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Byrchall High School

A GUIDE TO YEAR 10

LIVE TO LEARN, LEARN TO LIVE

Contents: Y10

Welcome to Year 10

Achievement: Becoming the Best That We Can Be

We hope you will find this information useful and will keep this booklet for reference throughout the year. Please contact us to discuss any concerns or issues you may have with regard to the information and guidance we have set out in the following pages.

Pastoral Information

The Form Tutor is usually the first port of call for day to day issues in school. The Year 10 Form Tutors are listed below, with school email addresses that you can contact them on:

R1	Ms E Taylor	etaylor@byrchall.wigan.sch.uk
R2	Mr C Smethurst	csmethurst@byrchall.wigan.sch.uk
S1	Miss L Hesketh	lhesketh@byrchall.wigan.sch.uk
S2	Mrs C Williamson	cwilliamson@byrchall.wigan.sch.uk
T1	Mrs L Courtney	lcourtney@byrchall.wigan.sch.uk
	Mrs K Crowley	kcrowley@byrchall.wigan.sch.uk
T2	Mrs C Miles	cmiles@bychall.wigan.sch.uk
V1	Miss K McConachie	kmcconachie@byrchall.wigan.sch.uk
V2	Mrs C Knight	cknight@byrchall.wigan.sch.uk
HOY	Mrs K Johnson	kjohnson@byrchall.wigan.sch.uk
PSO	Miss H Jones	hjones@byrchall.wigan.sch.uk

PASTORAL SUPPORT TELEPHONE NUMBER (01942) 728221 Extension 224

The Head of Year (HoY) for Year 10 is Mrs Johnson (kjohnson@byrchall.wigan.sch.uk). The Assistant Headteacher in charge of the upper school is Mrs Wilkinson (twilkinson@byrchall.wigan.sch.uk). The Assistant Headteacher in charge of safeguarding and inclusion is Mrs Hudson (ahudson@byrchall.wigan.sch.uk). The pastoral team is supported by the SENCO, Mrs Brown.

There are a number of staff in school who are designated staff in charge of child protection. The named designated person is Mrs Hudson. The deputy designated lead is Miss Rutter. The Pastoral Support Officer is Miss H Jones.

The attendance team is run by our Attendance Manager, Mrs L Johnson, and she or a member of her team may contact you in relation to your child's attendance. We are committed to full attendance in school and believe that outstanding attendance is crucial for a child to make good academic and social progress.

We also have a First Aider in school - Miss D Worrall. She is not a school nurse, but can deal with minor accidents that happen in school and she oversees Health Care Plans for children with medical conditions such as diabetes.

Holiday Dates

AUTUMN TERM 2023	
Staff Training Day	Monday 4th September 2023
Term Starts	Tuesday 5th September 2023
Half Term Holiday	Monday 23rd October 2023 – Friday 27th October 2023
Term Ends	Friday 22nd December 2023

SPRING TERM 2024	
Staff Training Day	Monday 8th January 2024
Term Starts	Tuesday 9th January 2024
Half Term Holiday	Monday 19th February 2024 – Friday 23rd February 2024
Term Ends	Thursday 28th March 2024

SUMMER TERM 2024	
Term Starts	Monday 15th April 2024
Bank Holiday	Monday 6th May 2024
Half Term Holiday	Monday 27th May 2024 – Friday 31st May 2024
Staff Training Day	Friday 28th June 2024
Term Ends	Friday 19th July 2024

The School Day

Your child should arrive in school by 8.25 am at the latest to allow time to get to their form room by 8.30 am.

Students can arrive in school from 7.45 am to get breakfast in the Dining Room, supervised by a member of staff, or they can go to the LRC and use the facilities in there for some additional learning. Registration is from 8.30 – 8.55 am each morning. In registration your child will receive their morning mark and their form teacher will check that they are ready for the school day by ensuring that they are wearing their uniform correctly and have a planner and all the necessary equipment (pen, pencil, ruler, etc.) for the day. Twice a week there will be a formal assembly for each year group during registration. If you child arrives in school after registration (8.50 am) they must sign in at Student Enquiries.

Period	Time	Length
Warning Bell	8.25 am	
Registration	8.30 – 8.55 am	25 mins
Period 1	8.55 – 9.55 am	60 mins
Period 2	9.55 – 10.55 am	60 mins
Break	10.55 – 11.15 am	20 mins
Warning Bell	11.10 am	
Period 3	11.15 am – 12.15 pm	60 mins
Period 4	12.15 – 1.15 pm	60 mins
Lunch	1.15 – 2.00 pm	45 mins
Warning Bell	1.55 pm	
Period 5	2.00 – 3.00 pm	60 mins
Finish of day	3.00 pm	
Total =		32.5 hours

Strong Recommendations

We highly recommend that your child gets the most out of what Byrchall has to offer to support their personal and educational development. Your child can access our LRC or one of our many after school clubs for sports, performing arts, community activities, enterprise events, subject clubs or for homework and intervention to support learning. An example of the range of opportunities on offer can be seen on the Activities Page.

Days and timings for these may change throughout the year according to events; you and your child will be informed through the school website, social media or via School Synergy, our communications system. We will email information to parents, as the school has adopted a paperless communication policy, so please ensure your contact details are routinely checked and updated. This can be done via a general enquiries submission using School Synergy.

Byrchall Positive Behaviour Systems

Celebrations and Sanctions

We expect all our students to be part of our school community, show respect and behave responsibly so that everyone can safely fulfil our school mission statement

Live to Learn: enjoy and achieve, Learn to Live: now and in the future.

We reinforce our expectations with a range of celebrations and consequences. We seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. We do this with a variety of immediate and longer-term awards for students who do, and continue to do, the right thing. However, we recognise that young people do make poor choices at times and we have a tiered system of consequences for managing such situations.

Your child will be given a number of opportunities in a lesson to correct any unhelpful behaviour. However, if they continue to behave inappropriately this will be recorded on our system and they will face a consequence, which will depend on what they have done. Sanctions range from a short break time detention, contact home to a longer lunchtime or after school detention, to time in our Reflection room and some element of restorative justice. Our behaviour system is divided into two levels; Stage 1 for low level classroom behaviours or uniform infringements up to lesson truancy and failure to follow a reasonable instruction and Stage 2 for more serious issues such as hurting another student or being rude to staff.

Our expectations for positive behaviour are shared regularly with the students and both behaviour and achievement records can be seen on the Synergy app. Please do not hesitate to contact your child's Form Tutor, in the first instance, or Head of Year should you wish to discuss their behaviour

Uniform and Resources

School uniform is checked by form tutors every morning to ensure that students uphold our high standards with regard to dress code, and to check on essential items for a successful day. Students are expected to wear their uniform correctly at all times, and this includes the journey to and from school. If there is a breach of the uniform code, home will be contacted to try to remedy the situation. It may mean that the student concerned will have to work off timetable until the issue is resolved. For the complete list of uniform for Byrchall High School, please contact the main school office. Below is a summary:

Normal Uniform

- Blazer - regulation claret with badge
- Trousers - boys regulation charcoal grey, girls' regulation grey school trousers
- Skirt - regulation grey stitched down pleated skirt of a reasonable length
- Shirts/blouses:

- Boys Years 7-10: plain white school shirt no badges
- Boys Year 11: plain blue school shirt no badges
- Girls Years 7-10: plain white revere collar shirt (short sleeves an option)
- Girls Year 11: plain blue revere collar shirt (short sleeves an option)

- V-neck plain claret slip over jumper (optional)
- Regulation school tie for boys, optional grey/claret scrunchie for girls
- Socks/tights - boys plain black socks, girls plain black socks or opaque black tights
- Shoes - plain black shoes, low heels for girls
- Coat - single colour waterproof coat/jacket NOT a 'hoodie'
- Jewellery .- the school operates a no jewellery policy, only a watch may be worn
- Hair - no extreme hair styles; hair should be of a natural uniform colour
- Makeup - no makeup to be worn, no false eyelashes and no false nails.

Students wearing incorrect uniform will be asked to change into the correct item of uniform as required

Physical Education

All items should be clearly marked with the owner's initials.

- White/black trainers - no Velcro
- Football boots - advice can be given by PE staff
- Regulation claret/navy polo shirt reaching below the hips for girls and boys
- Regulation claret/navy shorts for boys, "skort" for girls
- Regulation reversible claret/navy rugby shirt for boys

- Regulation claret socks for boys and girls, plus white ankle length socks for girls
- Navy regulation hooded sweat shirt and navy jogging bottoms for girls and boys

Protective Clothing

Art: Old shirt or apron.
Product Design: Apron. Personalised embroidered aprons for Food are available from Sportsline. Students with hair of a length that could potentially be of a hazard are expected to tie it back.

Equipment

Students are expected to come to school each day with the necessary basic equipment that they will need for their lessons. As a minimum it is expected that students will have a pen, pencil and ruler along with their jotter and reward card. These will be checked each morning by form tutors. Students need to have a scientific calculator for Maths and Science lessons.
Your child's Maths teacher will recommend the most appropriate model to buy.

Mobile Phones/Headphones/Airpods

We appreciate that, as parents, you may wish your child to have a mobile phone so that you can contact them after school. In school, however, phones can be a distraction from learning and are not always conducive to a positive learning environment. The use of social media, messaging and texting can also be an issue that our pastoral team are
having to deal with too often. We therefore have a policy that phones should be **switched off** in school (not just on silent) and be put away in bags or blazer pockets. If a phone, headphones or airpods are seen or heard in school during the school day they will be confiscated. The mobile phone protocol gives more detailed information on the sanctions for not following
our rules on mobile phones.

Shoes

Along with the uniform mentioned on the previous page, special mention needs to be made about shoes. Only black shoes are allowed to be worn in school; **not boots or trainers**. Please beware of shops or your children telling you that certain footwear is acceptable. Trainers have trainer soles, shoes do not. Please speak to a member of the pastoral team if you are unsure if certain footwear is acceptable for school. Students not wearing the correct footwear will be required to change them for a pair of appropriate shoes provided by school.

Hair

Hair should be of a reasonable style. Extreme hairstyles are not acceptable. We do not allow shaved heads, tramlines or extreme graduations of hair length. Only natural hair colours are permitted.

Celebrations

We believe in focusing on the positive at Byrchall. To fit in with this there are a range of positive awards for your child to earn that cover all aspects of school life. Celebrating and promoting our core values is a key part of developing the potential of our students,
as this:

- promotes a sense of belonging to our school community
- builds and maintains relationships between staff and students
- makes school an enjoyable experience
- encourages students to repeat desired behaviours
- contributes to students' self-esteem and confidence

House Points - 'Spend, Save or Donate'

All students will have a house point card which teachers will stamp for a range of positive reasons, such as good work, good manners, being helpful, etc. When your child has a full house point card they can exchange this for a voucher that they can 'spend' in the Fair Trade Tuck Shop or 'save' it to buy something more expensive. Alternatively, your child can 'donate' their card to allow school to purchase 'Oxfam Unwrapped Charity Gifts' for less fortunate communities in our world. House points are also given electronically for 100% attendance, participation, and contributing to the school community.

Attendance

Attendance is monitored throughout the week and the highest form group in each year is awarded the Attendance Trophy. Members of the form group also receive a small treat. Achievement points are awarded each week for 100% attendance. 97%+ attendance for the half term and most improved attendance are celebrated in assemblies and pupils receive a small prize.

Subject Awards

Many subjects run their own additional reward schemes to supplement the House Point system. These include raffles, praise cards, 'stars of the week' and treats.

Recording Celebrations

All awards are recorded electronically on your child's records and this will accumulate House Points for themselves, and their house. You can keep track of your child's personal House Points through the Synergy app.

House Point totals will be published at the end of the year and celebrated at our annual Founder's Evening. The winner of the House Points competition for
each year group and House are celebrated weekly.

Founder's Evening

We also celebrate subject and school achievements at our annual Founder's Evening at Haydock Park Racecourse.

End of Year Celebration

Each year group will have a specific reward event in the Summer term. Students will qualify for this reward e.g. a trip or a party by earning achievement points and not accruing behavior points. The criteria for qualification will be published in September.

2023
THE ABTEC AWARD
FOR INNOVATIVE USE OF ICT

Support with Learning

School Synergy

School Synergy is our system that helps parents and pupils to keep track of many aspects of school life, such as homework, extracurricular clubs, events, attendance, remote learning, behavior (including consequences) and achievements. This can be accessed via a parent/student App or direct via the byrchall.schoolsynergy.co.uk website. The school will share all information and updates with parents via this system.

Homework

Regular homework is an integral part of learning. The tasks set will help students to consolidate, develop and broaden their learning. It also helps students to become confident and independent learners, which will help them throughout their time at school and in adult life. Students in Year 9 should have between 6-10 hours of homework per week. All homework will be posted on the School Synergy App and website, and students will record it in their jotters along with the date for completion. Homework activities can take many forms. Some examples of the types of homework students could be given are:

- Extended writing pieces
- Reading
- Preparation for assessments
- Research and note-making
- Learning key vocabulary/formulae etc.
- Designing and creating a visual piece of work
- Past exam paper practice

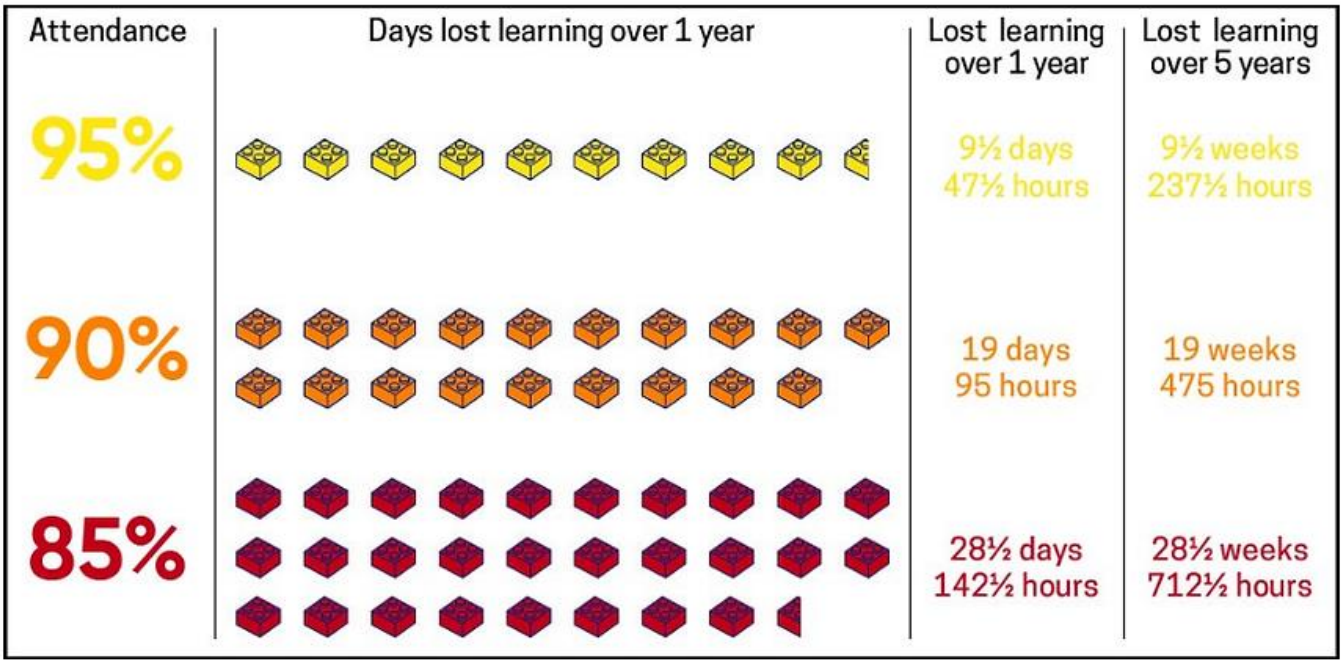
Intervention

Students who are identified as benefitting from additional support will be supported in a range of ways. For example, in lessons increased questioning from their teacher, additional scaffolding in lessons for tasks or additional homework. Some pupils may work one-to-one or in a small group with a Specialist Intervention Tutor. This support is available to all. School will communicate details with you, as appropriate.

Attendance and Absences

At Byrchall High School outstanding attendance and punctuality is our aim for every student. Full attendance maximises learning opportunities and parents/carers have a vital role in promoting good attitudes towards attendance. We ask for support from parents/carers to ensure that their children are present at every opportunity, to arrive on time and to avoid allowing children to stay at home unnecessarily, or taking them out of school without authorisation. Evidence shows that students who attend school regularly make better progress both academically and socially. Therefore, we monitor and review the attendance of all pupils constantly

Research shows there is a link between the amount of time a student takes off school, and how well they do in their exams. This is why we have a minimum attendance target of 97%+ for each student. Every lesson counts and it is this commitment to learning that will have a positive effect on student's examinations and their futures. We are proud of our attendance figures that are above both the Local Authority and National Average.



If you know that your child will be absent from school for any reason, please telephone the school and follow the menu to report a student absence. This must be done on the **first day of absence**, and **every day thereafter.** Please inform the attendance team of the reasons and circumstances relating to the absence.

For extended absences due to illness, we may request that medical evidence be provided. You can also report a child's absence through the School Synergy App or website; again this must be done on **each** day of a student's absence to keep school up-to-date.

We would ask parents to avoid, as far as possible, arranging medical and/or dental appointments during school hours.

We operate an automated system called Truancy Call which will initiate a text/phone call to parents if a child does not have a registration mark and where we have not received notification of an absence. If parents receive this, we ask that they respond as soon as possible so that we can confirm the wellbeing and safety of their children. This can be done by responding to the text directly or by following the prompts in the voice message to return the call directly without incurring call charges.

Schools have a legal responsibility to record all authorised and unauthorised absences. Periods of absence not supported by a reason for the absence will be considered as unauthorised.

Parents have a legal responsibility under section 444 of the Education Act 1996 to ensure their children regularly attend the school at which they are registered. School works proactively with families to support them and reduce absence. Unauthorised absence is a serious matter and, where it becomes persistent (less than 90%), school may refer families to the Local Authority for further action.

Punctuality

The school day begins at 8:30am. All students are expected to be in school and ready to learn at this time. Punctuality is very important for several reasons:

- The school day begins with form time or assembly. This is a very important part of the school day as students follow a personal development curriculum and prepare for the day or week ahead. Important information and announcements are shared with students during this time. Being late means that students are unprepared to learn.

- Punctuality is always stated on any reference given by school. Should the problem be persistent this will lead to an adverse comment about punctuality being recorded on school records and any future references.

- No student can afford to miss any part of lessons without good reason.

Minutes late per day	Learning time lost in a year
5 minutes	3½ days
10 minutes	7 days
15 minutes	10 ½ days
20 minutes	14 days
30 minutes	21 days

School sends an automated text/phone call to parents when a student is late to school. If students arrive after form time, 9am, a U mark will be recorded in the register and this counts as a missing morning mark. Where punctuality to school becomes an issue, school will work with students and their families to make rapid improvement. This will include letters, phone calls home, meetings with parents and/or students and detentions for students that are persistently late.

Holidays

Guidance from the Department of Education states that headteachers should not grant leave of absence for holidays in term time unless there are exceptional circumstances. Applications must be made at least 6 weeks in advance.

Where a leave of absence is granted, the headteacher will determine the number of days granted. A leave of absence is granted entirely at the headteacher's discretion. Please see the school website for a leave of absence request form, alternatively these are available from reception or student enquiries.

Parents should note that where holidays are taken and have not been authorised by school, the school will consider the use of Education Penalty Notices. This could result in parents receiving a fine. Further details can be found on our school website.

Assessment and Reporting

GCSE examinations are now graded on a numbered system. These numbered grades range from 1-9, with 9 being the highest. It is worth noting the new GCSE grade 4 is the equivalent to an old grade C and grade 7 to an old grade A. The Department for Education are referring to the grade 4 as a "standard pass", and a grade 5 is referred to as a "strong pass". Grade 9 will only be available to a very small percentage of the most able students.

The school sets challenging targets for all students, and their progress towards these targets is closely monitored across their five years in school. Further details can be found in the Curriculum and Assessment Booklet.

You will receive a progress report three times per year. You will receive reports containing information about progress towards targets, your child's attitude to learning and their approach to homework. All progress reports and written reports will be available to download through the Edulink One App after they have been issued.

The reports will use the following codes and measures:

Progress	Making exceptional progress
	Making good progress
	Making expected progress
	Making less than expected progress
Attitude	A+ Always participates in lessons, behaves well and tries hard with the tasks set A Usually participates in lessons, behaves and tries with tasks set A- Participation in lessons and behaviour are too often below acceptable standards
Homework	H+ Homework always on time and of a high standard H Homework completed to an average standard H- Homework frequently not completed or completed to a poor standard

In addition to the reports, there will be two opportunities for parents to meet staff to discuss progress during the year. In Year 10, there will be an evening with the Form Tutor in December and a Parents' Consultation Evening with individual staff in the Spring Term.

Further details can be found in the Curriculum and Assessment booklet.

Key Dates

November	Progress Report 17th November 2023
December	Form Tutor Evening 7th December 2023
March	Progress Report 1st March 2024 Parents' Consultation 6th March 2024
June	Internal Exams 10 – 21st June 2024
July	Progress and Personal Development Report 12th July 2024

Personal Development

As well as supporting our students to achieve their academic potential, we also believe in developing their personal, social and thinking skills so they become independent, caring and healthy global 21st Century citizens. Most of the personal development work is linked to our ethos:

LIVE TO LEARN: enjoy and achieve
LEARN TO LIVE: now and in the future

Some of the ways our school life is organised to achieve these aims are:

Personal Development Lessons

Students study a well-rounded programme which includes Citizenship, personal, social and health education (PSHE), RSE, careers, enterprise and personal learning skills (one hour per week). They are taught by their tutors in their form groups. In addition to this there is a form-time programme in which students develop their leadership, organisation, resilience, initiative and communication skills.

Form and House time

Students spend 25 minutes a day with their form group and tutor. Each student is a member of one of our 4 historic houses:

- Romans (green)
- Spartans (purple)
- Trojans (blue)
- Vikings (red)

They contribute to the success of their House by taking part in competitions, events and regular student council meetings. They also contribute to their House with personal achievements such as house points.

Enrichment and Ethos Days

These are full days within the school year, during which students will focus on an element of their personal development.

Health and Wellbeing

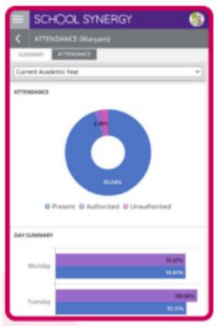
Health and wellbeing is integrated into all of our personal development opportunities and is linked to the Wheel of Wellbeing. The school Chaplain supports individual students. There is a dedicated team of student Mental Health Ambassadors, who also support individuals, when needed.

School Synergy Website/App

We use a system called School Synergy. This can be downloaded free of charge from the Google Play Store or Apple App Store. Alternatively, it can be accessed through a website at byrchall.schoolsynergy.co.uk

This system will let you receive notifications from school, including details of any achievements or consequences that have been given to your child. You can also report absences, check homework, get up-to-date information on attendance and punctuality, and update your contact details without needing to contact the school office. This will be the main way of communicating with parents so it is important to download the app. School has a paperless communication policy.

SCHOOL SYNERGY



Timetable
View your child's school timetable

School Calendar
Keep up to date with school events

Parent Letters
View electronic versions of school letters

Communication
A record of all communication with school – all texts and emails, including replies

Attendance
See your child's recent and historical attendance

Behaviour & Achievements
View information on achievements and success along with areas for improvement

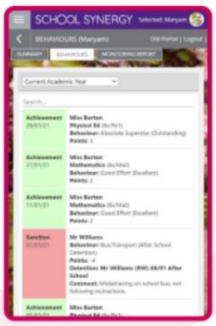
Class Work
View materials and resources shared with students in lessons

Homework & Assignments
Clearly see what is due and when. View details, instructions and files. Check grades of homework submitted

Parents' Evening
Book appointments for parents' evenings and other school events

Documents
View and download documents such as progress reports or results

Assessment
Achievements recorded in school are shared so you know how your child is progressing



NB: WE USE SCHOOL CLOUD FOR PARENTS EVENING APPOINTMENTS

DOWNLOAD THE APP NOW!

SCAN ME

Activities

There are a wide selection of clubs and activities for students to take part in. We highly recommend that every child tries at least one extra-curricular activity to broaden their skills and experiences. The clubs listed below are just an example of the types of opportunities available and all students will be issued with a timetable to help them decide what to try. Club information will be available on School Synergy.

Astronomy Club
Badminton
Basketball
Book Club
Brass Group
Breakfast Club
Creative Writing
Dance Club
Dodgeball
Drama Performers Club
Eco Club
Enterprise Club
Football
Futsal
Hockey
Junior Choir
Lego Robotics Club
Lunch Club
Maths Club
Maths STEM Club
Minecraft Club
Netball
Pais Team
Christian Workshop
Product Design Club
Retro Games Club
Rugby
Science Club
Steel Pans
Table Tennis
Ukulele Orchestra
Word Wizard

BYRCHALL
HIGH SCHOOL

(01942) 728221 www.byrchall.wigan.sch.uk enquiries@admin.byrchall.wigan.sch.uk
Warrington Road, Ashton in Makerfield, Wigan WN4 9PQ @byrchall /byrchall

YEAR 10

CURRICULUM

Contents: Y10

Art

"Art is not what you see but what you make others see" - Edgar Degas

In art we create a working atmosphere where students love to learn, are confident to take risks and have the skills to adapt and develop independently or as a team. As staff we aim to nurture students' passion for the subject through exciting and creative lessons. We embrace and celebrate the uniqueness and individuality of all our students.

Autumn	Spring	Summer
Introduction to GCSE	Bones	Marine life

Homework will be set weekly on the following format

- Drawing techniques
- Extended class work
- Colour pencil skills
- Art/cultural theory
- Written analysis of own and others work
- Research PowerPoint
- Photography
- Responding to feedback

Unit	Duration (lessons)	Learning Objectives/Outcomes
Introduction Bugs and Butterflies	6 weeks	• Further develop understanding of the formal elements (Line, Texture, Form, Shape, Tone, Colour) • Further develop understanding of core drawing concepts such as tonal shading and proportion • Experiment with mark- making techniques to create texture and detail • Explore a range of drawing styles and techniques when using new mediums such as mono-printing and expressive ink
Bones	14 weeks	• Develop Contextual references when looking at the work of Henry Moore, Leonardo Da Vinci, Georgia O'Keeffe • Develop technical skills when creating observational studies of bones • Develop skills and techniques when using graphite in the

		style of Henry Moore • Develop experimental sheets looking at layering and tonal techniques • Experiment when cropping and editing photographs • Create a personal final outcome
Marine life	18 weeks	• Experiment creating artist design and contextual sheets on Ernst Haeckel, Sarah Parker Eaton, Jason Scarpace, Catryn Myston Jones • Develop pen and ink drawings of abstract forms using mark making skills • Explore and record fish and octopi through digital photography • Manipulate Digital images using Photoshop by cropping, editing and manipulating colours • Create A5 detailed intricate pencil drawings of sea creatures and abstract living organisms from under the sea • Create design sheets inspired by gathered information • Create a final outcome independently selecting materials which promote their skill strength

Business Studies

Inspiring the Business Leaders of tomorrow

The Business Studies department aims to provide our students with the skills and knowledge required in an ever changing society. We aim to ensure that our students can go out into the dynamic contemporary business world with the attributes necessary to be successful employees and leaders. Business students at Byrchall will be entrepreneurial, independent learners, confident presenters and strong team players with a sound understanding of the world in which they live. Summary focus areas:

- Determined, Innovative, Entrepreneurs
- Dedicated employees and leaders
- Prepared for the world of work

Autumn	Spring	Summer
Business Activity	Marketing	Human Resources + Intro to Finance

- Students will be required to complete one 60-minute piece of homework every week.
- Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, exam questions and real world application/newspaper reports.
- Homework set will be recorded by the teacher on the school's Edulink One app.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Business Activity	20	• Distinguish between the private and public sector in the provision of goods and services • Investigate the role of the entrepreneur in business activity and assisting business start-up • Recognise the importance of business planning, the role of the business plan in business start-ups • Identify the role of business objectives in helping a business achieve its aims, make decisions and to measure business performance • The range of stakeholders involved in business activity • Explore a range of business structures within the private sector. • Identify the advantages and disadvantages of choosing different business ownership

		• Explore the most appropriate method of growth for different businesses in different contexts and scenarios • Selecting the most appropriate location and site for different businesses in different contexts and scenarios
Marketing	30	• Appreciate the importance of market research (desk and field) in identifying customer needs • Present, interpret and use market research findings in written, numerical and graphical form in order to aid decision-making • Explain how and why markets are segmented • Understand the product life cycle and the strategies that might be used to extend the life cycle of a product • Demonstrate knowledge and critical understanding of the marketing mix • Recognise marketing constraints imposed by consumers, regulatory organisations and pressure groups
Human Resources	25	• Explore the importance of having an effective recruitment process to employ the right people with the right job skills • Investigate the recruitment process and how this will differ for different businesses in different contexts • Evaluate the different methods of recruitment used by different businesses in different contexts • Analyse the advantages and disadvantages of on-the-job and off-the-job training • Explore the most appropriate training for employees for different businesses in different contexts and scenarios • Explore and evaluate the impact of the methods which businesses use to motivate its workforce • Recognise that businesses of all sizes need to organise their workforce and explore how organization charts can assist with this. • Appreciate the different job roles and responsibilities within a business • Evaluate the importance of effective communication in the workplace and the consequences of poor communication • Explore the role of trade unions in representing workers • Discover the role of the main functions in a business How the different functions of business are connected

		and work together to achieve aims and objectives
Finance	15	• Distinguish between the main internal and external forms of finance for business including: owners' funds, additional partners, reinvested profit, share issues, loans, overdrafts, hire purchase, leasing, trade credit, government grants (local, national and European) • Select and justify the types of finance which are appropriate for different circumstances, e.g. when starting up, when seeking to ease cash flow problems, when expanding • Know how the business plan functions as a tool for aiding decision making and securing financial backing for business ventures • Interpret cash flow forecasts and explain why they are an important aid to decision making • Use profit and loss accounts and balance sheets to critically appraise business performance, e.g. current performance, performance over time, against other firms' performance, against alternative investment opportunities, against set targets and from the perspective of a range of stakeholders

Cambridge National: Child Development

Skills for adult life

The Social Health department aims to provide students with the skills and knowledge required to work and live as a valuable member of society. We aim to ensure that our students can work within the constructs of both social work and health based settings. We aim to nurture an interest in caring skills whilst developing sound communication and presentation skills.

Pursuing the skills to empathise and see different viewpoints in relation to key issues in modern society. Our students will become independent leaners who are able to meet the challenges of an ever changing world.

Autumn	Spring	Summer
R058 – Creating a safe environment and understand the nutritional needs of children from one to 5 years R057 – Health and well-being of a child	R058 – Creating a safe environment and understand the nutritional needs of children from one to 5 years R057 – Health and well-being of a child	R057 – Health and well-being of a child

Students will be required to complete one 30 minute piece of homework every week as appropriate. Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, preparations and research for controlled assessments, exam questions and real world applications including watching TV programs and reading magazines/books.

It may include the continuation of coursework or to catch up on work which can be supported at dinners and after school. For R020 it will include working with a child under 5 years. Homework set will be recorded by the teacher on Edulink and also in their own records.

Unit	Duration (lessons)	Learning Objectives/Outcomes
R058 – Creating a safe environment and understand the nutritional needs of children from one to 5 years	40	This unit will allow learners to investigate the different equipment and nutritional requirements of children from birth to five years. On completion of this unit, learners will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child.
R057 – Health and well-being of a child	40	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities. Responsibility for the well-being of a child starts before conception and this unit aims to provide learners with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care. This unit is split into 5 learning outcomes. Understand reproduction and the roles and responsibilities of parenthood Understand antenatal care and preparation for birth Understand postnatal checks, postnatal provision and conditions for development Understand how to recognise, manage and prevent childhood illnesses Know about child safety

Cambridge National: Sports Science

Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

'Team Byrchall – Sport for Life' encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student's ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness. To give students the opportunity to discover and to use appropriately the facilities available locally
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

Cambridge National in Sport Science

Unit	Duration (lessons - GLH)	Learning Objectives/Outcomes
Sport Science Unit R181: Applying principles of training, fitness and how it affects skilled performance	48	**Topic Area 1 – Components of fitness applied in Sport** • Relevance of components of fitness to different sports • The definition of and suitable fitness tests used, to measure each component of fitness • Fitness components requirements of sports • Justification of most important components of fitness • Assess components of fitness • Fitness tests • Collect and interpret the results of fitness tests • Strengths and areas of improvement of each fitness component • Application of components of fitness to skill performance • Devising Skill based fitness tests • Conduct the tests devised • Collect, record and interpret the results of skill-based fitness tests **Topic Area 2 – Principles of training in Sport** • Principles of training and goal setting in a sporting context • Definition and application of each principle of training and goal setting • Methods of training and their benefits • Advantages and disadvantages of the structure of each training method • Aerobic exercise • Anaerobic exercise **Topic Area 3 – Organising and planning a fitness training programme** • Factors when designing a fitness training programme • Considerations to inform planning • Applying principles of training • Recording results from fitness training programme • Post programme tests (skill and fitness)

		• Achievements recognised **Topic Area 4 – Evaluate own performance in planning and delivery of a fitness training programme** • Effectiveness of a fitness training programme • Reflections on the fitness training programme • Strengths and areas for improvement of the fitness training programme • Further development suggestions for improvement to the fitness training programme

Computer Science

Preparing students for tomorrow, bit by bit

The Computing department will help to create, share, and apply knowledge in all branches of Computer Science and ICT. We will educate students to be successful, ethical, and effective problem solvers with a passion to innovate and create, rather than just passive consumers and users of technology. We will develop an understanding and appreciation of all aspects of digital products, from how they work to how they look. We will foster curiosity and encourage exploration to create students who can contribute positively to the well-being of our society and who are prepared to tackle the complex 21st Century challenges facing the world.

Summary focus areas:

- Innovate, create, develop
- Solving 21st Century problems
- Active developers not passive consumers

Autumn		Spring		Summer	
C# Programming Data Representation	Fundamentals of Algorithms Computer Systems Cyber Security	Ethical, Legal and Environmental Impacts C# Programming Relational Databases	Relational Databases Fundamentals of Networks C# Programming	C# Programming Project	C# Programming Project

Homework for Computing is designed to support and extend the students' studies from their lessons. Work may be a mixture of practical, computer-based tasks and paper-based written work or design tasks. Activities set as homework may be:

- Preparatory work or research ahead of a new topic or concept being discussed in lessons.
- Extension work that allows the student to explore a topic in more depth or in other contexts.
- Application work that allows students to practise skills or demonstrate abilities.

Students are expected to spend around an hour on a homework activity each week and work is marked promptly to help students to identify and understand their weaknesses to make incremental improvements over the course of the year.

Unit	Duration (lessons)	Learning Objectives/Outcomes

C# programming Part 1	8	• Understand the different types of data and data structures:
		  ○ integers
		  ○ booleans
		  ○ doubles
		  ○ characters
		  ○ strings
		• Be able to program with arrays
		• Be able to use arithmetic operations in code
		• Be able to use relational operations in code
		• Be able to use Boolean operations and use selection and iteration to control program flow and understand the usesof different type of loop

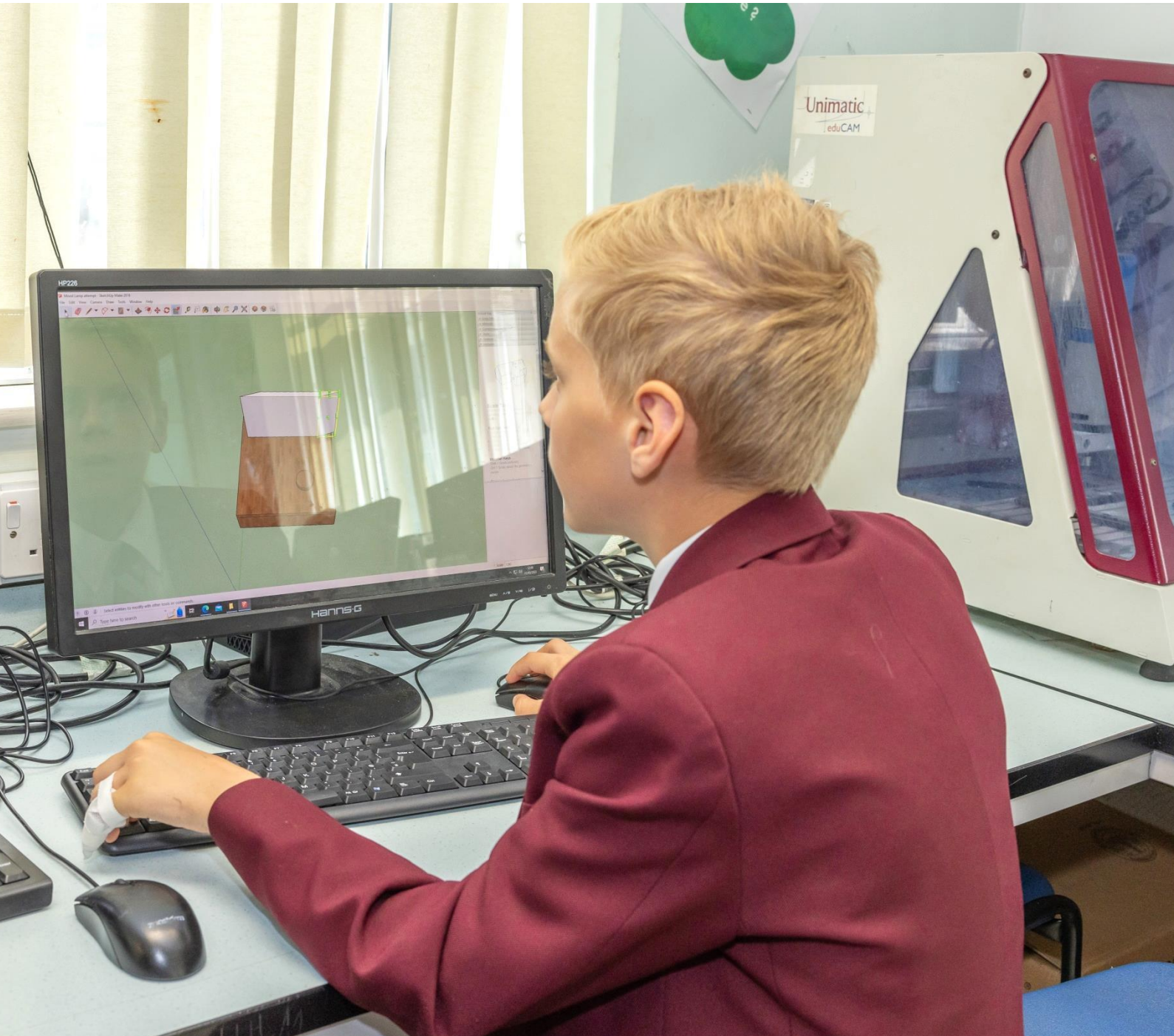
Data representation	8	• Understand how binary numbers are used
		• Understand how binary can be used to represent text, images and sound by exploring binary representation systems and concepts such as:
		  ○ ASCII
		  ○ Unicode
		  ○ Bitmap images
		  ○ Colour depth and resolution
		  ○ Sound sampling, rates and resolutions
		• Convert between Binary, Hexadecimal and Decimalnumbers
		• Understand and distinguish between units of data (bit, byte, kilobyte etc)
		• Understand that data can be compressed using lossy andlossless methods.

Fundamentals of Algorithms	4	• Understand what an algorithm is and how/why computersuse them • Be able to explain and model the Binary Search algorithm • Be able to explain the advantage of a binary search over alinear search.

Computer systems and architectures	5	• Explain the Von Neumann architecture • Understand the term 'embedded system' • Explain the role and operation of main memory and the major components of a central processing unit (CPU) Understand and explain the factors that affect the performance of a CPU: • clock speed • number of processor cores • cache size • cache type • Understand and explain the Fetch-Decode-Execute cycle • Understand the differences between main memory, secondary storage, RAM and ROM • Understand different types of secondary storage and their advantages/disadvantages • Explain the operation of solid state, optical and magnetic storage • Explain the term 'cloud storage' and discuss its advantages and disadvantages
Cyber security	5	• Be able to define the term cyber security and be able to describe its main purposes • Understand and be able to explain cyber security threats: • social engineering techniques • malicious code • weak and default passwords • misconfigured access rights • removable media • unpatched and/or outdated software • Explain what penetration testing is and what it is used for • Define and describe the term social engineering Describe malware (and how one can protect against): • computer virus • trojan • spyware • adware Understand and explain common security measures:

		• biometric measures • password systems • CAPTCHA (or similar) • two-factor authentication • automatic software updates
Ethical, Legal and Environmental Impacts	5	• Understand, define and discuss ethical concerns in computing such as public safety and data security. • Understand, define and discuss legal concerns such as hacking, data leaks, copyright, blackmail etc • Understand, define and discuss environmental concerns such as energy consumption (including cryptocurrencies) and pollution and precious metals • Discuss the emerging impact of wearable technology and cybernetic implants. • Discuss the emerging impact of autonomous vehicles.
C# Programming Part 2	5	• Be able to use loops and logic independently • Be able to read from and write to files • Be able to generate and use random numbers • Be able to use string operations to use substrings and combine strings using concatenation. • Be able to solve simple problems using code
Relational Databases	6	• Define key database terminology • Tables, Rows and Fields • Primary Keys and Foreign Keys Understand and use Structured Query Language (SQL) • SELECT...FROM...WHERE • ORDER BY...ASC/DESC • INSERT INTO... VALUES... • UPDATE...SET...WHERE • DELETE... FROM... WHERE
Fundamentals of Networks	5	• Understand what a computer network is • Be able to discuss the advantages and disadvantages of using a computer network • Describe and explain LAN/PAN/WAN networks • Be able to describe and compare the bus, ring and star networking topologies • Be able to explain the different hardware needed as part of a network system and the role each piece of hardware plays

		• Understand common networking protocols and their role in communication between different devices • Explain 4 different layers of the TCP/IP protocol stack
C# Programming Part 3	7	• Be able to use loops and logic independently • Be able to read from and write to files • Be able to solve problems independently using code • Be able to apply normal/abnormal/extreme data to testing
C# Programming Project	20	• Work on a 'substantial programming project' as required by the exam board.



Drama

Arts for All

The Performing Arts Faculty aims to encourage and develop creativity, sensitivity and confidence in all students. We actively seek to promote an understanding of personal and social values, culture and the world around us. Together with our students we explore the ways in which ideas can be communicated and shared through performance mediums.

The Faculty provides a wide variety of learning opportunities that enable all pupils to establish a knowledge and understanding of Dramatic and Performance Art forms. As well as academic and practical study we promote expression and performance as a learning tool through which pupils are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

Autumn		Spring		Summer
Component 2: Scripted workshops- Blood Brothers/ Frantic Assembly	Component 2: Two	Component 1: Physical Theatre/ Frantic Assembly	Component 1: Verbatim/ Too Much Punch for Judy/ Brecht	Component 1 : Examination prep

Students have two timetabled homeworks for Drama each week. This predominantly takes the form of extended pieces of work, drafted and executed over time to prepare for written exams, portfolios or in some cases controlled tests. The students are under close supervision from teaching staff who support drafts in their preliminary stages, monitor progress and provide targets for improvement re: curricular target criteria.

Possible homework/coursework tasks for BTEC:

- Script writing
- Character charts and research
- Writing (extensively) in role
- Practical coursework and performance evaluation
- Theatre visits
- The learning of set scripts
- Written response to character
- Theatre review
- Learning Log entry
- Portfolio lesson updates and reports

Unit	Learning Objectives/Outcomes
Scripted Workshops	• Explore and perform an extract to an examiner • Explore characters and context. • Learn and rehearse script.
Blood Brothers	• Exploring and understanding the way a play works in a performance • Interpreting a full play text • Understanding the way on which playwrights, directors, performers communicate meaning • Select appropriate medium, elements and explorative strategies when exploring the play text • Performance of sections within a playtext • Evaluating the effectiveness of different interpretations • Developing ideas and responses to the play within a group • Developing a character • Exploring different staging methods • The social, cultural and historical context of the play
Component 1	<u>For Three Separate works/genres:</u> • Practitioner Research • Practitioner analysis and report • Performances studied

English

A mastery of English is the key to opening the doors of success

Creating opportunities for students to develop a love of the English language lies at the heart of the English department. With a team of subject specialists, we work tirelessly to provide students with a range of exciting and challenging classroom activities and precisely selected texts linked to the expansion and consolidation of their reading, writing and speaking and listening skills and ultimately, the creation of critical and creative thinkers who collaborate and communicate effectively. We encourage students to reflect on the texts we read, make their own judgements and draw their own conclusions.

We are passionate about storytelling in all its forms and want our students to develop and share a similar passion and enthusiasm. Our aim is to empower students to read critically, write fluently, analytically and creatively and speak effectively so they will have the necessary skills and abilities to succeed in an increasingly complex, ever-changing and competitive world.

Autumn		Spring		Summer	
Baseline Assessments *Blood Brothers* (English Literature, Paper 2 – Section A)	Creative Writing scheme (English Language, Paper 1 – Section A) Shakespeare's *Macbeth* (English Literature, Paper 1 – Section B)	Shakespeare's *Macbeth* (English Literature, Paper 1 – Section A)	Writing to Argue and Persuade scheme (English Language, Paper 2 – Section B) *The Strange Case of Dr Jekyll and Mr Hyde* (English Literature, Paper 1 – Section B)	*The Strange Case of Dr Jekyll and Mr Hyde* (English Literature, Paper 1 – Section B) GCSE Language Papers 1 & 2 schemes.	Mock examinations (English Language – Papers 1&2) Love and Relationships Poetry (English Literature, Paper 2 – Section B) GCSE Spoken Language Assessment (Speaking and listening)

Year 10 is probably the most challenging year for English students. The curriculum is aimed at introducing students explicitly to the skills and knowledge required in both English Language and English Literature. The primary focus of the year is to complete the detailed study of all key texts for the GCSE English Literature course. The assessment outcomes for Language have been embedded into Literature schemes of work in order to ensure continuous progress in the further development, consolidation and application of these skills. Homework is a tool used to build, develop and consolidate students' English skills as

well as teaching them about organisation, responsibility and independent learning. It is set once weekly. Individual homework will be set by the class teacher and linked to the topic being covered. It is common, at this level, to be set research tasks in order to prepare students for the contextual elements of the course. Homework is recorded in students' homework diaries; they are afforded time to record this during lessons. It can also be viewed on the EduLink mobile app and website.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Baseline Assessments	3	Assessing students in reading (comprehension, understanding of vocabulary, inference skills), writing and general literacy skills to ascertain strengths and limitations at the beginning of the academic year.
Modern Drama Willy Russell's *Blood Brothers*	24	Objectives: • read a wide of texts fluently and with good understanding • read critically, and use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language Outcomes: • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts • AO2 – explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO4 – evaluate texts critically and support this with appropriate textual references • AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Creative Writing	10	Objectives:

Scheme		• write effectively and coherently using Standard English appropriately • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. Outcomes: • AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Shakespeare's *Macbeth*	34	Objectives: • read Shakespeare fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read Outcomes: • AO1 – read, understand and respond to texts • AO2 – analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – show understanding of the relationships between texts and the context in which they were written • AO4 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

19th Century Fiction – *The Strange Case of Dr Jekyll and Mr Hyde*	30	Objectives: • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read Outcomes: • AO1 – read, understand and respond to texts • AO2 – analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – show understanding of the relationships between texts and the context in which they were written • AO4 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
GCSE English Language Paper 1 scheme	6	Objectives: • read a wide of texts fluently and with good understanding • read critically, and use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language Outcomes: • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence

		from different texts • AO2 – explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO4 – evaluate texts critically and support this with appropriate textual references • AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
English Language Paper 2 scheme	6	Objectives: • read a wide of texts fluently and with good understanding • read critically, and use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language Outcomes: • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts • AO2 – explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO3 – compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Spoken Language	8	Objectives:

		• read and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language Outcomes: • AO7: demonstrate presentation skills in a formal setting • AO8: listen and respond appropriately to spoken language, including to questions and feedback on presentations • AO9: use spoken Standard English effectively in speeches and presentations
Love and Relationships Poetry (an introduction)	8	Objectives: • read a wide range of poetry fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read Outcomes: • AO1 – read, understand and respond to texts • AO2 – analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – show understanding of the relationships between texts and the context in which they were written • AO4 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Food Preparation and Nutrition

Nutrition isn't about eating it's about learning to live

We follow the Eduqas GCSE Food Preparation and Nutrition. This covers 6 areas of learning

- Diet and Good Health
- Principles of Nutrition
- Food Commodities
- Science of Food
- Food Provenance
- Cooking and Food Preparation

The basic knowledge and understanding from lower school will be consolidated through a thematic approach focusing on the main food commodity group. As each commodity is studied in detail its nutritional value, provenance, storage and cooking will be studied, this will require students to recall information form year 9 and consolidate their knowledge and understanding.

This will support our students to know more and remember more. Throughout the work on food commodities a range of practical work will be completed with the focus on how to use each commodity safely and with skill to produce a range of food products. There will be a focus on skill level and presentation with dished to help students develop the skills that will be necessary for the NEA2 element of the GCSE assessment. Experimental work to illustrate how certain commodities behave when they are used is also completed throughout year 10 to prepare students for the NEA 1 element of the GCSE assessment. Assessments will take place at points matched to the school assessment calendar to allow realistic assessment of their progress at the correct time, these assessments will be based on work covered so far and in the main be based on the exam board material and parts of past papers.

Year 10 Food Preparation and Nutrition Overview		
Practical	**Practical Skills**	**Knowledge and Understanding**
Maids of honour Vegetable/ Savoury plait Profiteroles Brownies Focaccia bread Stir Fry Jam making NEA 1 type task – enzymatic browning experiment	Pastry making Aeration Lamination Knife skills Handling raw meat Cake making Preserving Boiling	Sensory analysis Cooking methods and heat transfer Macro and micro nutrients Vitamins and minerals Water intake Food Commodities – Fruit and Vegetables. Classification, farming, storage, enzymic browning seasonality, changes in cooking

Shepherds/chicken Pie Spicy couscous Butterfly Chicken Burgers NEA 1 type task – tenderising meat	Mashing Assembly [29] Vegetable preparation Boning Chicken Handling raw meat Tenderising	Food Commodities – Meat and Poultry Types and cuts Structure – cooking and tenderising of meat Nutritional Value Hygienic handling and preparation of meat Rearing – intensive v organic
Fish Stack Fillet a fish	Fileting Vegetable preparation	Food Commodities – Fish Classification Buying and Storing Nutritional value – dietary advice Caught food – fish farms, sustainable food Filleting Fish
Quorn Chilli Lentil Dahl Lentil soup	Use of Protein Alternatives Use of pulses Use of spice	Food Commodities – alternative protein Food (soya, tofu, mycoprotein, beans, pulses, seeds and nuts) Protein types and complementation – nutritional value Provenance Allergies and Intolerances Environmental and Ethical arguments of eating less meat – types of vegetarian
Mini/Pavlova Fruit Tarts	Making Meringue – Foam Use of raw egg Pate Sucre Crème Patisserie Decoration and Styling	Food Commodities – Eggs Types – moral and ethical issues in production Nutritional Value Storage and safety Functions – denaturation, coagulation, foam, emulsification

Panna Cotta Chocolate Mouse Thai green curry		Food Commodities – Dairy Food (milk, cheese, yoghurt) Primary Processing – making it safe to use Secondary processing – making of cheese and yoghurt Enzymes/moulds and their use – cheese Bacteria and their use – Yoghurt
Pasta Enriched Bread – Chelsea Buns Choux Pasty – profiteroles/eclairs NEA 1 type work – gluten balls	Pasta Enriched bread dough Choux pastry Piping and decorating	Food Commodities - Cereal Products Types and main uses Nutritional value – carbohydrates and fibre Primary processing – extraction Secondary processing Gluten – use, science and intolerance Science of starch food (dextrinization and gelatinisation) Raising agents in baking

Scotch Egg Pesto and Cheese Tart Muffins	Moulding Pane Deep fat frying Puff pastry Decorating and Styling	Food commodities – fats and oils Types, provenance and characteristics Functions Health benefits and drawbacks
Brandy Snaps	Moulding Piping Spinning Sugar Decorating and Styling	Food Commodities – sugar Types – provenance Health Functions and Science – caramelisation

French

We aim to create lifelong linguists who thrive in the 21st century

We provoke students' curiosity and appreciation of wider cultures and develop aspirational and independent linguists who achieve their full potential. We create a learning environment that nurtures the enjoyment of language learning, engenders pride in successful linguistic acquisition and application while providing a diverse, challenging and inspirational menu of language skills for all learners.

Autumn		Spring		Summer	
Ma ville à la campagne	Un œil sur le monde	Le grand large	Jours ordinaires, jours de fêtes	Le temps de loisirs	Qui je suis

Homework at GCSE comes in a variety of forms:

- Vocabulary learning
- Tasks to complete on Active Learn as instructed in class
- Revision for GCSE style speaking assessments.
- Extended and creative writing tasks
- Grammar exercise
- Reading activities

Unit	Learning Objectives/Outcomes
Ma ville à la campagne - Town and region	• To be able to talk about places in the town • To be able to give and understand directions • To be able to talk about different shops • Using numbers to talk about prices • Using modal verbs • To be able to describe features of regions • Using the future tense • Understand and explore the geography of France • Using demonstrative adjectives • To be able to ask for clothes in a shop • To be able to discuss the problems in a town • Using synonyms and antonyms • Using the conditional tense • Recognition of idioms
Un œil sur le monde - Social and global issues	• To be able to discuss different food groups • Using the present subjunctive • To be able to recognise high numbers • Using the subjunctive in commands • To be able to present an argument • To be able to discuss healthy lifestyles • Using the pluperfect tense • To be able to present a point of view • To be able to discuss a natural disaster • Using the imperfect continuous
Le grand large - Holidays	• Revisiting the present tense • Using the perfect and imperfect tense • Je préfère + infinitive • Using 'aimer with different pronouns • Using verbs with 'vous' • Using the future tense • To be able to describe events in the past by combining the perfect and imperfect tenses • To be able to provide a wide range of opinions and justifications about a holiday in the past. • To be able to talk about holiday plans for the future
Jours ordinaires, jours de fêtes	• Using reflexive verbs • Using the passive

- Festivals and Traditions	• To be able to talk about food • To be able to discuss festivals • Using alternatives to the passive • Using reflexive verbs in the perfect tense • Using absolute superlatives • Using irregular verbs in the perfect tense • To be able to order food in a restaurant and make a complaint • Using expressions followed by an infinitive • To be able to describe a music festival
Qui je suis? -Who am I?	• Using present tense • To be able to describe someone physically and in terms of their character • Using 'pour + infinitive • To be able to discuss the uses and impact of social media • Using the present continuous tense • To be able to discuss reading preferences • To be able to use a range of relationship verbs.
Le temps de loisirs - Free time activities	• To be able to discuss free time activities • Using stem-changing verbs • To be able to discuss television and film • Using adjectives of nationality • To be able to discuss sports • Using the imperfect tense to describe past sporting events • To be able to discuss current sporting events • Using the perfect tense • To be able to discuss live events • To be able to combine 3 tenses.

Geography

The future of the world within our hands

Geography helps students to make sense of their surroundings and to understand the variety of physical and human conditions found on the earth's surface. Geography prepares students with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales. We strive to ensure geography stimulates an interest and a sense of wonder about places. Personal experiences are used to investigate places from the personal to the global.

Autumn		Spring		Summer	
Urban Issues and Challenges	The Challenge of Resource Management	The Challenge of Natural Hazards	River Landscapes	Fieldwork and Coastal Landscapes	The Living World - Ecosystems

Unit	Duration (lessons)	Learning Objectives/Outcomes
Urban Issues and Challenges	7	Urbanisation and Megacities Push and Pull Factors and Global Rates of Urbanisation The Importance of Rio and the Opportunities of Migration The Challenges of Urban Growth in Rio and Favelas Solutions to the Challenges of Urban Growth and The importance of Liverpool The Causes of Urban Growth (Liverpool). The Challenges of Urban Growth (Liverpool). Liverpool Regeneration Case Study (The Albert Dock)
The Challenge of Resource Management	7	Global distribution of resources. Food, Water and Energy in the UK. The Global Demand for Energy and Increasing Energy Supply. Renewable and Non-Renewable Resources. Renewable Energy Case Study. Non-Renewable Energy Case Study. Assessment.
The Challenge of Natural Hazards	6	What are natural hazards? Different Types of Plate Boundaries. Different Types of Volcanoes and Earthquakes. Earthquakes (Effects and Responses) and Volcanoes (Effects and Responses). Why do people live near volcanoes? HIC Earthquake Case Study: Chile LIC Earthquake: Nepal The 3 P's of Earthquake Protection Global atmospheric circulation. How do tropical storms form? Typhoon Haiyan Case Study and Extreme UK Weather
River Landscapes	6	The River Valley Erosion, Transportation and Deposition. Erosional and Depositional Landforms. Meanders and Identifying Landforms. The Flood Hydrograph and Causes of Floods. Hard and Soft Engineering.
Fieldwork and Coastal Landscapes	6	Fieldwork Investigation Coastal Processes (Erosion and Deposition) Erosional Coastal Landforms Depositional Coastal Landforms Coastal Erosion Defences

The Living World - Ecosystems	6	Ecosystems and Global Ecosystems Tropical Rainforests – Adaptations and Biodiversity Tropical Rainforest Deforestation Causes and Consequences. Hot Deserts Biodiversity and Adaptations. Desertification Causes and Solutions. The Thar Desert Opportunities Case Study.

Health and Social Care

Skills for adult life

The Social Health department aims to provide students with the skills and knowledge required to work and live as a valuable member of society. We aim to ensure that our students can work within the constructs of both social work and health based settings. We aim to nurture an interest in caring skills whilst developing sound communication and presentation skills.

Pursuing the skills to empathise and see different viewpoints in relation to key issues in modern society. Our students will become independent leaners who are able to meet the challenges of an ever changing world.

Autumn	Spring	Summer
Component number 1: Human Lifespan Development	Component number 1: Human Lifespan Development Component number 2: Health and Social Care Services and Values	Component number 2: Health and Social Care Services and Values

- Students will be required to complete one 30 minute piece of homework every week as required.
- Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, preparations and research for controlled assessments, exam questions and real world applications including watching TV programs and reading magazines/books.
- Homework set will be recorded by the teacher on the school's Synergy app and also in their own records.

Unit	Duration (weeks)	Learning Objectives/Outcomes
Component number 1: Human Lifespan Development	40	In this component, learners will study how people grow and develop over the course of their life, from infancy to old age; this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes as well as the types and sources of support that can help them. Learning aims: A - Understand human growth and development across life stages and the factors that affect it B - Investigate how individuals deal with life events. This is assessed via set of documents which are controlled assessment.
Component number 2: Health and Social Care Services and Values	40	Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give learners an understanding of health and social care services and will help develop skills in applying care values which are common across the sector. Learning aims: A - Understand the different types of health and social care services and barriers to accessing them B - Demonstrate care values and review own practice.

		This is assessed via set of documents which are controlled assessment.

History

To make a success of our future we must have an understanding of our past

The Greek word historia translates as "inquiry" and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

Autumn		Spring		Summer	
Conflict and tensions between East and West, 1945-1972 Part one: The Origins of the Cold War	Conflict and tensions between East and West, 1945-1972 Part two: The development of the Cold War	Conflict and tensions between East and West, 1945-1972 Part three: The transformation of the Cold War	America 1920 – 1973: Opportunity and Expansion Part one: Boom and Bust	America 1920 – 1973: Opportunity and Expansion Part two: Depression and the New Deal	America 1920 – 1973: Opportunity and Expansion Part three: Post-war America

- Students will receive one piece of homework every week
- Homework will consist of a variety of different tasks including revision for assessments, deepening learning, exam questions, research, extension of class work

Unit	Duration	Lessons
Conflict and tensions between East and West, 1945-1972 Part one: The origins of the Cold War	16	• To describe the events at the end of World War 2 that led to the fallout of the Allied Leaders • To compare and contrast the ideologies of communism and capitalism • To describe the events at Yalta and Potsdam and explain how they led to increased tensions • To explain the impact that the dropping of the atom bomb had upon Cold War tensions • To explain the threat of the Soviet expansion into eastern Europe • To explain the impact that the Truman Doctrine and Marshal Aid had upon Cold War relations • To explain the significance that the Berlin blockade and Airlift had upon Cold War relations

Conflict and tensions between East and West 1945-1972 Part two: The development of the Cold War	16	• To evaluate the significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA • To describe the military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo • To explain and evaluate the impact of these rivalries on east/west relations • To explain the causes of the Hungarian uprising and Nagy's reforms, describe the events and evaluate the • response of the superpowers • To describe the U2 Crisis and explain its effects on the Paris Peace Summit and the peace process

Conflict and tensions between East and West, 1945-1972. Part three: the transformation of the Cold War	16	• To evaluate the roles of Castro, Khrushchev, Kennedy in the Cuban missile crisis and describe the USA's reaction to missiles on Cuba and results of the crisis • To explain the reasons for the Czechoslovakian uprising and the role of Dubeck and the Prague Spring movement • To describe and evaluate USSR's response to the reforms; the and effects the Prague Spring had on East-West relations, including the Warsaw Pact and the Brezhnev Doctrine • To explain the reasons for the easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1 • To assess the part played by key individuals Brezhnev and Nixon in Détente
America 1920 – 1973: Opportunity and Expansion: Part one: Boom and Bust	16	• To explain the different reasons for the American Boom of the 1920s • To identify who did not benefit from the American boom and explain why • To assess the role that mass production and the Model T Ford had in the American boom • To describe and assess the impact of the social and cultural developments of the 'Roaring 20s' • To evaluate the changing role of women in the 1920s • To explain how prohibition, immigration and the KKK divided American society • To describe the impact of immigration onto American society
America 1920 – 1973: Opportunity and Expansion: Part two: Depression and the New Deal	14	• To explain the reasons for the Great Depression • To describe the impact of the depression on American society • To describe and justify Hoover's response to the depression • To show the alternative response to the depression shown by Roosevelt • To describe the New Deal and assess its effectiveness • To identify those who opposed the New Deal and explain why • To assess the impact that World War 2 had upon the American Depression • To evaluate the changing role of women and Black African-Americans in 1930s America

America 1920 – 1973: Opportunity and Expansion: Part three: Post-war America	18	• To define consumerism, the American Dream, and the causes of post-war prosperity • To describe the advancements in post-war popular culture • To define McCarthyism and explain its impact upon post-war America • To describe and assess the impact of a variety of different race relations events of the 1950s and 1960s • To assess the roles of Martin Luther King and the Black Power movement • To define the Great Society and assess its impact • To describe the advancement of feminism and evaluate its success

ICT

Preparing students for tomorrow, bit by bit

The ICT department will help to create, share, and apply knowledge in all branches of ComputerScience and ICT. We will educate students to be successful, ethical, and effective problem- solvers with a passion to innovate and create, rather than just passive consumers and users of technology. We will develop an understanding and appreciation of all aspects of digital products, from how they work to how they look. We will foster curiosity and encourage exploration to create students who can contribute positively to the well-being of our society and who are prepared to tackle the complex 21st Century challenges facing the world.

Summary focus areas:

- Innovate, create, develop
- Solving 21st Century problems
- Active developers not passive consumers

Autumn		Spring		Summer	
R050: TA1 – Design tools **R060:** TA1 – Planning and designing the spreadsheet solution	**R050:** TA2 – Human Computer Interface in everyday life **R050**: TA3 – Data & Testing **R060:** TA1.2 HCI design conventions and principles	**R060:** TA2 Creating the spreadsheet solution **R060:** TA3 – Testing the spreadsheet solution **R060:** TA4 – Evaluating the spreadsheet solution	**R060:** NEA Assessment (working on)	**R060:** NEA Assessment (working on) **R050:** TA3 Data and testing	**R050:** TA5 – Digital communications **R050:** TA6 – Internet of Everything (IoE)

Homework for ICT is designed to support and extend the students' studies from their lessons. Work may be a mixture of practical, computer-based tasks and paper-based written work or design tasks. Activities set as homework may be:

- Preparatory work or research ahead of a new topic or concept being discussed in lessons.
- Extension work that allows the student to explore a topic in more depth or in other contexts.
- Application work that allows students to practise skills or demonstrate abilities.

Students are expected to spend around an hour on a homework activity each week and work is marked promptly to help students to identify and understand their weaknesses to make incremental improvements over the course of the year.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Design Tools across IT Systems	16	• Summarise the key components, advantages and disadvantages of each of the different design tools that can be used: flow charts, mind maps. • Summarise the key components, advantages, and disadvantages of each of the different design tools that can be used: visualisation diagrams, wireframes • Summarise the types of software that can be used to create the design tools. • Select the appropriate design tool for a scenario. • Identify why it is necessary to design a spreadsheet solution. • Identify the importance of incorporating client requirements into a spreadsheet solution. • Identify the importance of understanding client requirements. • Understand the importance of considering the outputs that need to be created. • Explain the importance of a complete navigation system within a solution. • Create a flowchart and a mind map to represent processes within a solution. • Create a flowchart, a visualisation diagram and a wireframe to represent processes within a solution.
Human Computer Interface	8	• Review the use of HCI in each of the areas identified in the specification. • Explain what processing resources are required for a HCI. • Explain how users interact with computer systems. • Explain how different operating systems enable different interactions. • How different devices enable different interface designs and interactions. • Explain how different digital platforms have different interface designs and components. • Explain the difference between validation and verification. • Explain the importance of using validation and verification tools. • Identify the characteristics of each storage location and device. • Explain the advantages of each storage location and device. • Explain the importance of considering source data. • Describe calculations that need to be carried out, using plain English, rather than in spreadsheet formula format. • Explain why user aids are important for an end user. • Identify a variety of outputs that may be included within a

		solution.
Producing and evaluating a spreadsheet solution	16	• Create a spreadsheet incorporating simple formulas and use cell formatting. • Identify the importance of using meaningful naming conventions in components of a solution. • Identify appropriate built in functions to use to create an efficient and effective formula. • Create filters to select data in a spreadsheet. • Use range checks and text length checks to validate data in a spreadsheet • Use a lookup to validate data in a spreadsheet. • Use techniques to limit choice to validate data in a spreadsheet. • Identify how to test and retest, if necessary, a spreadsheet during development. • Document evidence of testing. • Apply cell formatting, including conditional formatting, to a cell(s). • Use different data types effectively within a solution. • Use appropriate security measures in a spreadsheet solution. • Use modelling tools in a spreadsheet solution. • Create a range of outputs that are appropriate and fit for purpose in a spreadsheet solution. • Use techniques to customise the user interface so that it is appropriate for the end user. • Carry out and document effective testing of a spreadsheet solution. • Know when to carry out testing i.e. both during and after development. • Carry out an effective evaluation of a spreadsheet solution, considering client requirements. • Carry out an effective evaluation of a spreadsheet solution, considering HCI design principles and conventions.
R060 Coursework	10	• Students to continue with their coursework ready for submission.
Data and Testing	12	• Identify the characteristics of each storage location and device. • Explain the advantages of each storage location and device. • Explain the disadvantages of each storage location and device. • Explain the advantages of each storage location and device. • Explain the disadvantages of each storage location and device.

Digital Communication and Internet of Everything	16	• Explain the purpose and use of different types of communication. • Identify the software used to create the types of communication. • Identify the characteristic of each type of software. • Justify the use of different software for different contexts. • Identify the characteristics of the different digital devices. • Justify the use of the device in different contexts. • Identify suitable distribution channels for different contexts. • Justify the use of a distribution channel for different contexts. • Identify the different audience demographics used by a business. • Explain why a business choose the digital communication type and connection method to use with their business. • Explain what the IoE is. • Explain how the 4 Pillars of the IoE interact. • Describe the use of IoT in different areas of everyday life. • Explain the advantages and disadvantages of the IoE.

i-Media

Preparing students for tomorrow, bit by bit

The Computing department will help to create, share, and apply knowledge in all branches of Computer Science and ICT. We will educate students to be successful, ethical, and effective Problem solvers with a passion to innovate and create, rather than just passive consumers and users of technology. We will develop an understanding and appreciation of all aspects of digital products, from how they work to how they look.

We will foster curiosity and encourage exploration to create students who can contribute positively to the well-being of our society and who are prepared to tackle the complex 21st Century challenges facing the world.

Summary focus areas:

- Innovate, create, develop
- Solving 21st Century problems
- Active developers not passive consumers

Autumn	Spring	Summer	
R093: Creative iMedia in the Media Industry	R094: Visual Identity and Digital Graphics	Complete and submit R094 Assessment	R095: Characters and Comics

Homework for iMedia is designed to support and extend the students' studies from their lessons. Work may be a mixture of practical, computer-based tasks and paper-based written work or design tasks. Activities set as homework may be:

- Preparatory work or research ahead of a new topic or concept being discussed in lessons.
- Extension work that allows the student to explore a topic in more depth or in other contexts.
- Application work that allows students to practise skills or demonstrate abilities.

Students are expected to spend around an hour on a homework activity each week and work is marked promptly to help students to identify and understand their weaknesses to make incremental improvements over the course of the year.

Unit	Learning Objectives/Outcomes
R093: Creative iMedia in the Media Industry	• How style, content and layout are linked to the purpose • Client requirements and how they are defined • Audience demographics and segmentation • Media codes used to convey meaning, create impact and/or engage audiences • Work planning and documents used to support ideas generation • Documents used to design/plan media products • Distribution considerations and file formats
R094: Visual Identity and Digital Graphics	• Purpose, features, elements and design of visual identity • Techniques to plan visual identity and digital graphics • Tools and techniques to create visual identity and digital graphics • Technical skills to source, create and prepare assets for use within digital graphics • Techniques to save and export visual identity and digital graphics • Graphic design concepts and conventions • Properties of digital graphics and use of assets
R095: Characters and Comics	• Character features and convention • Conventions of comics

Mathematics

Working hard together, achieving together, making every lesson count

The Mathematics Team will provide students with exciting, relevant and challenging mathematics, delivered by dedicated staff.

Students will understand the underlying principles of the mathematics they learn, making links and developing reasoning skills and logical thinking.

They will progress towards being independent mathematicians who take ownership of their learning and can identify correct and incorrect work for themselves. Students will have their confidence encouraged and their complacency challenged in order to maximise potential.

To achieve this, staff will design and develop simple and effective systems and interesting and effective teaching ideas and resources to enable classroom delivery and promote mathematics across the school.

Autumn		Spring		Summer	
Recurring decimals Surds Quadratics: graphing, solving, sequences	Compound Measures Transformations Scale Drawing Constructions Loci	Personalised Mock Exam Preparation Pythagoras' Theorem Basic Trigonometry	Simultaneous Equations Linear Inequalities	Advanced Trigonometry Proportionality Properties of 2D shapes Circle Theorems	P,A,V Bounds

Students will receive one piece of homework per week that will be marked and returned to the student at the next available opportunity. The piece of work will be designed to last between 1 hour and 1 and a half hours. Unless otherwise stated by the teacher, students should complete homework in their book and show all working out. Homework could take a variety of formats including:

- Worksheet
- Research Project
- MathsWatch
- Revision
- Exam Practice

In Year 10 your child will continue their GCSE studies on either the Foundation or Higher pathway. Again, there is a flexible approach should the need arise for a change in pathway.

Higher		
Unit	**Duration (WEEKS)**	**Learning Objectives/Outcomes**
Real Life Graphs	2	To draw and interpret straight line graphs for real-life situations. To draw and interpret distance-time graphs.
Recurring Decimals	1	To convert between recurring decimals and fractions. To understand a recurring decimal to fraction proof.
Surds	1	To use surds and π in exact calculations, without a calculator. To manipulate with surds. To rationalise a denominator.

Quadratics	4	To plot and sketch a quadratic function. To use quadratic functions to find approximate solutions of quadratic equations. To solve a quadratic equation across a variety of methods. To recognise, extend and describe quadratic sequences.
Scales, Measures, and Compound Measures	2	To interpret a range of scales and units. To make sensible estimates and choose appropriate units. To convert to and from a range of imperial and metric measures. To recognise the inaccuracy of measurements and rounding errors. To understand and use compound measures, including units.
Standard Form	2	To convert to and from standard form. To calculate with standard form. To use calculators efficiently for standard form problems.
Transformations	2	To be able to describe and perform transformations.
Scale Drawing, Maps, and Bearings	1	To interpret and construct a scale drawing. To draw and describe bearings.
Constructions and Loci	2	To make accurate constructions. To find and describe regions satisfying a combination of loci.
Pythagoras' Theorem	2	To understand, recall and use Pythagoras' theorem in 2- D, then in 3-D problems. To understand the language of planes, and recognise the diagonals of a cuboid.
Simple Trigonometry	1	To understand, recall and use trigonometric relationships in right-angled triangles. To use basic trigonometry to solve problems in 2D and 3D.
Simultaneous Equations	3	To solve linear simultaneous equations using a variety of methods. To solve nonlinear simultaneous equations. To find approximate solutions to simultaneous equations using a graphical approach.

Linear Inequalities	1	To solve inequalities and represent solutions on a number line To use the correct notation in inequalities, graphs, and number lines. To show the solution set of several inequalities in two variables on a graph.
Advanced Trigonometry	2	To use sine and cosine rule to solve problems in 2D and 3D. To use advanced trigonometry to find the area of a triangle.
Proportionality	2	To calculate an unknown quantity from quantities that vary in direct or inverse proportion. To solve problems using proportionality.
Circle Theorems	2	To know and use circle theorems to calculate angles and solve problems. To know the proof of selected circle theorems.
Perimeter, Area, and Volume	3	To know the properties and names of quadrilaterals and other polygons. To solve problems involving more complex shapes and 3D solids. To find the surface area and volumes of compound solids. To solve problems using algebraic notation.
Upper and Lower Bounds	1	To calculate upper and lower bounds working with measurements. To solve problems, involving geometry and measure, using upper and lower bounds.

Foundation		
Unit	**Duration (WEEKS)**	**Learning Objectives/Outcomes**
Straight Line and Real Life Graphs	2	To draw and interpret straight line graphs for real-life situations. To draw and interpret distance-time graphs.
Recurring Decimals	1	To identify fractions that convert to terminating and recurring decimals. To convert between recurring decimals and fractions.
Sequences	2	To recognise and extend sequences. To generate sequences from nth terms and diagrams. To find and use the nth term of an arithmetic sequence.
Quadratics	3	To plot and sketch a quadratic function. To use quadratic functions to find approximate solutions of quadratic equations. To factorise and solve a quadratic equation.
Scales, Measures, and Compound Measures	2	To interpret a range of scales and units. To make sensible estimates and choose appropriate units. To convert to and from a range of imperial and metric measures. To recognise the inaccuracy of measurements and rounding errors. To understand and use compound measures, including units.
Standard Form	2	To convert to and from standard form. To calculate with standard form. To use calculators efficiently for standard form problems.
Transformations	3	To be able to describe and perform transformations.
Scale Drawing and Maps and Bearings	2	To interpret and construct a scale drawing. To draw and describe bearings.
Constructions and	4	To make accurate constructions.
Loci		To find and describe regions satisfying a combination of loci.
Pythagoras' Theorem	2	To understand, recall and use Pythagoras' theorem in 2- D.

Simultaneous Equations	2	To solve linear simultaneous equations using a variety of methods. To find approximate solutions to simultaneous equations using a graphical approach.
Quadrilaterals and Symmetry	2	To recall the name, properties and definitions of a variety of quadrilaterals.
Formula	1	To derive and substitute into a formula including those with indices.
Co-ordinates	2	To identify points with given coordinates, and coordinates of given points, in all four quadrants in 2-D. To find the coordinates of the midpoint of a line segment. To calculate the length of a line segment.
Complex Curves	2	To recognise and draw the graph of a cubic and a reciprocal.
Linear Inequalities	1	To solve inequalities and represent solutions on a number line To use the correct notation in inequalities, graphs, and number lines. To show the solution set of several inequalities in two variables on a graph.
Degrees of Accuracy	2	To round numbers to a given power of 10, or the nearest integer. To round to a given number of decimal places or significant figures. To estimate answers to calculations, including using rounding.
Analysing and Representing Data	3	To interpret data from a variety of databases, tables, charts, and graphs. To populate or construct a variety of databases, tables, charts, and graphs.

Music

Music for All

Central to the vision of the Music Department is the belief that Music is an essential part of life and integral to the development of the whole person. Our aim is to encourage and develop creativity, sensitivity and confidence in all students.

The Music Department provides a wide variety of learning opportunities that enable all students to engage with Music and Music Technology Art forms. As well as academic and practical study we promote expression and performance as a learning tool through which students are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance and composition experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

Autumn		Spring		Summer	
Unit 01: Performance	Unit 02: Composing	Unit 01: Controlled assessments	Unit 02: Controlled assessments	Unit 01: Performance recording & evaluation	Unit 02: Composition presentation and evaluation

Students will receive one piece of homework every week. This maybe extensions of topics we have been learning about in class to extend their knowledge, it could be to research information on artists or genres that we are starting to look at in order to familiarise students with information before they enter the classroom, or it could be extra information that we would not cover in classroom sessions that the music department would feel would be useful for the students.

Possible homework/coursework tasks for Eduqas Performing Arts:

- Music
- Composition
- Listening activities
- Researching styles or genres of music
- Researching musical features of songs or pieces of music
- Extra reading on a subject, to be summarised
- Practise on their chosen instrument/voice
- Completing tasks that we not finished in the lesson
- Coursework clubs and sessions
- Extra-curricular clubs that will enhance their music understanding

Unit	Duration (Weeks)	Learning Objectives/Outcomes
Unit 01: Performance	12	• Students prepare 2 performance pieces • Students research and adapt playing styles to fit repertoire • Students complete logs and rehearsal schedules documenting progress
Unit 02: Composing	12	• Students develop composition techniques based on Musical Elements • Students to use composition logs to help develop and evaluate their compositions.
Unit 01: Performance	12	• Controlled assessments • Students prepare 2 new performance pieces • Students research and adapt playing styles to fit repertoire • Students complete logs and rehearsal schedules documenting progress
Unit 02: Composing	12	• Controlled assessments • Students study a creative brief for their composition • Students to start creating work based on a response to the brief • Students complete composition logs to help evaluate their work

Unit 01: Performance	12	• Controlled assessments • Students perform 2 pieces • Students complete evaluations on their performances including feedback, stylistic work and future goals.
Unit 02: Composing	12	• Controlled assessments • Students present and evaluate their compositions

Personal Development

Learn to live

The Personal Development programme will enable all of our students to feel positive about who they are and to enjoy a healthy, safe, responsible lives. We want to prepare students for life outside of school; for students to be inspired by the issues of the community and world around them, to be increasingly aware and knowledgeable of those issues and to develop a passion to affect those issues positively. Students will have opportunities to learn about the possibilities for their future, to aspire to higher goals and to understand the pathways to get there.

Furthermore students will have opportunities to develop themselves; to develop social skills, personal skills and learn how to get the best out of the opportunities that they can create.

Autumn		Spring		Summer	
Health and Wellbeing	**Living in the wider world**	**Relationships**	**Health and Wellbeing**	**Living in the wider world**	**Relation-ships**
Health and wellbeing: Mental Health	Careers and Aspirations: Presenting myself	Types of relationship and sexual health	Dealing with hate crime, homelessness and personal loss	Financial matters and the law around gambling and young people	Consent, dealing with relationship issues and personal wellbeing

Unit	Learning Objectives/Outcomes
Health and wellbeing: Mental Health and wellbeing in young people	• How to develop a growth mindset • How to manage challenges during adolescence • How to reframe negative thinking • Strategies to promote mental health and emotional wellbeing • Perseverance and procrastination • About the signs of emotional or mental ill-health • How lack of sleep and excessive screen time affect young people • How we can cope with stress in school and at home
Careers and Aspirations: Presenting myself	• Description and explanation of key personal qualities • Understanding transferable skills • What skills employers look for in young people • Deciphering job adverts and what is needed to apply for jobs • To Use knowledge and skills of personal skills tom apply for jobs • To receive feedback and evaluate own performance in order to improve applications
Assertiveness, the law and managing conflict in relationships	• How to manage conflict • The harmful impacts of harassment and stalking • How to identify abusive relationships and strategies to get out of unhealthy relationships • Contraception and STI recap • The law regarding revenge porn
Health and wellbeing- Dealing with hate crime, homelessness and personal loss	• How we can combat hate crime • Why we need to celebrate International Women's Day • How can we deal with youth homelessness? • Personal loss and why we need to talk about suicide • Strategies to deal with loss and bereavement
Financial matters and the law around gambling and young people	• Financial matters- credit cards and debt • Consumer rights, do you know your rights? • The dangers of online gambling • What does the law say about money laundering and fraud?

Consent, relationships and self esteem	• Understanding consent and why it is important in relationships • How to deal with unhealthy relationships • How to manage break ups in close relationships • Why body shaming is unacceptable and how we can support sufferers • How we can improve personal confidence in relationships

Physical Education

Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

'Team Byrchall – Sport for Life' encourages lifelong participation in sporting activity.
The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student's ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness. To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

GCSE PE Y10

Unit	Duration (lessons)	Learning Objectives/Outcomes
Skeletal System	8	• Develop understanding of functions of the skeleton. • To introduce the pupils to labelling the skeletal system. • Structure of a synovial joint • Types of synovial joints / Movements at joints • Revision for retention prior to Week 8. • End of unit assessment.
Muscular System	6	• Names of locations of major muscles • Muscles and their movement • Antagonistic muscles • Revision/depth of understanding/6-mark Q • Types of muscle contractions (check this is on new syllabus) • Unit test
Cardiovascular System	8	• The parts of the cardiovascular system (blood, blood vessels/heart) • Main functions of the cardiovascular system (O2/Co2 removal/Energy for exercise) • The main structures of the heart and circulatory system • The functions of main structures of the heart. • Difference between each of the 3 main blood vessels. • Definitions of heart rate, stroke volume, cardiac output, blood pressure. • The relationship between the heart and exercise in relation to above definitions • The journey of blood around the circulatory system. • Why the heart pumps to 2 places (lungs/body)

Respiratory System	6/7	• To learn structures and functions of the respiratory system. • Gaseous exchange and the process of breathing. • Definitions associated with respiratory system and relate to effects of exercise. • Aerobic v anaerobic respiration (with sports specific examples) • Revision and rich tasks • End of unit assessment
Components of Fitness	8	• Define and understand tests for 3 components of fitness – CV Fitness/Muscular Endurance/Speed. • Define and understand tests for 4 components of fitness - Strength, Power, Reaction Time, Agility. • Define and understand tests for 3 components of fitness - Flexibility, Balance, Co-ordination • Practically test for 10 CoF to develop understanding. • Revision and deepening learning. • End of unit test.
Training	12	• Principles of Training Intro • Principles of Training 2 • Principles of Training Practical Session • F.I.T.T principles • Training Methods Intro – Continuous Training • Interval Training – Weight training • Interval Training – Circuit training • Interval Training – Plyometrics and HITT • Fartlek Training • Warm- up and Cool-down • Short- and Long-Term Effects of Training • Revision lesson – recall and retention • End of unit test
Movement Analysis	8	• Lever Systems • Planes of movement • Practical for planes of movement • Axis of rotation • End of module test/review.

Injury Prevention	4	• Injury Prevention methods • Risk Assessments • Unit test and feedback
Coursework Started in Y10 (completed in Y11)	14 hrs (controlled conditions)	• Learners will assess the physical fitness/strengths/ weaknesses of the performer being analysed using tests for the different components of fitness. (2–3 hours) • For a chosen physical activity learner will (3–4 hours): a) analyse the importance of the different components of fitness for the activity b) give an overview of the key skills in the activity c) assess the strengths/weaknesses of the performer being analysed in the activity. For a specific skill or technique in the chosen activity learners will (1–2 hours): d)analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role classify the skill on the difficulty and environmental continua. e)Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity (4–5 hours).

Product Design

"Creativity is allowing yourself to make mistakes, Design is knowing which ones to keep"
- *Scott Adams*

All Product Design staff will strive to enthuse, facilitate and shape our Byrchall students to be creative problem solvers who are confident, resilient and most importantly passionate about the products they design and make.

Autumn	Spring	Summer
Introduction to GCSE 3D Art and Design. Laminated Salad Server	Organic Lamps	Art Deco Clock

Homework will be set in the following formats to support independent learning in our subject.

- Keywords followed by a spelling and meaning test in lessons.
- Watching a video to learn a specific skill or to support a research activity.

Practising a particular skill such as:

- Sketching (2D and 3D)
- Producing a working drawing with measurements
- Generating design ideas
- Developing ideas
- Idea modelling
- CAD (Corel Draw/Google sketch up)

Collecting research information

- Measurements to ensure a product in ergonomic
- Imagery/inspiration
- Product Analysis
- Exploring a design movement
- Looking at the work of famous designers

Improving theory knowledge and understanding at GCSE.

- Practising exam questions
- Completing interactive quizzes online (Seneca Learning / BBC Bitesize)
- Watching GCSE PODS on key topics.
- Reading Blue Revision Book

Unit	Duration (lessons)	Learning Objectives/Outcomes
Introduction to GCSE 3D Art and Design Laminated wooden salad server	21	• Understand course expectations and how you will be assessed • Develop skills in collecting research and developing mood boards • Develop skills in shaping materials (polymers) using heat • Develop skills in using CAD and the use of the laser cutter • Be able to explain how to sublimate on to material • Be able to explain how materials (wood) can be laminated • Develop skills in exploring design contexts • Be able to produce creative ideas using mood boards • Develop modelling skills • Develop skills in making formers to shape materials • Develop skills in laminating and finishing veneers • Be able to analyse, evaluate and refine your work

Organic lamp NEA Coursework	18	• Be able to explain how nature can be used to inspire everyday products • Develop skills in analysing designers – Richard Sweeney and Kevin Mamaqi • Be able to produce inspirational mood boards • Develop skills in producing detailed observational drawings • Be able to use primary research to produce creative ideas • Develop skills in the use of CAD to produce sides of lamp • Be able to analyse, refine and improve your ideas • Develop skills in using CAD to produce a cardboard model • Be able to use 3D CAD (google sketch up) to model ideas to test aesthetics and colour choice • Understand the importance of testing and producing samples • Be able to design and apply different finishes to your prototype • Be able to evaluate your work in detail
Art Deco Clock NEA Coursework		• Be able to collate both primary and secondary research to support your coursework • Be able to analyse a design brief and consider intentions • Develop skills in analysing Art Deco and Frank Lloyd Wright • Consider how your designers have created their work using geometrical shapes, pattern and colour choice • Be able to produce creative ideas influenced by the designers that you have studied • Be able to analyse, refine and improve your ideas

		• Develop skills in using CAD to produce several ideas for the shape of your clock front • Be able to use 3D CAD (google sketch up) to model ideas to test aesthetics and colour choice • Understand the importance of testing and producing samples • Be able to design and apply different finishes to your prototype • Be able to evaluate your work in detail

Religious Education

Religious Education. It's more *RE*levant than you think

- What is the meaning of life?
- Why are we here?
- Is there a higher power?

Throughout the millennia of human experience, religion has expressed the deepest questions human beings can ask, and it holds a central place in the lives of all civilisations and cultures. Religious Studies at Byrchall aims to provide children with both a strong respect for faiths and cultures beyond Christianity and an understanding of the world around us.
Posing challenging questions, we aim to encourage students to reflect their own values and the values of others. In an increasingly material and technological world, that creates barriers between human interaction, we seek to connect young people spiritually, morally and culturally to the world around them.

We seek to engender a righteous sense of respect and tolerance for others, questioning assumptions, challenging casual prejudice and seeking answers to the questions that will confront them as citizens in modern Britain.

Autumn	Spring	Summer
RE and Life issues	Christian Practices	Buddhist Practices

Unit	Duration (lessons)	Learning Objectives/Outcomes
RE and Life Issues	12	• Truth-Science/religion • Origin of life • Use of the environment • Pollution/deforestation • Animal Issues • Animal experimentation • Sanctity of Life • Abortion issues • Euthanasia • Death and afterlife • Topic summary

Christian Practices	12	• Different forms of worship and their significance: • Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. • The role and meaning of the sacraments: • The sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. • The role and importance of pilgrimage and celebrations including: Lourdes and Iona • the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.
Buddhist Practices	10	• The nature, use and importance of Buddhist places of worship including temples, shrines, monasteries. • Puja, the significance and role of puja/devotional ritual in the home and in the temple • Meditation, the different aims, significance and methods of meditation • The practice and significance of different ceremonies and rituals associated with death and mourning Festivals and kamma (karma) and rebirth, compassion (karuna), loving kindness (metta). • The five moral precepts • The six perfections in the Mahayanan tradition

Science

Inspiring young scientists of the futures, atom by atom

Science surrounds us. It is everywhere in our daily lives - all day, every day! We want Science to inspire students to explore the world around them and recognise and understand this. We aim to excite and enrich with the practical applications of the subject, teaching students that doing science develops our ability to ask questions, collect information, organise and test our ideas, problem-solve and apply what we learn.

Science is a platform for building confidence, developing communication skills, and making sense of the world around us.

	Autumn		Spring		Summer	
B	B3 Infection and response B4 Bioenergetics (Respiration)	B4 Bioenergetics (Photosynthesis)	B5 Homeostasis (Nervous System)	B5 Homeostasis (Hormones)	B6 Inheritance	B6 Variation and Evolution
C	C2 Structure and Properties	C3 Quantitative Chemistry	C4 Chemical Changes	C4 Electrolysis	C5 Energy Changes	C6 Rates of Reactions
P	P3 Particle Model	P4 Atomic Structure	P5 Forces	P5 Forces and Motion	P6 Waves and Properties	P6 Electromagnetic Waves

Science homework is an integral part of each students learning journey. Therefore the Science department will issue regular homework.
The homework set is designed to:

- Consolidate learning
- Allow further research on subjects
- Develop and practise essential scientific skills
- Provide extra challenge and support for students

Students will be set two pieces of homework per week. One piece will be based on the current learning and the second homework will be a piece of recall work to consolidate previous topic and aid revision. Students studying separate sciences will receive three pieces of homework per week but of a shorter duration.

Homework is not expected to be completed in isolation and we actively encourage parents or any other person to help and support students while completing the tasks set. If a student is having difficulty completing homework they must bring this to the attention of their class teacher who will arrange a time suitable to go over any problem areas.

Unit	Learning Objectives/Outcomes
Infection and response	• The importance of bacteria in the human digestive system. • Micro-organisms. • The process of anaerobic respiration in humans and micro- organisms, including fermentation, and a word summary for anaerobic respiration. • Infectious diseases • Viral, bacterial, fungal, protist disease • Human defence system • Vaccination / Antibiotics and painkillers • Antibodies (HIGHER) • Plant disease (BIOL ONLY) • Plant defence response
Bioenergetics	• The structure and functions of the gas exchange system in humans, including adaptation to function. • Plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots. • The reactants in, and products of, photosynthesis, and a word summary for photosynthesis. • The role of leaf stomata in gas exchange in plants / adaptations of the leaf • The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere. • Aerobic and anaerobic respiration • Response to exercise • Metabolism
Homeostasis	• Regulation of the internal conditions of a cell or organism. • Automatic control systems • explain how the structure of the nervous system is adapted to its functions. • Information from receptors passes along cells (neurones) as electrical impulses to the central nervous system (CNS). • Reflex actions are automatic and rapid; they do not involve the conscious part of the brain. • The brain (Biology only) • The eye (Biology only)

	• Control of body temperature (Biology only) • Human endocrine system • Control of blood glucose concentration • Maintaining water and nitrogen balance in the body (biology only) • Hormones in human reproduction • Contraception • Negative feedback (HT) • Plant hormones (Biology only)
Inheritance	• Reproduction – sexual and asexual • Advantages and disadvantages of sexual and asexual reproduction • DNA • Structure of DNA • Protein synthesis • Genetic inheritance • Inherited disorders • Sex determination • Mendel and genetics
Evolution	• Describe evolution • Natural selection • Variation • Speciation (Biology only) • Selective breeding • Genetic engineering • Cloning (Biology only) • Theory of evolution (Biology only) • Understanding of genetics (Biology only) • Evidence for evolution • Fossils • Extinction • Resistant bacteria • Classification of living organisms
Bonding and structures (Ionic, covalent, metals)	• Why bonding occurs, ion formation, ionic bonding, properties of ionic substances • Covalent bonding, dot and cross diagrams, properties of simple covalent molecules • Metallic bonding, properties of metals • Properties of diamond, graphite, silicon dioxide and graphene • Properties of metals and alloys • Properties of polymers

Quantitative chemistry	• Reactivity of metals • Oxidation and reduction • Oxidation and reduction in terms of electrons (HIGHER) • Reactivity series • Displacement • Extracting metals
Chemical changes- metals and reactions, acids, bases and salts	• pH scale, neutralisation • reactions of acids with metals, bases, alkalis • Salt formation • Soluble salts • Neutralisation equation • Titrations • Strong and weak acids
Electrolysis/energy changes	• Electrolysis theory • Electrolysis of molten ionic compounds • Half equations • Electrolysis of aqueous substances • Electrolysis to extract aluminium • Exothermic and endothermic reaction theory • Uses of exothermic/endothermic reactions • Reaction profiles • Calculating energy changes (HIGHER) • Chemical cells and fuel cells
Rates of reactions	• Relative mass • Conservation of mass • Moles (HIGHER) • Reacting masses (HIGHER) • Limiting reactants (HIGHER) • Concentration • Percentage yield and atom economy • Titration calculations • Gas volumes
Particle model	• Solids, liquids, gases • Changes of state

Atomic structure	• Atoms, elements, compounds, mixtures • The development of the atom • Relative electrical charges of subatomic particles • Size and mass of atoms • Relative atomic mass • Electron structure
Forces	• Scalar and vector quantities • Contact and non-contact forces • Gravity • Resultant forces • Work done and energy transfers • Forces and elasticity • Moments, lever and gears (Physics only) • Pressure and pressure differences in fluids
Forces and motion	• Describing motion along a line • Speed • Velocity • Distance time relationship • Acceleration • Newton's first law • Newton's second law • Newton's third law • Stopping distances • Reaction times • Braking distances
Waves	• Transverse and longitudinal waves • Wave diagrams • Calculating wave frequency • Wave speed • Measuring speed of waves • Reflection of waves and ray diagrams (Physics) • Sound waves (Physics) • Hearing • Ultrasound and uses (Physics) • Electromagnetic waves and spectrum • Refraction • Properties of EM waves • Uses of EM waves • Lenses (Physics) • Convex and concave lenses (Physics) • Lenses and ray diagrams (Physics)

	• Magnification (Physics) • Colours and filters • Emission and absorption of infrared radiation • Radiation and temperature

Spanish

We aim to create lifelong linguists who thrive in the 21st century

We provoke students' curiosity and appreciation of wider cultures and develop aspirational and independent linguists who achieve their full potential. We create a learning environment that nurtures the enjoyment of language learning, engenders pride in successful linguistic acquisition and application while providing a diverse, challenging and inspirational menu of language skills for all learners.

Autumn		Spring		Summer	
Ciudades	Hacía un mundo mejor	Désconectate	Intereses y influencias	Intereses y influencias	Mi gente

Homework at GCSE comes in a variety of forms:

- Vocabulary learning
- Tasks to complete on the Active Learn system (as instructed and explained in class time)
- Revision for GCSE style speaking assessments – whether picture based, conversation or role play (once per term)
- Extended/creative writing tasks
- Additional grammar exercises

Unit	Learning Objectives/Outcomes
Ciudades - My town	• To be able to talk about places in the town • To be able to give and understand directions • To be able to talk about different shops • Using numbers to talk about prices • Using se puede/se pueden • To be able to describe features of regions • Using the future tense • Understand and explore the geography of Spain • Using demonstrative adjectives • To be able to ask for clothes in a shop • To be able to discuss the problems in a town • Using synonyms and antonyms • Using the conditional tense • Recognition of idioms
Hacia un mundo major - Global Issues	• To be able to discuss different food groups • Using the present subjunctive • To be able to recognise high numbers

	• Using the subjunctive in commands • To be able to present an argument • To be able to discuss healthy lifestyles • Using the pluperfect tense • To be able to present a point of view • To be able to discuss a natural disaster • Using the imperfect continuous
Désconectate - Holidays	• Revisiting the present tense • Using the preterite tense • Prefiero + infinitive • Using 'gustar' with different pronouns • Using the imperfect tense • Using verbs with 'usted' • Using the future tense • To be able to describe events in the past by combining the preterite and imperfect tenses. • To be able to provide a wide range of opinions and justifications about a holiday in the past. • To be able to talk about holiday plans for the future
Intereses y influencias - Free time	• Talking about free-time activities • Using stem-changing verbs • Talking about TV programmes and films • Using adjectives of nationality • Using soler + infinitive • Identifying correct statements about a text • Talking about sports • Using the imperfect tense to say what you used to do • Listening for different tenses • Talking about what's trending • Using the perfect tense • Using words which have more than one meaning • Discussing different types of entertainment • Using algunos /ciertos/otros/muchos/demasiados/todos • Adapting a model dialogue to fit different situations • Talking about who inspires you • Using a range of past tenses
Mi gente - Family and friends	• Using present tense • To be able to describe someone physically and in terms of their character

	• Using 'para' + infinitive • To be able to discuss the uses and impact of social media • Using the present continuous tense • To be able to discuss reading preferences Using Ser and Estar • To be able to use a range of relationship verbs – me llevo bien con

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HIGH SCHOOL

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