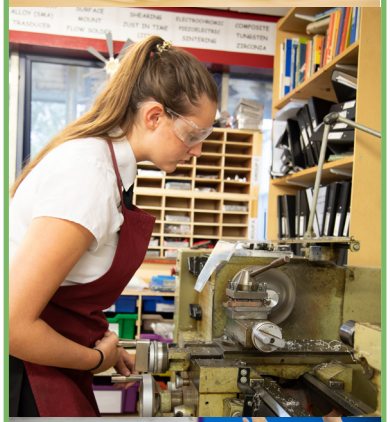
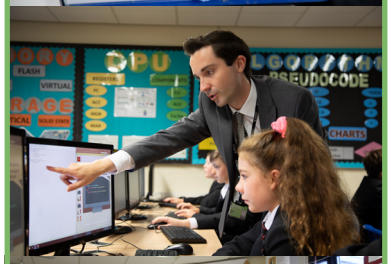




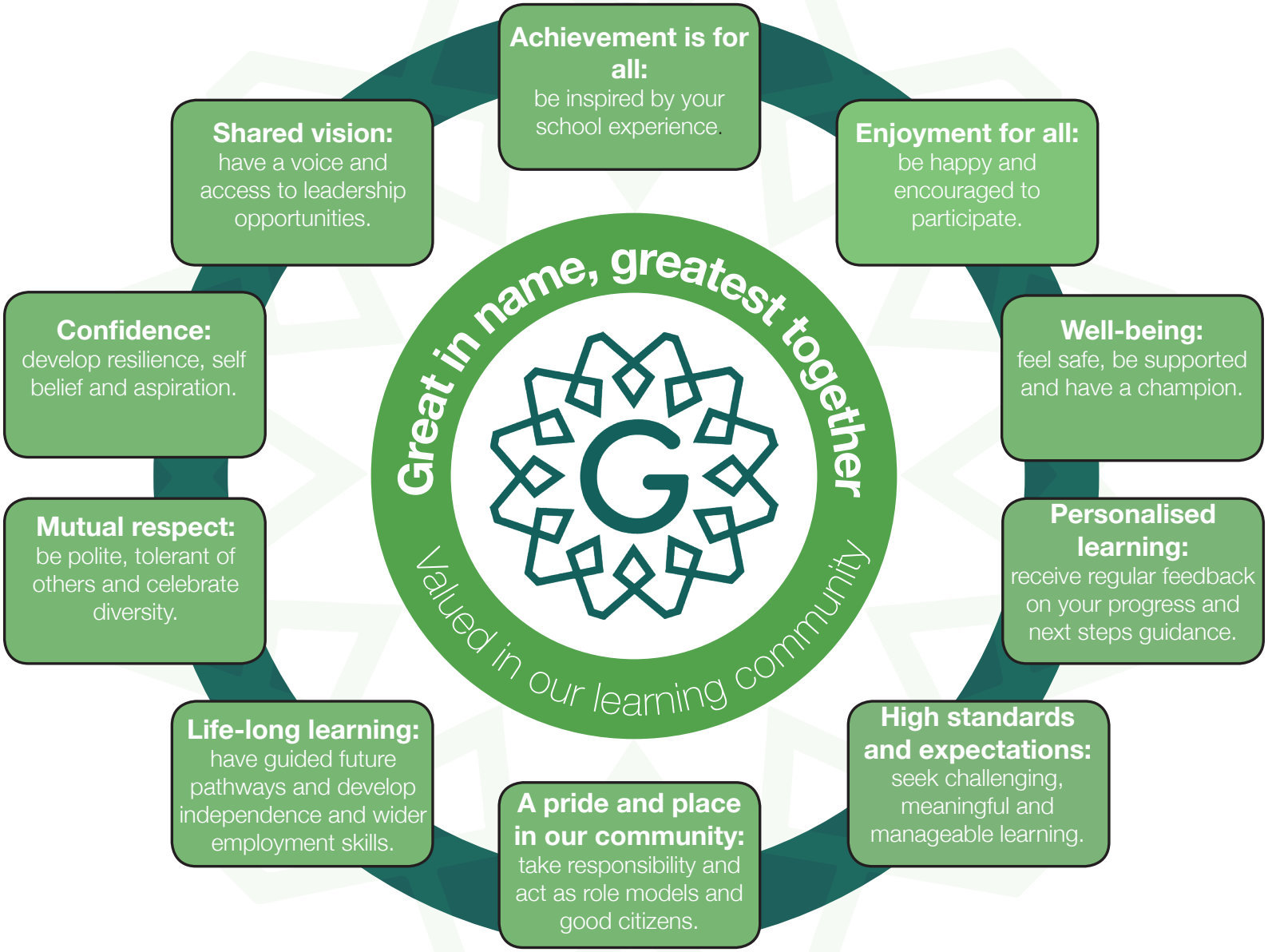
Great in name, greatest together

Great Sankey High School

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**.

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	
Electronics	German	Music	
Sports Studies			

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 two formal assessments, 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.

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.

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.
6.

If you would like to know more about our curriculum please contact Mrs C Kane, Deputy Head, 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 builds on confidence and the overall aim of working independently to create a textile outcome based on a question of their choice.

Year 10 Art & Textiles Curriculum	What will pupils' study?	Where and why?
Term 1	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.'
Term 2	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 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.
Term 3 – lead in to Term 1 of Year 11	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

Where can I visit to aid my study?

https://wmag.culturewarrington.org/whats-on/ **https://www.whitworth.manchester.ac.uk/**

https://www.tate.org.uk/visit/tate-liverpool **http://manchesterartgallery.org/**

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

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
Term 1	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.
Term 2	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.
Term 3 – lead in to Term 1 of Year 11	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.whitworth.manchester.ac.uk/
https://www.tate.org.uk/visit/tate-liverpool
http://manchesterartgallery.org/
https://www.liverpoolmuseums.org.uk/walker/
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 a 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 decision 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
Term 1	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.
Term 2	Business aims, business revenues, cash flow, sources of finance, start-up, location, marketing mix	These new elements build upon the learner's knowledge from term one. They are now required to think about the impacts of location upon the business and how marketing can influence their success. 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.
Term 3	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
Christopher.wilson@greatsankey.org

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."

In Computer Science, we will help pupils to develop skills that will serve them well at A Level and beyond, irrespective of the course and career they pursue after GSHS. 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, pupils will pick a multitude of skills and knowledge that will not only benefit them in their academic lives but also in their personal ones. As we look at a constantly changing picture in IT and Computing, it allows us to monitor and evaluate the world as it changes in front of our eyes. Pupils will acquire skills such as analysis and problem solving through looking at current events and picking out the different ways that a business or government could tackle these issues. Our wish for all pupils is that they become lifelong learners with a thirst to learn more.

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

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

What resources can my child access for support?
Craig and Dave YouTube Channel, Teach ICT J277 via: https://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html, Microsoft Teams / OneNote classbook, Seneca Learning and GCSEPod

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

Acting Head of Department: Daniel Kerr **email:** daniel.kerr@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.

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
Term 1	Metals Pupils will research, design, make and evaluate their Key Fob Project Revision for Exam Unit Section One – Key Ideas in Design and Technology	Pupils will develop skills and knowledge of Metals and Alloys whilst making a Pewter Cast Key fob. They research existing products, materials and processes. Students then produce a laser cut mould design in MDF which is then cast in Pewter. The pewter is then finished to a high standard and a hole is drilled for the key ring to be attached. Students will also complete revision for the exam unit using one lesson per week to focus on this. At the end of each unit students will complete an exam. In this term we focus on Technology in Manufacturing, CAD/CAM, Product Sustainability, Social Issues, Products in Society and Powering Systems.
Term 2	Polymers (Acrylic) Pupils will research, design, make and evaluate their Phone 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.
Term 3	Woods and manufactured Boards Pupils will research, design, make and evaluate their Bird box Project. Revision for Exam Unit Section Three – More about Materials. Introduction to NEA on June 1st and research is completed in line with topics available. AO1 Identify, investigate and outline design possibilities (20 marks)	Pupils will develop skills and knowledge of Woods and Manufactured boards whilst making a Bird house. They research existing products, materials and processes. Students will use skills and knowledge from the two previous projects to design a creative bird house. Students will use a variety of hand tools and machines to create their product. The Wood turning lathe, mortise machine, shaper saw, jigsaw, router and planer will all be introduced during this project. The focus on this project is to allow students to develop skills using various machines and equipment and to become independent learners who understand the capabilities of all the machines within DT which will enable them to produce a high-quality product in their Year 11 coursework. Students will continue to complete revision for the exam unit using one lesson per week to focus on this. Students will complete an exam on selecting materials, forces and stresses, scales of production, quality control, quality assurance, production aids and the production of materials. Coursework topics are released, and students begin to research what is required for each project, they will then decide which area they are going to focus on for their NEA. (50% of overall grade) AO1 Section A - Identifying & investigating design possibilities - 10 marks **Final Assessment:** The students will complete an End of year exam which will mainly focus on the above sections 1,2 and 3. Students also complete a student survey at the end of each term to ensure the course is working for the students. Feedback is crucial to the success of the course.

What resources can my child access for support?

When completing homework and research tasks www.technologystudent.com is an excellent resource and there are many books in the LRC that can help. GCSE Pod is also an excellent resource especially for the exam component of the course.

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

Throughout the two years' students can visit Jaguar Land Rover to see how the Automation and assembly line works. We also have visits to companies in the area for example IKEA and Alucan.

Head of Design and Technology – Julie Attwood
julie.attwood@greatsankey.org

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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.

Year 10 Drama Curriculum	**Topics**	**Content**
HT1	Component 1 Prep & Mock	Introduction to devising: • Dramatic devices • Structure • Character • Practitioner/Genre Working with stimuli. Mock practical exam & portfolio
HT2	Component 3 Prep & Mock – Section A Focus	Introduction to Interpreting Theatre exam and the set text: DNA Mock written exam Section A only.

HT3	Component 2 Prep & Mock	Mini scripted performance approximately 5 minutes per candidate. Internal assessment: • Rehearsed • Costumed • Technical elements • Audience
HT4	Component 1 Further Investigation	Developing in-depth knowledge of Practitioners in preparation for C1
HT5	Component 3 Prep & Mock Section A recap & Section B focus	Watch live/streamed performance for Section B of C3 exam. Prepare notes. Further exploration and analysis of 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. In February 2023 we will be staging "The Addam's Family" the Musical.

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

Joanne Foster Jo.foster@greatsankey.org

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 = R1 + R2 • 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.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=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
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Exam board WJEC https://www.wjec.co.uk/qualifications/electronics/eduqas-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

Year 10 English Curriculum	Topics	Content
Term 1	Eduqas Poetry Anthology *War* Cluster AQA English Language Paper 1 A Christmas Carol	***In KS4, assessments include a combination of "Weekly Writes", Master Class Lectures, Walking Talking Mocks and Whole Class Feedback. "Weekly Writes" are activities provided in order to support student skill development. The students are then able to implement these techniques within their writing in order to build up a skill repertoire.*** In this unit of work, students will study both contemporary poetry and poems from the Literary Heritage. Students will learn about the context of each poem; the overview of the poem; key ideas; the poets' use of language; and the structure of each poem. This unit of work will continue to build on students understanding of the craft of writing. Students will explore unseen prose fiction extracts, from classic and contemporary literature to create imaginative pieces of writing centred on the power of rebellion. Students will evaluate the language and structure within these texts with a focus on applying these devices to their own work. Students will plan, edit, craft, and refine their writing to develop their own style and voice when writing fiction texts. This unit of work will allow students to consider multiple curriculum threads and contemplate the moral aspects of the human condition. literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
Term 2	AQA English language paper 2	Students will be exposed to a range of different extracts by 20th 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. In this unit of work, students will study both contemporary poetry and poems from the Literary Heritage. Students will learn about the context of each poem; the overview of the poem; key ideas; the poets' use of language; and the structure of each poem.

	Eduqas Poetry Anthology *Power* Cluster Macbeth	This unit of work will build upon student's knowledge of Shakespearean tragedies and understanding of tragic heroes. students will learn about the concept of morality plays in the Jacobean era and about aspects of tragedy. Students will analyse the plot sequence, characters and themes and the context of the play.
Term 3	Aqa Spoken Language Endorsement An Inspector Calls	The aim of the assessment is to allow students to demonstrate their speaking and listening skills by giving a presentation in a formal context; responding appropriately to questions and to feedback; asking questions themselves to elicit clarification and using spoken Standard English. 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.

What resources can my child access for support?

Your child will have access to GCSE pod online.

www.bbcbitesize.com

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

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

Head of Department:
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Curriculum Leader 7-11:
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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 two practical based lessons every two weeks. The work is totally focused on the requirements of the AQA course, which states that the majority of the specification should be delivered by preparation and making activities. Activities prepare students for the demands of the NEA1 (investigational task) and NEA2 (a creative challenge) – these are worth 50% of the final grade. All the work is divided into individual units and booklets are produced to keep all the work logical and easy to revisit in terms of revision.

Year 10 Food Preparation and Nutrition Curriculum	Topics	Content
Term 1	Eatwell guide. Why food is cooked. Carbohydrates. Protein. Fats. Vitamins. Minerals. Water.	Initially students will revisit the Eatwell guide and be asked to apply the principles to a specific recipe and produce and original outcome. They will then move on to look at macro-nutrients in detail, exploring how they are classified, what is the function of each, know good providers and the effects of deficiency and excess. There will be focused practical tasks to develop distinct skills such as cake making, sauce production, filleting a fish and portioning a chicken, as well as free choice practicals to meet a particular need. These allow students to develop their creative side whilst also meeting a functional need. Within the term, students will also carry out a number of investigations to introduce them to the demands of the NEA1. **Eatwell Guide.** **Why food is cooked –** safety, variety, eating qualities. Different methods of heat transfer. **Carbohydrates.** Nutrition – starch, sugars and dietary fibre. Science – gelatinisation, dextrinization and caramelisation. **Protein.** Nutrition – HBV and LBV, complementation and protein alternatives. Science – denaturation, coagulation, gluten formation and foams. **Fats.** Nutrition – saturated, unsaturated (mono and poly) Science – shortening, aeration, plasticity and emulsification. **Vitamins.** Nutrition – fat soluble, water soluble and antioxidant ability. Science – enzymic browning and oxidation. **Minerals.** Nutrition – calcium, iron, sodium, fluoride, iodine and phosphorus.
Term 2	Food spoilage. Micro-organisms in food production.	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

	Types of bacteria. Food production. Grown, reared and caught. Seasonality. Environmental factors. Fairtrade. Technological developments. Factors affecting food choice. Different cuisines.	identified. Students should be able to categorise foods according to whether they are grown reared or caught. Environmental factors and sustainability will be another area for discussion. Factors affecting food choice will be explored in relation to current lifestyle patterns. This will give students a chance to discuss the impact of modern life on technological developments, new product design and the health of society. Life stages and energy needs are another interesting aspect, allowing an opportunity to develop an original design for a specific need. Religious influences, international cuisine and British cuisine will finish off the term with a look at protected designation of origin. Functional properties of ingredients and high level skills then work hand in hand as we aim to seek practical excellence. Products such as Fruit Tarts made from pâté 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. **Food spoilage** – bacterial growth, high risk foods and key temperatures. **Micro-organisms in food production** – blue cheese, yoghurt and bread. **Types of bacteria** – name, source and symptom. **Food production** – primary and secondary processing. **Grown, reared and caught.** **Seasonality.** **Environmental factors** – production of meat and dairy, food processing, packaging and transportation. **Fairtrade.** **Technological developments** – fortification, GM, cholesterol lowering products. **Other factors affecting food choice** – PAL, celebration, cost etc. **Religious influences.** **International cuisine.** **British cuisine.**

Term 3	NEA2 format. Dietary related diseases. Energy needs. Dietary analysis. Packaging and labelling Raising agents.	Students will research different dietary related diseases, then choose one to focus on for a mock NEA2 task. They will need to showcase technical skills and select three final dishes to produce in exam conditions – this will help them to prepare for the real exam next year. They will apply their knowledge of nutrition to their products using the information generated by the nutritional analysis program. In addition, they will look at costings and food provenance related to the final solutions. **NEA2: Diet, nutrition and health.** Dietary related diseases focus. Energy needs. Mini NEA – to include practical skills focus. Dietary analysis – use of Jenny Ridgwell program. Packaging and labelling – mandatory and voluntary information. **Raising agents.** Chemical, biological and mechanical.

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

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. There will also be in house challenges, where students can choose a mild, medium or hot recipe to make at home. Photo entries are then submitted and displayed outside the Food Technology rooms to inspire others and showcase the talent we have in school.

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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GCSE Physical Education Curriculum Aims:

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

Subject Content:

The GCSE is made up of four components:

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

How will you be assessed:

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

Components 1 & 2 are written examinations, making up 50% of the overall grade. The assessment consists of multiple-choice, short-answer, and one extended writing question.

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

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

Year 10 GCSE PE Curriculum Plan:

	Topics	Content
Term 1	Component 1-Topic 3: Physical Training. Component 2- Topic 1: Health, fitness and wellbeing.	In this topic students will develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. In this topic students will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing.
Term 2	Component 2- Topic 2: Sport psychology.	In this topic students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport.
Term 3	Component 4- PEP.	The aim of the PEP is for students to develop their ability to analyse and evaluate their personal fitness to improve/optimise performance in physical activity and sport.

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

What resources can my child access for support?

Students can use GCSE Pod to support progress.

A link to the specification can be found at:

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

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

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

Head of Department: Stuart Garry stuart.garry@greatsankey.org **Exam board: Pearson**

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 21st century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on young people's own experiences, helping them to formulate questions about the Earth.

Year 10 Geography Curriculum Aims:

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

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

Year 10 Geography Curriculum	Topics	Content
Term 1	The Challenge of Natural Hazards	We start year 10 by looking at tectonic activity and how this can be managed to reduce the effect on communities. We also look at atmospheric hazards such as tropical storms and their effect on the environment, as well as extreme weather in the UK. We go on to study climate change management from mitigation to adaption.
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 Lagos in 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 GCSE POD www.exampro.co.uk www.senecalearning.com www.s-cool.co.uk www.internetgeography.net 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 can be purchased from school.

Head of Department: Mr S Elliott 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 designed to build skills based whilst teaching the theory that relate to the skills, techniques and designers that they are currently producing work around. Our students study NCFE technical award Level 2. This is a new specification but this builds on the course that we have already taught with the same exam board. Students are asked to produce coursework and have a written element in year 11. It is designed to give students a well-rounded project-based introduction into the world of graphic design. Students will use industry standard software, produce a professional portfolio and learn about the wider culture of graphic design to prepare then to progress to A-Level, enter an apprenticeship or study to complement their other GCSE's.

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. Each time students research, develop and produce work they will look at the inspiration, materials, techniques and processes involved. The work they create will form some of the content for their coursework 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.

Year 10 V-Cert Technical award in Graphic Design	**Topics**	**Content**
Term 1	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.
Term 2	Line, tone, and imagery, Printing, magazine project. Commerical graphic design. Packaging.	Continue Lino and foam printing of the font. 26 letters, photography. Grid systems and commercial printing methods and packaging. Industrial processes, ways of working and their relevance to student's work.
Term 3	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. Preparation and revision of Graphic Design theory.

What resources can my child access for support? The exam board's website will have sample materials and information including mark schemes and assessment criteria. The Graphics dept will 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 in available from the Adobe website. Parents main 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 are there are opportunities to receive help from older students.

Exam board **NCFE** **https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-graphic-design-5169#SupportMaterials**

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

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

Year 10 History Curriculum	**Topics**	**Content**
Term 1	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 until is tested with a full one hour assessment as well as consistent retrieval practise throughout the topic.
Term 2	What were the origins of the 2nd 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 2nd World War. Students will be able to make a judgement on why the war began and could it have been prevented. Throughout the topic students will be building on schemas that began in year 9. 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 1st topic.
Term 3	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 he 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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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
Term 1	Statistics – Interpreting Data and Averages including charts and graphs Probability – basic probabilities Number – Percentages Algebra - expanding and factorising of quadratics and then solving Geometry – area and perimeter of 2D shapes including circles. Algebra – linear graphs including equation of straight line in the form y = mx + c	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. Students will interpret statistical diagrams such as scatter diagrams, pie charts, frequency polygons and bar charts (including multiple bar charts) to name but a few. These are another key element of not just mathematics but of numeracy across the curriculum. Students them move onto probability and looking at the language of probability and equally likely outcomes including sums to 1 and sample space. Next students further develop their number skills by revisiting percentages and extending onto increases, decrease, reverse, change, simple interest and compound interest. The key concepts of percentage change and reverse percentages will look to develop the skills of students who are aiming for a Grade 5. The development of algebra is the next area we look at with developing the skills needed to expand and factorise expressions to quadratics then extending onto solving. 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- and quarter-circles. We then move back to algebra and work with linear graphs, including finding midpoints and gradients, which are a key aspect of cross-curricular understanding in Geography, Business Studies and Physics.
Term 2	Geometry – Transformations including column vectors and an introduction of similar and congruence. Assessment review – reviews knowledge so far in Year 10. Algebra – solving linear equations including setting up to solve then rearranging formula and work with inequalities Algebra and number – linking standard form and laws of indices. Ratio – simplify including form 1 : n, sharing ratio then lead into direct and indirect proportion, incorporating scale map and drawings Algebra - Simultaneous equations algebraically and graphically. Number – rounding and estimating then lead into error intervals and basic bounds.	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. We then assess and review knowledge and understanding so far in year 10. We then shift focus to algebraic elements such as developing the ability to set up and solve linear equations, rearrange formulae and the ability to work with inequalities which are an essential element of financial mathematics and education. Next, we look over linking standard form and the laws of indices together. This then leads onto ratio and proportion where students start to simplify ratios in the form 1:n, they then work on more complex word problems for sharing ratios. Scale maps and drawings are interweaved into this topic to support learning with ratios then they will develop skills for direct and indirect proportion, best buys and recipes. Students then have an introduction into 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. They will extend onto graphical too to see the link. Returning to number topics at the end of term two looks at developing skills for rounding 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. students will get the opportunity to extend learning to error intervals and basic bounds
Term 3	Geometry - volume and surface area extending onto spheres, cones and pyramids. Geometry – construction and loci. Pythagoras and basic trigonometry – finding lengths and angles.	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. This extends onto volume and surface area for more complex shapes when given the formula. Geometry finishes off year 10 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. Students then get the opportunity to extend their learning with finding lengths using Pythagoras and trigonometry

Year 10 Mathematics Curriculum: Higher	Topics	Content
Term 1	Number – Fractions and percentages including recurring decimals. Ratio – complex word problems involving ratio equivalents and fractions, proportion working algebraically with constant (k) Number – standard form, indices and surds Algebra - Rearranging and representing inequalities, Solving inequalities including quadratics, solving simultaneous equations algebraically and graphically, identifying regions Geometry – review Pythagoras and basic trigonometry then extend onto exact trig values, application of Pythagoras and trigonometry to 3D then further Trigonometry (sine and cosine rule) Geometry – Transformations – include vectors and negative, fractional scale factors for enlargements	We start the term by looking at number and at percentages and fractions ensuring students are completely proficient at them, including in AO3 situations where they need to be able to identify the concepts, they need to use to solve a more contextualised problem. We then move onto ratio and develop skills to work on more complex worded problems within ratio. This will lead into direct and inverse proportion working algebraically with constant (k) Students will then review standard form, the laws of indices, alongside working with surds, allowing students to develop key skills that they will need both at GCSE and beyond into Level 2 Further Mathematics and A-Level Mathematic. We then move towards algebraic elements such as developing the ability to rearrange formulae and the ability to work with inequalities which are an essential element of financial mathematics and education. We then move to inequalities in both a linear and quadratic sense. Both elements are important for GCSE but are also an important part of the mathematics course to develop for A-level, especially the section on quadratic inequalities. This unit will also link simultaneous equations algebraically and graphically along with identifying regions. The final part of this term focuses on geometry with building and consolidating understanding of Pythagoras and Trigonometry in 2D then it will extend to 3D and exact trig values. It will apply this to new concepts, such as the sine and cosine rules. The last unit will conclude with transformations and will utilise the four key methods and its nuances, such as what happens when the scale factor of an enlargement is negative. it will link in vectors, which works in two ways – firstly looking at calculations using column vectors, such as addition, subtraction, and multiplication and, secondly, the vector notation and working with vector geometry, which is a key element of working with forces within Mechanics at A-Level Mathematics.
Term 2	Geometry – continues with transformations; including negative and fractional scale factors for enlargements Assessment review – assesses knowledge so far in year 10. Geometry – volume and surface area; including spheres, cones, pyramids, frustums, similarity. Algebra - Graphs including curved graphs, midpoints, rates of change, area under a curve, distance-time and velocity-time graphs Geometry – circle theorems including links to geometric proof Algebra – linear and quadratic sequences	The second term begins by continuing with transformations and will utilise the four key methods and its nuances, such as what happens when the scale factor of an enlargement is negative. it will link in vectors, which works in two ways – firstly looking at calculations using column vectors, such as addition, subtraction, and multiplication and, secondly, the vector notation and working with vector geometry, which is a key element of working with forces within Mechanics at A-Level Mathematics. We then assess and review knowledge and understanding so far in year 10 We then look at area and volume of 2D and 3D shapes and extend it into its applications such as working with similar shapes. Understanding the effect of Scale Factors into 2D and 3D is a fundamental important of modelling things such as population increase in Geography and virus growth patterns in Biology. Next, we focus onto looking at Graphs and their key features. Students will gain an important insight into the reasons why we calculate the midpoint and gradient. This then moves into Distance-Time and Velocity-Time graphs, where the properties gained in the first part of the term are applied to solve problems such as finding the gradient of the tangent to the curve and interpreting what it means in the context given e.g. rate of change. We continue the term 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. Finally, we then finish the term with looking back at linear sequences and using the knowledge to extend onto quadratics sequences.

Year 10 Mathematics Curriculum: Higher	Topics	Content
Term 3	Probability – include Venn and unions Algebra – all elements of quadratics and algebraic fractions. Mock assessment – assess knowledge and any misconceptions prior to going into year 11.	The final term starts with probability and works through all aspects including non-replacement and replacement probability trees and using Venn diagrams with unions. 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. We then review the year by conducting mock examinations in preparation for year 11. The mock examinations will also review all the areas of strength and development that students have built up from their course so far and plan towards Year 11.

What resources can my child access for support?

The department subscribes to 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

MFL Vision

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

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	Current and future study: School life, school rules, differences between French and British school Local, national and international areas of interest: transport, holiday destinations, accommodation, facilities, weather, regions of France, main cities **Grammar**: 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	Current and future study: future plans, post-16 education, compare university and apprenticeships Social issues: Healthy and unhealthy eating, compare old and eating habits, smoking, drugs and alcohol, health resolutions **Gramma**r: 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	Culture and identity: personal relationships, marriage and partnerships, personality/ physical attributes **Grammar**: 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
www.bbcbitesize.com www.quizlet.com

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MFL Vision

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

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	Current and future study: School life, school rules, education system in Germany Local, national and international areas of interest: transport, holiday destinations, accommodation, facilities, weather, regions of Germany, main cities **Grammar**: 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	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. 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. They will re-inforce skills required to translate to and from the target language which are requirements for the GCSE papers.
Term 2	Current and future study: future plans, post-16 education, compare university and apprenticeships Social issues: Healthy and unhealthy lifestyles, revise sports and fitness, compare old and eating habits, smoking, drugs and alcohol, health resolutions **Gramma**r: 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	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	Culture and identity: personal relationships, marriage and partnerships, personality/ physical attributes **Grammar**: Adjectival agreements, comparative and superlative adjectives, using weil and wenn, possessive adjectives, perfect and imperfect tenses, imperfect tenses of weak and selected strong verbs	Students will be able to understand personal and factual information from longer and more complex spoken and written texts. 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.

What resources can my child access for support?

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

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MFL Vision

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

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	Current and future study: School life, school rules, differences between Spanish and British school Local, national and international areas of interest: Transport, holiday destinations, accommodation, facilities, weather, regions of Spain, main cities **Grammar**: 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	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 preterit and some examples of the imperfect tense. They will re-inforce skills required to translate to and from the target language which are requirements for the GCSE papers.
Term 2	Culture and Identity: social media and mobile technology. Local, national and international areas of interest: Healthy and unhealthy eating, compare old and eating habits, smoking, drugs and alcohol. **Grammar**: 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.	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. 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.
Term 3	Culture and Identity: Personal relationships, marriage and partnerships, personality/ physical attributes. End of year assessment and General conversation preparation. **Grammar**:	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 Student will be assessed in listening and reading and will gain a deeper insight into the conduct of the final speaking exam.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle, GCSEpod and www.vocabexpress.com
www.bbcbitesize.com 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
Term 1	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.
Term 2	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.
Term 3	Ensemble Performance 1 & 2. Solo Performance 3. Free Composition. Traditional 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 creatively 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 traditional 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 full 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 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 several extra-curricular groups and performance opportunities. As a performing arts faculty, we will be staging a production of "The Addam's Family" in February 2023. In addition to this, extra-curricular groups and concerts will run throughout the year including vocal and instrumental ensembles. Students can also choose to have private instrumental/ vocal lessons delivered on a one to one basis.

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KS3 Curriculum Lead:
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Exam board AQA

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

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

		Energy use and nutrition- 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.

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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
Term 1	**Transition** to key stage 4 and developing study habits **Mental health** and ill health, tackling stigma	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.
	Understanding the causes and effects of **debt** Understanding the risks associated with **gambling**	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.
Term 2	Tackling **relationship myths** and expectations Managing romantic **relationship challenges** including break ups	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. 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.

	Exploring the influence of **role models** Evaluating the **social and emotional risks** 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.
Term 3	Understanding **different families** and learning **parenting** skills Managing **change, grief and bereavement** Preparation for **work experience** Evaluation of **work experience** 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
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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)**	• **Psychological problems** 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. • **Research methods** 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.
Term 2	**Social Influence** **Sleep & Dreaming (Paper 2)**	• **Social Influence** 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. • **Sleep and dreaming** 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.
Term 3	**Research methods (Paper 2)** **Brain and neuro-psychology**	• **Non-exp methods** to build upon knowledge about experimental methods and complete the research methods topic. It also leads into methods used in sleep and dreaming. • **Intro to the brain and Neuro-Psychology** 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

What resources can my child access for support?

- Our Microsoft SharePoint site - GCSE Psychology (sharepoint.com) - will provide access to the following resources: Curriculum map, Paper 1 & 2 Core notes, all topic activity booklets, all teacher slides, homework/revision activities, past exam questions/papers and mark schemes, careers information & Psychology beyond the classroom discovery material
- Optional purchase = Edexcel GCSE (9-1) Psychology Student Book by Christine Brain, Karren Smith, et al. | 12 May 2017 ISBN = 9781292182773
- Microsoft Teams
- Access to online revision aids/platforms such as Quizziz
- For wider interest they could access the British Psychological Society Website and subscribe for £12 a year. https://www.bps.org.uk/

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Exam board: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/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 continue their GCSE in RS studying Specification A with AQA. The course consists of two papers.

Year 10 RS Curriculum	Topics	Content
Term 1	Students complete the **Christian Practices** unit (Paper 1)	Building on the Christian Beliefs unit studied in the Autumn term students consider how **Christians practice** their beliefs in their day to day lives. Students will investigate the different types of worship and prayer and key sacraments such as baptism and holy communion. Students will explore key Christian festivals such as Christmas and Easter examining why and how each is celebrated. Students will consider the role of the Church both in the local community and the world, focussing in particular on the Church's work in stopping persecution, poverty and trying to help others to achieve reconciliation.
Term 2	Students complete the **Relationships and the Family (Paper 1) and Islam Practices (Paper 2)** unit	Students begin the term with the **Relationships and the Family unit.** Students explore changing attitudes to human sexuality, marriage, divorce and the family both in society and in Christianity and Islam. Students explore gender equality in society looking at the growth of equal rights for women through the work of the Suffragettes and legal acts such as the Equal Pay Act and Equality Act. Students will investigate the arguments for and against women priests in the Christian Church. In the second half of the spring term students will build on the Islam Beliefs unit studied in Year 10 by completing the **Islam Practices unit** of work. Students will consider how Muslims practice their beliefs in their daily lives through the Five Pillars of Shahadah, Sawm, Zakat, Sawm and Hajj. Students will examine key festivals such as Id-ul-Fitr, Id-ul-Adha and the Festival of Ashura examining why and how Muslims mark these festivals.
Term 3	**Revision and preparation for the GCSE exam**	In the final half term before the exam students will review and revise the content for both paper one and paper2.

What resources can my child access for support?

Some useful websites to support your child's learning further are:
www.bbcbitesize.com , 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.

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

Science Curriculum Vision:

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

Year 10 Biology Curriculum Aims:

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

Year 10 Biology Curriculum	**Topics**	**Content**
Term 1	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.
Term 2	Respiration Nervous System	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.
Term 3	Hormonal Control 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 explore and look at the importance of reproduction in genetic diversity.

What resources can my child access for support?

Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts, exercises and questions through www.kerboodle.com and GCSE pod www.GCSEpod.com, alongside this they will also have a knowledge organiser and can purchase revision guides from ourselves in school.

Students can also access national curriculum revision materials at www.bbcbitesize.com and www.thenational.academy

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.

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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)

Year 10 Chemistry Curriculum Aims:

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

Year 10 Chemistry Curriculum	**Topics**	**Content**
Term 1	Chemical measurements	Atoms are the chemical building blocks of our world and it is important to understand what happens to them when chemical reactions take place. This unit expands on previous knowledge and looks at when elements react together, what happens to the mass linking to the atoms involved. These concepts start to build the foundations of balanced symbol equations.
	Chemical analysis	Analytical Chemists have developed many tests to detect specific chemicals. Some unknown substances can be identified using measurements from chromatograms, and the differing properties of gases can be used as quick tests for a specific gas.
	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.
Term 2	Chemical reactions	The concept of acids and alkalis is revisited extending KS3 learning to include how ions interact to cause neutralisation reactions and how soluble salts are made.
	Energy changes	Energy changes are also an important part of chemical reactions. Transfers of energy take place due to the breaking and formation of bonds. The heating or cooling effects of reactions are used in a range of everyday applications.
	Rates of Reactions	Chemical reactions can occur at vastly different rates and there are many variables that can be manipulated in order to change their speed. Chemical reactions may also be reversible so conditions will affect the yield of a desired product. In industry chemists determine the effect of different variables on the rate of reaction and yield of the product. This connects to the chemical reactions and energy changes unit directly and further develops the idea of scientific method.
Term 3	Organic Chemistry	A great variety of organic compounds is possible because carbon atoms can form chains and rings linked by C – C bonds. Chemists can modify these organic molecules in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes, flavourings, dyes and detergents. This unit has links to the unit on the Earth's atmosphere studied in year 9.
	Earth and resources	Scientists and engineers are trying to solve the problems caused by increased levels of air pollutants. Industries use the Earth's natural resources to manufacture useful products. In order to operate sustainably, chemists seek to minimise the use of limited resources, the use of energy, waste produced and environmental impact. Earth and resources unit looks at pollutant gases present in the atmosphere, the effects of these and how they can be reduced taking knowledge from the year 8 Earth unit.

What resources can my child access for support?

Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts, exercises and questions through www.kerboodle.com and GCSE pod www.GCSEpod.com, alongside this they will also have a knowledge organiser and can purchase revision guides from ourselves in school.

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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)

Science Curriculum Vision:

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

Year 10 Physics Curriculum Aims:

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

Year 10 Physics Curriculum	**Topics**	**Content**
Term 1	Forces in balance	This unit will develop and refer to the fundamental laws of Physics first described by Sir Isaac Newton. In year 7 students covered the basics of forces, and then 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 and how resultant forces affect the motion of an object and the effect forces have when objects interact.
	Electrical circuits	Electricity builds on the basics of electric circuits seen in year 8 and reviews ideas about energy transfer, work and power. The electricity module covers the basic rules for current, potential difference, resistance power and energy in simple series and parallel circuits.
Term 2	Waves	In year 7 students studied the basics of waves, this unit takes the understanding of transverse and longitudinal waves from year 7 and expands on it to look at how waves are used as a method of transferring energy by various different means.
	Radioactive materials	The radioactive materials unit starts with the basics on the structure of the atom, ions and isotopes reviewing what has been previously learnt in year 9 chemistry. This knowledge is used to discuss the nature of alpha, beta and gamma radiation and explores some of their uses and risks. The pattern of radioactive decay is explored and linked to decisions around nuclear power previously covered in year 9.
	Electricity in the home	Electricity in the home builds on previous ideas covered in the energy resources and electrical circuits unit to apply and further develop understanding on domestic uses and safety of mains electricity. Efficiency of devices are compared and the cost of using electrical devices is explored.
Term 3	Forces and motion	Students use the ideas of balanced and unbalanced forces from the forces unit previously studied earlier in the year to describe motion and show how this can be represented graphically, as well as performing calculations of speed and acceleration. This unit will refer to the fundamental laws of Physics first described by Sir Isaac Newton
	Electromagnetic spectrum	This waves unit builds upon concepts and understanding already covered about waves and goes on to explore the different parts of the electromagnetic spectrum. Using the ideas about the behaviour of different waves, students will be able to explain why certain wave types are used for different applications.

What resources can my child access for support?

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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)

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. Leaners 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 Curriculu	Topics	Content
Term 1	Data Manipulation using Spreadsheets. Planning designing, creating a spreadsheet solution. Testing and evaluating a spreadsheet solution.	Every day, you create data. For example, you count your daily steps, post 'likes' on social media, buy and sell items on the internet. Organisations manipulate this data and turn it into useful information that they can use. Spreadsheet applications are commonly used to do this. In this unit you will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. You will be able to use a range of tools and techniques to create a spreadsheet solution based on your design, which you will test. You will be able to evaluate your solution based on the user requirements. At the end of the term, once you have the skills necessary, you will complete a 10-12-hour assessment which will count towards 30% of your overall grade.
Term 2	IT in the Digital World. Human Computer Interface, Cyber Security, Legislation, Digital Communications and The Internet of Everything.	In this unit you will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. You will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels. This unit highlights the importance of IT in our lives – how we work and the jobs that people do, and how technology impacts on our homes and social lives. Students will also learn how IT is used in the real world, including our homes, our places of work and when we are out in the world.
Term 3	Augmented Reality. Devices and industries that use AR. How to create an AR prototype.	In the final term learners will have a chance to re-sit/improve on their controlled assessment from Term 1 to ensure the best possible grade. They will then move onto Augmented Reality. In this unit you will learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information. You will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices. You will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. You will also be able to test and review your AR model prototype.

What resources can my child access for support?
Textbooks, GCSE Pod, Teams, One Note, Practise Papers
What enrichment opportunities are available and how do these support learning?
Trips and IT clubs

Acting Heads of Department:
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Exam board = OCR **Link here**

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 enthral, intrigue and affect audiences.

Year 10 Media Curriculum Aims:

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

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

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 run a trip to Odeon Cinema and Warner Bros Studios (Making of Harry Potter film workshop) - 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-2022.html
Course Title - *Pearson BTEC Level 2 Tech Award in Creative Media Production (2022)*