking at the origins of the 2 <sup>nd</sup> 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. Students then begin our second 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 1 <sup>st</sup> topic.
<b>Term 3</b>	Who were the reformers?  How was equality achieved?	In the summer term students continue to study Britain Power and the People, they look at social and factory reform, the end of the slave trade, the rise of unionism and the campaign for equal rights. This covers the entire summer term and allows students to building on topics that they first studied in years 7, 8 and 9. Students are assessed at the end of each topic and a final formal mock exam.

**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.

**Head of Department:** Mark Farrer

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**IT National Curriculum Vision:**

“To prepare all learners at Great Sankey High School for the changing world of work through developing engaging curriculum and outstanding teaching.”

The faculty 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 GSH. In particular, 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 the IT Cambridge National course learners will pick a multitude of skills and knowledge that will not only benefit them in the 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. Learners 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. My wish for all learners is that they become lifelong learners with a thirst to learn more.

**Year 10 IT National Curriculum Aims:**

Year 10 IT National Curriculum	Topics	Content
<b>Term 1</b>	Project Life cycles, phases, interaction and iteration, Planning tools, Gantt charts and data dictionaries, collecting and processing data	These initial topics help to set the scene for the course. They introduce the learners to why it is important for businesses and IT projects to think about how they construct plans and keep top their plans. The learners then look at tools that can help with this such as Gantt charts, flow charts, etc. They also then look at the importance of SMART objectives in effective planning and implementation. This knowledge helps the learners with many aspects of the course that they will do at a later stage.
<b>Term 2</b>	Data and information, collecting data methods, tools and techniques, storing data and the uses of data	The learners 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 space perspective. They will also look at the different ways that data can be presented.
<b>Term 3</b>	Different methods of data collection, processing and presentation, Exam preparation Spreadsheet skills	In the final term learners will look at the different method of collecting data and how this data can be presented and used. They will then look at the problems for organisations in keeping peoples data safe and secure in terms of the law.

**What resources can my child access for support?**

Textbooks, GCSE Pod, Google classroom, Past Papers

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

Trips and IT clubs

**Head of Department:**

Julie Binks

Julie.Binks@greatsankey.org

Exam board = OCR [Link here](#)

**Mathematics Curriculum Vision:**

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 in order 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 Recovery 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
<b>Term 1</b>	Interpreting Data and Averages Fractions and Percentages Expand and Factorising of Expressions Linear Graphs Area of 2D Shapes incl. circles Representing data incl. Scatter Graphs	<p>Students begin the academic year looking at becoming 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.</p> <p>Students then move onto the development of their number skills by revisiting and then adding to their skills in fractions and percentages. The key concepts of percentage change and reverse percentages will look to develop the skills of students who are aiming for a Grade 5.</p> <p>The development of algebra is the next area we look at with developing the skills needed to expand and factorise expressions before moving onto working with linear graphs, including finding midpoints and gradients, which are a key aspect of cross-curricular understanding in Geography, Business Studies and Physics.</p> <p>Geometry provides the next topic in the first term, looking 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.</p> <p>Finally, we look at the construction and interpretation of 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.</p>
<b>Term 2</b>	Transformations of shapes Percentages Rearranging formula and working with inequalities Simultaneous equations Angles and construction Ratio Rounding, error intervals and bounds	<p>The second term starts by looking at transformations of shapes, which is also of key use in computing and Art and Design. This also works with Column Vectors, which have a place within Physics also.</p> <p>We then look at reviewing percentages with extension into Grade 5 material such as Compound Interest and Reverse Percentages. These are key elements in mathematics and other GCSE subjects where percentages are an important part of the subject.</p> <p>We then shift focus to 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.</p> <p>Students then have a first look at Simultaneous equations and work on their logical skills to be able to effectively communicate on paper what they are trying to achieve on their way to solving the pair of equations.</p> <p>Geometry comes to the fore towards the end of Term 2 by looking 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.</p> <p>Returning to number topics at the end looks at developing skills in ratio, which is becoming more prevalent in everyday life and approximations, which 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.</p>
<b>Term 3</b>	Volume and surface area Solving Linear Equations Factorising and solving quadratics Pythagoras and Trigonometry	<p>In the final term we start off by looking at volume and surface area which allows for students to gain skills and understanding 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.</p>

Year 10 Mathematics Curriculum: Higher	Topics	Content
<b>Term 1</b>	Statistics – Averages, displaying and interpreting data Fractions and Percentages Addressing Misconceptions Rearranging and representing inequalities Solving inequalities including quadratics and identifying regions Angles recap Basic trigonometry review Further Trigonometry (sine and cosine rule)	<p>The progression towards GCSE higher mathematics begins in year 10 by looking at development of understanding by looking at averages and comparing them (with also looking at the most suitable average for a situation that is given). This then moves on to displaying interpretation of data which is a fundamental part of the GCSE subjects such as Geography and Biology.</p> <p>We then move onto number by looking 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.</p> <p>As part of our recovery curriculum, we will then look at the addressing of misconceptions that may have been identified and assessed in tests during the school closure period before shifting focus to 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.</p> <p>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.</p> <p>The final elements of this term finish with geometry with building and consolidating understanding of the key fundamental properties of angles and then looking at Trigonometry with or within a calculator and applying this to new concepts, such as the sine and cosine rules.</p>
<b>Term 2</b>	Graphs including curved graphs, midpoints, rates of change Distance-time and Velocity-Time Graphs Area and Volume, including applications e.g. similarity Indices and Surds Transformations Vectors	<p>The second term begins by 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.</p> <p>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.</p> <p>A review of the laws of indices, alongside working with surds, allows students to develop key skills that they will need both at GCSE and beyond into Level 2 Further Mathematics and A-Level Mathematics. The term finishes in a geometrical fashion, by firstly starting on transformations of shapes utilising the four key methods and its nuances, such as what happens when the scale factor of an enlargement is negative. We finish the second term by looking at 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.</p>
<b>Term 3</b>	Circle Theorems Quadratic and Algebraic fractions Review of learning in GCSE so far	<p>The final term of Y10 culminates in the first set of major assessments in the road to students gaining their final GCSE grade. We start off by looking at 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.</p> <p>This then moves into algebra, 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.</p> <p>We then review the year so far (alongside the work covered in Y9 for retrieval purposes) in preparation for the final assessments of the year, where we 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.</p>

#### What resources can my child access for support?

The department subscribes to [MathsWatch](#) and encourages the use of [GCSEPod](#) for which students are provided with logins for both. Students also have access to [Kerboodle](#) where our textbook that links to our programme of study are 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 have the opportunity to 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 they 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](#)

**Media Curriculum Vision:**

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 enthrall, 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	What will pupils study?	Where and why?
<b>Term 1</b>	<b>Component 1</b> 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: <ul style="list-style-type: none"> <li>the narrative of the product</li> <li>the generic influences and how the products use or subvert the codes and conventions of that genre</li> <li>representation of people, places, issues and events</li> <li>how genre, narrative and representation combine to create meaning for the audience</li> <li>how different audiences may interpret the product.</li> </ul>
<b>Term 2</b>	<b>Component 1</b> Learning Aim B – Explore how Media Products are Created  <b>Component 3</b> – Create a Media Product in Response to a Brief	Students will investigate how media products are created, focusing on: <ul style="list-style-type: none"> <li>the narrative of the product</li> <li>the generic influences and how the products use or subvert the codes and conventions of that genre</li> <li>representation of people, places, issues and events</li> <li>how genre, narrative and representation combine to create meaning for the audience</li> <li>how different audiences may interpret the product.</li> </ul> Students will work to an externally set brief in controlled conditions to create and Ideas Log, Planning Materials and a final Production piece.
<b>Term 3</b>	<b>Component 2</b> Learning Aim A – Develop Media Production skills	Working to a vocational brief, students will produce a portfolio showing development of media production skills and techniques. <ul style="list-style-type: none"> <li>producing detailed planning for the visual style, content and structure of a media product</li> <li>demonstrating a wide range of skills and techniques for creating content for media products</li> </ul>

**What resources can my child access for support?**

<https://www.bbc.co.uk/bitesize/subjects/ztnygk7>

<https://www.bfi.org.uk/>

<https://www.screenskills.com/careers/job-profiles/>

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

We hope to run a trip to Media City, Salford and/or Media Museum, Bradford, and Warner Bros Studio's – Harry Potter experience - to enhance learner experience. We will be visited by industry experts for Q&A, workshops and technical skills. Specialist software will be available.

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**Exam board**

Pearson BTEC – <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html>

### Year 10 French GCSE Curriculum Aims:

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.

Year 10 MFL Curriculum	Topics	Content
Term 1	<u>Current and future study</u> : School life, school rules, differences between French and British school <u>Local, national and international areas of interest</u> : transport, holiday destinations, accommodation, facilities, weather, regions of France, main cities <b>Grammar</b> : modal verbs, expressions of obligation 'il faut + infinitive, forming the imperative, re-visit perfect tense, imperfect tense, sequencers	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 schooling and aspects of school life. They will be able to express disagreement and agreement. They will be able to speak and write about holiday preferences. They will be able to give an account of a holiday using a range of verbs in the perfect and some examples of the imperfect tense. They be able to identify key information relevant to tourists. They will re-inforce skills required to translate to and from the target language which are requirements for the GCSE papers.
Term 2	<u>Current and future study</u> : future plans, post-16 education, compare university and apprenticeships <u>Social issues</u> : Healthy and unhealthy eating, compare old and eating habits, smoking, drugs and alcohol, health resolutions <b>Grammar</b> : re-visit simple future of regular verbs, key irregular verbs in the future tense , future time expressions, use of 'quand', re-visit 'si' clauses, conditional form of devoir and pouvoir + inf. , re-visit imperfect tenses, il vaudrait + inf.	Students will be able to understand information referring to a range of options relating to 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. They will be able to discuss healthy and unhealthy lifestyles and make suggestions as to what they or others should or shouldn't or do in order to keep healthy. They will be able to compare current and past habits. They will use strategies which will enable them to deduce meaning from longer texts.
Term 3	<u>Culture and identity</u> : personal relationships, marriage and partnerships, personality/ physical attributes <b>Grammar</b> : re-visit adjectival agreements, future tense, conditional tense, expressing possibility, recognising the subjunctive.	Students will be able to describe current relationships with friends and consider what attributes are important from them in a future partner. They will be able to give and understand viewpoints about different partnerships and types of family units.

### What resources can my child access for support?

Your child will have access to online resources through Kerboodle, GCSEpod and [www.vocabexpress.com](http://www.vocabexpress.com)  
[www.bbcbitessize.com](http://www.bbcbitessize.com) [www.quizlet.com](http://www.quizlet.com)

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### Year 10 German GCSE Curriculum Aims:

The aim in year 10 in the first year of the GCSE course in German is to enable students to develop their German 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 Germany and the German -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 Germany and countries and communities where German is spoken.

Year 10 German Curriculum	Topics	Content
Term 1	<p><u>Current and future study</u>: School life, school rules, education system in Germany</p> <p><u>Local, national and international areas of interest</u>: transport, holiday destinations, accommodation, facilities, weather, regions of Germany, main cities</p> <p><b>Grammar</b>: Re-visit present, perfect and future tenses, using seit and vor, infinitive constructions, common conditionals, re-visit adjectival endings, forming comparatives, recognising the imperative, irregular verbs, imperfect forms, re-visit word order (time, manner, place), re-visit dative and accusative with prepositions</p>	<p>Students will be able to express their viewpoints about their schooling and aspects of school life. They will be able to express disagreement and agreement. They will be able to identify similarities and differences in the British and German education systems.</p> <p>Students will be able to speak and write about holiday preferences. They will be able to give an account of a holiday using a range of verbs in the perfect and some examples of the imperfect tense. They be able to identify key information relevant to tourists.</p> <p>They will re-inforce skills required to translate to and from the target language which are requirements for the GCSE papers.</p>
Term 2	<p><u>Current and future study</u>: future plans, post-16 education, compare university and apprenticeships</p> <p><u>Social issues</u>: Healthy and unhealthy lifestyles, revise sports and fitness, compare old and eating habits, smoking, drugs and alcohol, health resolutions</p> <p><b>Grammar</b>: future tense, prepositions with genitive, time phrases, modal verbs re-visited, weak and strong verbs, perfect tenses of weak and strong verbs, expressions of frequency, using must and must not</p>	<p>Students will be able to understand information referring to a range of options relating to 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.</p> <p>They will be able to discuss healthy and unhealthy lifestyles and make suggestions as to what they or others should or shouldn't or do in order to keep healthy. They will be able to compare current and past habits.</p> <p>They will use strategies which will enable them to deduce meaning from longer texts.</p>
Term 3	<p><u>Culture and identity</u>: personal relationships, marriage and partnerships, personality/ physical attributes</p> <p><b>Grammar</b>: Adjectival agreements, comparative and superlative adjectives, using weil and wenn, possessive adjectives, perfect and imperfect tenses, imperfect tenses of weak and selected strong verbs</p>	<p>Students will be able to understand personal and factual information from longer and more complex spoken and written texts.</p> <p>They will be able to discuss advantages and disadvantages of marriage. They will be able to give and understand viewpoints about different partnerships and types of family units.</p>

### What resources can my child access for support?

Your child will have access to online resources through Kerboodle, GCSEpod and [www.vocabexpress.com](http://www.vocabexpress.com)  
[www.bbcbitessize.com](http://www.bbcbitessize.com) [www.quizlet.com](http://www.quizlet.com)

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### Year 10 Spanish GCSE Curriculum Aims:

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	<p><u>Current and future study:</u> School life, school rules, differences between Spanish and British school</p> <p><u>Local, national and international areas of interest:</u> Transport, holiday destinations, accommodation, facilities, weather, regions of Spain, main cities</p> <p><b>Grammar:</b> Re-visit expressing opinions and use of comparatives. Use of the future tense to discuss our plans. The imperative and modal verbs to discuss school rules. Use of verb “estar” for location and with past participles. The preterit tense and introduction to the imperfect tense to discuss past holiday</p>	<p>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 schooling and aspects of school life. They will be able to express disagreement and agreement.</p> <p>They will be able to speak and write about holiday preferences. They will be able to give an account of a holiday using a range of verbs in the preterit and some examples of the imperfect tense.</p> <p>They will re-inforce skills required to translate to and from the target language which are requirements for the GCSE papers.</p>
Term 2	<p><u>Culture and Identity:</u> social media and mobile technology.</p> <p><u>Local, national and international areas of interest:</u> Healthy and unhealthy eating, compare old and eating habits, smoking, drugs and alcohol.</p> <p><b>Grammar:</b> The perfect tense to discuss what we have done online today. The present continuous tense to be able to discuss what people are doing. Re-visit key verbs for eating at different mealtimes. The imperfect tense to compare current and past eating habits. Use of imperative to discuss how to improve diet and lifestyle.</p>	<p>Mobile technology and social media form an integral part of the lives of today’s young people and the students will be able to discuss their personal opinions and consider the advantages and disadvantages and potential dangers of technology.</p> <p>They will be able to discuss healthy and unhealthy lifestyles and make suggestions as to what they or others should or shouldn’t or do in order to keep healthy. They will be able to compare current and past habits. They will use strategies which will enable them to deduce meaning from longer texts. They will use strategies which will enable them to deduce meaning from longer texts. Students will be able to take part in GCSE role plays and discuss events presented in a photo card.</p>
Term 3	<p><u>Culture and Identity:</u> Personal relationships, marriage and partnerships, personality/ physical attributes.</p> <p><u>End of year assessment and General conversation preparation.</u></p> <p><b>Grammar:</b></p>	<p>Students will be able to describe current relationships with friends and consider what attributes are important from them in a future partner. They will be able to give and understand viewpoints about different partnerships and types of family units</p> <p>Student will be assessed in listening and reading and will gain a deeper insight into the conduct of the final speaking exam.</p>

### What resources can my child access for support?

Your child will have access to online resources through Kerboodle, GCSEpod and [www.vocabexpress.com](http://www.vocabexpress.com)  
[www.bbcbitessize.com](http://www.bbcbitessize.com) [www.quizlet.com](http://www.quizlet.com)

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**Year 10 Music Curriculum Aims (AQA GCSE Music):**

At the start of year 10 pupils will be taught how to read music. They will already have a good knowledge of this as it students are taught how to read and write the elements of music at KS3, but at KS4 we revisit and develop the depth. Students will arrange to have lessons with an instrumental/vocal teacher if they haven't done so already. At Great Sankey High School, we have nine visiting Peripatetic teachers each week and students can learn any instrument of their choice. All instrumental/ vocal lessons are individual and last for 20 minutes. PP students receive free lessons.

Year 10 Music Curriculum	Content	Topics
<b>Term 1</b>	Treble clef, bass clef, chords, scales, keys and key signatures, rhythm, metre, structure and dynamics. Solo Performance 1. Introduction to Sibelius software.	Students will take a Baseline Theory assessment so we can assess their starting point. Students will perform on their instrument to the class so we can develop their confidence and provide constructive feedback. This is also an important time to develop confidence and relationships so students can feel comfortable when performing and providing support and honest feedback in an open forum. Students learn the basics of how to navigate music notation software, Sibelius, in preparation for their future composition tasks.
<b>Term 2</b>	Texture, tonality, instruments of the orchestra, articulation, Bach's composition rules. Classical Period Set Work. History of Music AoS1- 4. Solo Performance 2. Arranging.	Students continue to embed, recall and apply their theory knowledge. They learn Bach's basic rules of composition and apply them to an arrangement task on Sibelius software. Students are now ready to begin to study their classical period set work; initially via listening and score reading tasks. They also learn to perform the music as an ensemble, thus embedding ensemble skills, in addition learning about the wider context of the classical period (AoS1). They will look at AQA exam questions on AoS1 applying their knowledge of the theory and also the classical period whilst building this analysis into AoS1-4. Students also perform a solo, either an improved version of solo performance 1 or a different piece entirely. Students learn to arrange music on Sibelius and gain confidence with creative ideas (applying their theory knowledge) in preparation for their free composition.
<b>Term 3</b>	Ensemble Performance 1 & 2. Solo Performance 3. Free Composition. Popular Music Set Pieces. Mock Paper.	Students constantly apply their theory knowledge in order to improve on their performances. They are now ready to compose with increased creativity whilst also confidently listen with an analytical ear. They perform in a concert to parents and friends; the concert is recorded and students can celebrate their hard work and progress, whilst also receiving feedback concerning www/ebi. Students study their popular music set pieces in addition to studying exam questions on their classical set piece, in addition to the continuation of history of music study via AoS1-4. At the end of Year 10 students are then ready to sit a mock paper.

**What resources can my child access for support?**

Your child will have access to online resources through Moodle and the Great Sankey Music website:- [www.greatsankeymusic.com](http://www.greatsankeymusic.com) or check out our showcase of performances YouTube Channel **Sankey Music**

**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, Bellas & Fellas A capella, Theory Club, The Hit Men, Y7 Drum Ensemble, Ukulele Ensemble, String Ensemble, Young Musicians, Rock Bands & Junior Ensemble. Our programme of concerts include:- Christmas Concert, GCSE Music Concert, Great S Factor, MAT Collaborative Concert, Young Musicians Concert & Summer Concert.

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**Exam board AQA**

<https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF>

**Year 10 Music Technology Curriculum Aims (NCFE Level 2 Technical Award in Music Technology):**

<b>Year 10 MT Curriculum</b>	<b>Topics</b>	<b>Content</b>
<b>Term 1</b>	<p><b>Unit 1 – Task 1</b> Students begin by learning about the hardware components and software features of the digital audio workstation. They consolidate their knowledge into a document, which is used as evidence for their coursework.</p> <p><b>Unit 1 – Task 2</b> Students use the hardware and software features that they learnt about in task 1 to recreate a song of their choice, as well providing ‘process evidence’ of how they developed their practical work.</p>	<p>Students will use the digital audio workstation to produce all projects, so it makes sense to study the components and features first.</p> <p>Recreating an existing song allows students to develop their technical skills and musical ears without worrying about creating their own original musical ideas.</p>
<b>Term 2</b>	<p><b>Unit 3 – Task 1</b> Students will learn to select and place microphones to capture musical performances, as well as learning to use the mixing desk to route sounds within the recording studio. They will use this information to plan their own recording session.</p> <p><b>Unit 3 – Task 2 (after school)</b> Students will complete their recordings in after school sessions between January and July. Their ‘process evidence’ for this task will take the form of videos that they record during the session, explaining their work.</p> <p><b>Unit 2 – Task 1</b> Students choose a musical style and research the musical and technical features of this style. This includes the structure, rhythm, melody, harmony, instrumentation and use of technology.</p>	<p>As the recording sessions for unit 3 are carried out individually in after-school sessions, starting them in January of Year 10 gives us time to carry them all out before the end of Year 10. Task 1 is to create a plan for the task 2 recording, so the plan must be completed before the recording.</p> <p>Students creating their own video evidence as they are completing the recording is more time-efficient than writing it up afterwards. It also allows the students to document the information while it is fresh in their minds.</p> <p>This is usually the unit that students find most challenging, so placing it here means that we are not overfacing them at the beginning, but they still have time to improve it in Year 11 before the final deadline.</p>
<b>Term 3</b>	<p><b>Unit 2 – Task 2</b> Using the information that they learnt from unit 2 – task 1, students will create their own original piece of music, as well as producing ‘process evidence’ of how they developed this piece.</p> <p><b>Mock Exams</b> During their mock exam period, students will complete their first full mock papers for the written and practical exams. This will allow students to practise the skills and exam technique required.</p> <p><b>Coursework Improvement Time</b> During the final days of Year 10, students will be given the opportunity to reflect on their work and improve it. This gives the opportunity for students to raise the grade of earlier work.</p>	<p>Having honed their sequencing skills in unit 1, and recording skills in unit 3, students are now free to focus on creating their own original musical ideas.</p> <p>The exam content is the same as the content covered in the coursework, and students are supported with regular knowledge retention activities.</p> <p>The end of the year is a good time for reflection and future target setting, so we have a clear focus in September of Year 11.</p>

**What resources can my child access for support?**

Coursework and exam support resources will be available through Microsoft Teams. Students will be given coursework templates and exemplar material as well as revision material to support them for exams.

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

We offer an extensive programme with several extra-curricular groups and performance opportunities. As a performing arts faculty, we will be staging a production of ‘Once On This Island’ in January. In addition to this, extra-curricular groups and concerts will run throughout the year. In addition to this, students can choose to have private instrumental lessons.

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**Exam board:**

NCFE

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-2-technical-award-in-music-technology-3665>

**BTEC First in Sport Curriculum Aims:**

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

**Subject Content:**

You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector, alongside one further optional unit:

Unit 1: Fitness for Sport and Exercise.

Unit 2: Practical Performance in Sport.

Unit 3: Applying the Principles of Personal Training.

Unit 6: Leading Sports Activities.

**How will you be assessed:**

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.

The assessment for Unit 1: Fitness for Sport and Exercise is an onscreen test which is marked by Pearson.

**Year 10 BTEC First in Sport Curriculum Plan:**

	Topics	Content
<b>Term 1 &amp; 2</b>	Unit 1: Fitness for Sport and Exercise	Exam unit to be taught ready for external exam which would allow an opportunity for a resit, if necessary, in year 11. Content will include: Know about the components of fitness and the principles of training. Explore different fitness training methods.
<b>Term 2 &amp; 3</b>	Unit 3: Applying the Principles of Personal Training	Coursework based unit, with assessment carried out through both written and practical work. Content will include: Design a personal fitness training programme Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training Implement a self-designed personal fitness training programme to achieve own goals and objectives

		Review a personal fitness training programme.
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**What resources can my child access for support?**

BTEC First in Sport Revision Guide (published by Pearson)

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368\\_BTECFIRST\\_AWD\\_SPORT\\_SPEC\\_ISS4.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPEC_ISS4.pdf)

**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 and leadership skills to assist in the completion of their coursework.

Head of Department: Stuart Garry [stuart.garry@greatsankey.org](mailto:stuart.garry@greatsankey.org)

Exam board: Pearson

### Physical Education Curriculum Vision:

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
Term 1&2	Badminton	Throughout each activity students will be challenged to further develop knowledge and understanding alongside the practical performance of skills and techniques.
	Basketball	
	Fitness	Key values of friendship, courage, inspiration, determination, equality, respect and excellence will be promoted through PE and sport.
	Football	
	Handball	
	Multi sports (dodgeball, curling, boccia)	Lessons are structured to ensure pupils are physically active for sustained periods of time.
	Netball	
	Rugby	In Year 10 within practical lessons students will also focus on:
Term 3	Striking and fielding games	<b>Linking Physical activity and sport to health, fitness and mental well-being.</b> -The positive impacts exercise can have on PSE well-being.  <b>Consequences of a sedentary lifestyle-</b> Issues caused by in activity.  <b>Energy use and nutrition-</b> Importance of a balanced diet.

	Tennis	

**What resources can my child access for support?**

Information and resources for different sports can be found in the relevant National Governing Body websites. The BBC Sports Academy website is also a useful resource:

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

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

There is an extensive extra-curricular programme run by the PE department. Clubs are open to all students and (where applicable) competitive teams are selected from those students who attend the clubs. The department also runs a regular internal competition, giving all students the opportunity to play competitively.

Head of Department: Stuart Garry [stuart.garry@greatsankey.org](mailto:stuart.garry@greatsankey.org)

KS3 Curriculum Lead: n/a

Exam board n/a

### PSHE Curriculum Vision:

PSHE will enable students to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Students will learn to recognise, develop and communicate their qualities, skills and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Students will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

**Our aim therefore for PSHE is to provide students with:**

### Accurate and relevant knowledge

## Opportunities to turn that knowledge into personal understanding

Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities

The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

At GSHS we know that learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

Successful learners who enjoy learning, make progress and achieve

Confident individuals who are able to live safe, healthy and fulfilling lives

Responsible citizens who make a positive contribution to society.

At GSHS we will create a comfortable class room climate where students are confident and discuss their hopes, fears and sensitive issues; develop a set of ground rules for the PSHE class room; model good practice in the way we talk to students; provide enrichment opportunities that support and develop our students emotional and physical wellbeing; work with external providers to provide the best possible experience and expertise for our students; remain flexible with our Curriculum and respond to issues as and when they arise. Students will revisit content throughout the key stages developing knowledge and understanding which is age appropriate.

All students will receive one hour of PSHE each week, delivered by their form tutor.

	Topics	Content
<b>Term 1</b>	<p><b>Transition</b> to key stage 4 and developing study habits  <b>Mental health</b> and ill health, tackling stigma</p> <p>Understanding the causes and effects of <b>debt</b>            Understanding the risks associated with <b>gambling</b></p>	<p>Having successfully transitioned to and navigated KS3, students will be supported to transition to KS4. They will reflect on learning habits and individual strengths as a learner and to develop a growth mind-set. KS4 can be stressful due to preparing for external assessment. Students will be supported to develop strategies to manage emotional wellbeing during the transition, including ways of overcoming anxiety and will explore the link between lifestyle choices and emotional and mental wellbeing. Mental health will be revisited to learn about the causes and effects of stigma in relation to mental ill-health and how to challenge mental health stigma. Students will be supported in developing strategies for safeguarding emotional and mental health, building on KS3 learning on unhealthy coping strategies. They will know what services are available and will be able to access them independently.</p> <p>Students will explore the financial, social and emotional risks of poor money management and will critically evaluate the risks associated with online gambling and illegal financial activity. This will also include risky borrowing e.g. credit cards, overdrafts and loan sharks.</p>
<b>Term 2</b>	<p>Tackling <b>relationship myths</b> and expectations            Managing romantic <b>relationship challenges</b> including break ups</p>	<p>Building upon KS3 content, students will learn about commonly held relationship and sex myths and where these originate from. They will learn about social norms in relation to sex, particularly for young people and will evaluate how sex myths can impose pressure on young people and how to manage this. They will also explore the changing nature of relationships over the course of a lifetime and will learn how to manage the end of an intimate relationship. Students will learn how to recognise pressure, coercion and exploitation in romantic or sexual relationships and will further their learning about consent and support services.</p> <p>Students will consider the importance of role models on health-related behaviour and what makes a good role model and will learn about the impact of a role model on people's health-related behaviour.</p>

	Exploring the influence of <b>role models</b> Evaluating the <b>social and emotional risks</b> of drug use	Time will be spent clarifying values and challenging the representation of drug and alcohol use in the media and will also learn about the consequences of drug taking on the wider community.
<b>Term 3</b>	Understanding <b>different families</b> and learning <b>parenting</b> skills Managing <b>change, grief and bereavement</b>  Preparation for <b>work experience</b> Evaluation of <b>work experience</b> and readiness for work	Time will be given to recognise and explore the different types of families in the UK today and students will learn about why someone might not have children, or might find it hard to have children and the options open to those who are not able to. They will learn about readiness for parenthood and about the qualities that make someone a good parent. They will also learn about the options available following an unplanned pregnancy. Students considered managing loss in year 8. This topic will be returned to at a more age appropriate level and students will consider the effects and impact of family breakdown and bereavement and develop strategies for coping with these changes.  Year 10 students undertake work experience at the end of the academic year. As such, time will be spent learning about the range of opportunities that exist in learning and work, about the experience of taking part in a work experience placement, including reflection on their expectations and concerns and about the documentation that is required by the school and/or the employer prior to, during and after work experience. Students will learn how to recognise inappropriate and/or unsafe expectations in the workplace and how to overcome challenges faced during work experience. They will then reflect on the employability skills developed during work experience.

#### Lead Teacher

Lewis Twist

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## Psychology Curriculum Vision:

A Great Sankey social science student will want to discover what leads to humans behaving in the way they do and what influences different groups within society. Students will have a desire to explore different theoretical explanations in an analytical way, which will inspire them to keep questioning and will give them a thirst for knowledge over their whole lifetime. In addition, they will have a solid grasp of the research process as it is research which underpins all areas of the social sciences. Students will also develop the ability to translate research findings into real world applications which can then have a positive impact on the economy. Students will also develop an empathetic understanding and awareness about different conditions such as addiction or depression and groups within society. This knowledge will enable them to develop their interpersonal skills which will enhance their ability to work with different types of people in a more productive way throughout their lives.

### Year 10 Psychology Curriculum Aims:

The aim of our Year 10 Psychology GCSE curriculum is to aid our students to develop a real interest in Psychology which will help to motivate them to want to learn more and to a high standard. In addition, it will create a solid foundation for their GCSE Psychology via the teaching of specialist tier 3 terminology.

Year 10 GCSE Psychology Curriculum	What will pupils study?	Rationale for learning journey
Term 1	Psychological Problems  Research Methods (Paper 2)	<ul style="list-style-type: none"><li>• <b>Psychological problems</b> is a relatable topic and 'hooks' students in with its contemporary relevance and focus on mental wellbeing. It also introduces students to the nature/nurture debate which is the most accessible 'debate' on the specification, so provides a good foundation. This topic area links well with the A level specification we study at A level at Barrow Hall College.</li><li>• <b>Research methods</b> are an essential 'golden thread' that underpin everything we do in psychology. It is important that our students gain early understanding about how to conduct research and how to evaluate studies in order to access other topic areas effectively.</li></ul>
Term 2	Social Influence  Sleep & Dreaming (Paper 2)	<ul style="list-style-type: none"><li>• <b>Social Influence</b> relates well to experimental methods as there are a number of influential studies which use lab experiments. This allows us to further embed research method skills which contribute to a significant number of marks across the 2 exam papers.</li><li>• <b>Sleep and dreaming</b> enables us to introduce non-experimental methods in an accessible way. It is another topic with a focus on wellbeing. This topic area links well with the A level specification we study at A level at Barrow Hall College.</li></ul>
Term 3	Research methods (Paper 2)  Brain and neuro-psychology	<ul style="list-style-type: none"><li>• <b>Non-exp methods</b> to build upon knowledge about experimental methods and complete the research methods topic. It also leads into methods used in sleep and dreaming.</li><li>• <b>Intro to the brain and Neuro-Psychology</b> to students the time to go over this area ahead of the exams in Yr 11 as there is a lot of new and difficult tier 3 terminology</li></ul>

### What resources can my child access for support?

- Your child will have access to core notes for Paper 1 and Paper 2 provided by the department. These resources can also be found via Google Drive – Social Sciences (soon to be Microsoft SharePoint/Teams)
- Optional purchase = Edexcel GCSE (9-1) Psychology Student Book by Christine Brain, Karren Smith, et al. | 12 May 2017 ISBN = 9781292182773
- Google classrooms to gain access to Quizziz
- For wider interest they could access the British Psychological Society Website and subscribe for £12 a year. <https://www.bps.org.uk/>

Head of Department: Sofien Ben-Ali Email: [sofien.ben-ali@greatsankey.org](mailto:sofien.ben-ali@greatsankey.org)

Exam board: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/psychology-2009.html>

## RS Curriculum Vision

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.

### PAPER ONE: The study of Religions

Christian Beliefs  
Christian Practices  
Islam Beliefs  
Islam Practices

### PAPER TWO: Thematic Studies

Crime and Punishment  
Peace and Conflict  
Religion and Life  
Relationships and the Family

### **Year 10 RS Curriculum Aims**

In Year 10 students begin their GCSE in RS studying Specification A with AQA. The course consists of two papers.

Year 10 RS Curriculum	Topics	Content
<b>Term 1</b>	<b>Crime and Punishment (Paper 2)</b>  <b>Christian Beliefs (Paper 1)</b>	Students will begin their GCSE in Year 9 by exploring the issues of <b>crime and punishment</b> from religious and non-religious perspectives. Students will investigate why people commit crimes and examine the aims and types of punishment focussing in particular on corporal punishment, prison, community service and capital punishment. Students will also consider attitudes to lawbreakers and those who cause suffering, focussing in particular on forgiveness.  <b>Christianity</b> is still the most followed religion with approximately 2.4. billion Christians in the world today. Students build on their previous learning in RS by examining who God is for Christians, focussing in particular 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.
<b>Term 2</b>	<b>Religion and Life (Paper 2)</b>  <b>Islam Beliefs (Paper 1)</b>	Students will begin the spring term by studying the <b>Religion and Life</b> unit. Students will explore how the universe and world began, considering both religious and scientific perspectives. Students will examine the damage that is being caused to the world through the abuse of natural resources and pollution and consider a Christian belief in stewardship and their special role in caretaking the earth. Students will investigate the controversial issues of abortion and euthanasia, considering the arguments for and against and reflecting on their own viewpoints. Students will also consider the evidence for and against an afterlife.  In the second half of the spring term students will begin the <b>Islam Beliefs</b> unit. Islam is the second largest religion in the world with approximately 1.9 billion followers. It is also the fastest growing religion. Students investigate some of the key beliefs in Islam. Students will examine who God is for Muslims, looking in particular at the key attributes of God and the belief in Tawhid. Students will investigate the reason for the Sunni and Shi'a divide in Islam and will examine the key Muslim beliefs of angels, predestination and holy books. Students will also explore the key belief in prophets, focussing in particular on Adam, Ibrahim and Muhammad.
<b>Term 3</b>	<b>Islam Beliefs cont. (Paper 1)</b>  <b>Peace and Conflict (Paper 2)</b>	Students will spend the first part of the summer term continuing their study of Islam Beliefs (see content above in term 2. Students will then start the <b>Peace and Conflict</b> unit. In this unit students will examine protest, violent protest and terrorism looking in particular at the example of Martin Luther King and Nelson Mandela. Students will explore different reasons for war, investigating real examples of war. Students will consider the morality of war, considering whether it is ever okay to go to war, use weapons of mass destruction or fight in a holy war. Students will learn about pacifism, focussing on examples of pacifism such as conscientious objectors. Students will finish the unit by investigating how religious people help victims of war,

### **What resources can my child access for support?**

Some useful websites to support your child's learning further are:

[www.bbcbitessize.com](http://www.bbcbitessize.com), SAM learning, Seneca learning and GCSE Pod

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

To ensure students are as engaged and as enthusiastic with their learning as can be the department has offered a range of learning opportunities outside of the classroom including trips to Auschwitz, Rome and places of worship. The department has also held deeper learning days such as Holocaust Memorial Day and World Religion's Day.

**Head of Department:**

Lisa Baker

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

**Year 10 Biology Curriculum Aims:**

The year 10 curriculum builds on units of work previously studied in year 9. By the end of year 10, pupils will have studied a number of units. These units will be revisited and built upon in their year 11 course of study. At the end of year 10 pupils will have explored these units from a range of assessment objectives and developed a range of practical skills.

Year 10 Biology Curriculum	Topics	Content
<b>Term 1</b>	Communicable Diseases Preventing and Treating Disease Non Communicable Disease Photosynthesis	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. The Photosynthesis unit looks at the process of how plants use energy and develops knowledge and understanding about specialised plant cells. These units also further develop practical skills required for the science qualification.
<b>Term 2</b>	Respiration Nervous System Hormonal Control	At the start of the term learners will explore respiration and how the process is essential for the functioning of all living organism. The units then move onto the organisation of the nervous system and how hormones are also involved in the coordination of responses of living things to the internal and external environment.
<b>Term 3</b>	Hormonal Control *Homeostasis in action Reproduction	In the final term the coordination unit is completed and learners will have a full understanding of the role of the specialised cells and the organisation of the systems involved. The final unit studied will build on the role of the reproductive hormones in males and females and how these regulate the process of reproduction. Year 10 learners will finish the year having built on their year knowledge and understanding and give them the foundations to be able to begin the units in year 11 which look at the importance of reproduction in genetic diversity.

**What resources can my child access for support?**

Your child has a kerboodle log in where they can access the digital textbook and checklists of content. [www.kerboodle.com](http://www.kerboodle.com)

They can also purchase a revision guide from school which covers the above content and is specific to the exam board.

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

Learners can attend the STEM club which is a weekly club organised by members of the science department.

**Head of Science:**

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**Head of Biology**

Collette Robertson

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Exam board AQA <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

**Year 10 Chemistry Curriculum Aims:**

Using prior knowledge of atomic structure, the periodic table and Bonding from year 9, in year 10 this is extended to include chemical calculations, chemical reactions and energy changes and rates of reactions. This will allow them to explain some of the phenomena that they see in the world around them and justify why we chose to use particular materials. Chemical reactions link throughout the Biology curriculum and energy changes has links to Physics.

Year 10 Chemistry Curriculum	Topics	Content
<b>Term 1</b>	Chemical Calculations	Chemists use their calculations from quantitative analysis to determine the formula of compounds and the equations for reactions. They also use quantitative methods to determine the purity of chemical samples and monitor the yield of chemical reactions. This is built upon in the chemical changes' unit.
	Chemical reactions	All the accumulated knowledge of particles and bonding is now brought together when chemical reactions are described and explained. Experimenting with chemical reactions in a systematic way and organising results logically allows scientists to predict exactly what new substances will be formed and this knowledge can be used to develop a wide range of different materials and processes. This links to earth's resources which is taught in year 11.
<b>Term 2</b>	Chemical reactions	The concept of acids and alkalis is revisited extending KS3 learning to include how ions interact to cause neutralisation reactions. For Separate Science pupils this unit links back to the Chemical Calculations unit as the quantitative chemistry culminates with the study of titrations.
	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.
<b>Term 3</b>	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.

**What resources can my child access for support?**

Your child will have access to online resources, including textbooks, podcasts and exercises through. [www.kerboodle.com](http://www.kerboodle.com).

They can also access national curriculum revision materials at [www.bbcbitessize.com](http://www.bbcbitessize.com).

Podcasts and questions are available on all topics at [www.GCSEpod.com](http://www.GCSEpod.com)

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

In year 10 pupils are encouraged to attend revision sessions on a Wednesday night in 204.

**Head of Science:**

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**Head of Chemistry**

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Exam board AQA <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

### Year 10 Physics Curriculum Aims:

In year 10 students build upon their existing scientific knowledge 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	Electricity Radioactive Materials	The electricity module covers the basic rules for current, potential difference, resistance power and energy in simple series and parallel circuits before applying some of these concepts in domestic situations. Efficiency of devices are compared and the cost of using electrical devices is explored. The radioactive materials unit discusses the nature of alpha, beta and gamma radiation and explores some of their uses. The pattern of radioactive decay is explored and linked to decisions around nuclear power previously covered in year 9. Students studying separate sciences will also learn how nuclear fission and fusion can be used to provide energy to produce electricity.
Term 2	Forces in balance Describing Motion	In year 7 students covered the basics of forces. They visited this again in year 9 when looking at how forces can produce energy transfers. In year 10 they will begin by looking at balanced forces and use geometry and algebra to find missing forces in a system. Students will then learn how the motion of an object can be represented graphically and discover how speed and acceleration can be calculated. Both of these units together set the foundations for Term 3.
Term 3	Forces and Motion Forces and Pressure (Separates only)	Students use the ideas studied in term 2 to describe the effects of unbalanced forces on an object in terms of its motion. The unit will refer to the fundamental laws of Physics first described by Sir Isaac Newton. Students studying separate sciences will study the effects of forces on surfaces and in fluids, building upon work done in year 8.

### What resources can my child access for support?

Your child will have access to online resources, including text books, podcasts and exercises through [www.kerboodle.com](http://www.kerboodle.com).

They can also access national curriculum revision materials at [www.bbcbitessize.com](http://www.bbcbitessize.com).

Podcasts and questions are available on all topics a [www.GCSEpod.com](http://www.GCSEpod.com)

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

STEM Club 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.

#### Head of Science:

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#### Head of Physics

Tony Gledhill

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#### Exam board AQA

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464> (Trilogy)

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463> (Separate Science)