



Harris Girls' Academy
East Dulwich

Year 10
CURRICULUM
GUIDE

2010/2011

We hope this Curriculum Guide is useful to you. It contains overviews of all the courses your daughter may be taking this year. Please bear in mind that not all the pages within this guide will apply to your daughter and you will need to check her timetable to ensure that you are looking at the right pages. If you have any confusion with this, please do not hesitate to contact us at the academy or to put up a question on our blog <http://harrisdulwichgirls.wordpress.com> where someone will be happy to help you out.

There are many ways that you can support your daughter in making the most of her education. The following are some suggestions that may be of use to you.

- Ensure that your daughter gets to bed at a reasonable hour to ensure sufficient sleep on school nights.
- Encourage your daughter to eat a healthy breakfast before she comes to school.
- Support your daughter in being at school every day and always on time.
- Ensure that your daughter does her homework to a high standard and follows the recommended homework times as set by the academy. Help her by providing a quiet place with a table where she can do her work.
- Support your daughter in completing all coursework to a high standard and to the agreed deadlines.
- Encourage your daughter to attend intervention sessions held after school, before school and during the holidays.
- Encourage your daughter to read regularly.
- Ensure your daughter is a member of a local library to support her in researching homework subjects.
- If possible, encourage your daughter's interest in her studies by finding related places of interest to visit, recording related programmes for her to watch etc.

Art & Design / BTEC

YEAR 10 BTEC	TOPICS	MAIN CONTENT	ASSESSMENT
Autumn Term	Still Life (Continued from Y9)	<ul style="list-style-type: none"> • Line Drawing • Painting • Contextual Studies • Collage • Card Construction • 	Continuous Teacher Assessment using BTEC criteria Externally Moderated throughout course
Spring Term	Self Portrait Project	<ul style="list-style-type: none"> • Photoshop • Drawing & Painting • Developments • Printmaking • Collage 	“
Summer Term	Lamia the Snake Woman	<ul style="list-style-type: none"> • Drawing & Painting • Design work • Contextual Studies • Card Construction 	“

Art & Design / GCSE

YEAR 10 GCSE	TOPICS	MAIN CONTENT	ASSESSMENT
Autumn Term	Still Life (Continued from Y9)	<ul style="list-style-type: none"> • Line Drawing • Painting • Contextual Studies • Collage • Card Construction • 	Continuous Teacher Assessment using GCSE Grades Externally Moderated at end of course
Spring Term	Self Portrait Project	<ul style="list-style-type: none"> • Photoshop • Drawing & Painting • Developments • Printmaking • Collage 	“
Summer Term	Lamia the Snake Woman	<ul style="list-style-type: none"> • Drawing & Painting • Design work • Contextual Studies • Card Construction 	“

Business Studies



Year 10	UNIT TITLE	TOPICS	ASSESSMENT
AUTUMN TERM	<p>1. Investigating How businesses Work</p> <p>2. Financial Records</p>	<p>Business ownership The risk-reward ratio Ethical business Organisation structures Functional areas Communication between functional areas</p> <p>Importance of financial documents Computerised accounting systems Types of cash and non-cash payment methods Sources of revenue and costs Profit and loss account Terminology in financial statements Balance sheet</p>	<p>Research for the Controlled Assessment</p>
SPRING TERM		<p>Stakeholders Why are customers important? The power of customers The needs of different customers Employees – their rights and responsibilities</p>	<p>JANUARY External examination for Unit 1 Research for the Controlled Assessment</p>

Business Studies (Continued)

SUMMER TERM			
		Begin the Controlled Assessment Revision: Unit 2 Financial Records	12 hour Controlled Assessment JUNE External examination for Unit 1 resits

COPE / Parent Overview

Year 10	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT	ADD. INFO
Autumn Term	Enterprise and Work-related learning. Communication	Unit 8 WRL/ENT (Activity B2) Unit 1 Communication (Activity B) Unit 8 WRL/ENT (Activity A)	Ent: B2- Take part in a mini or team Enterprise project (10 hours = one credit 20 hours = two credits). Keep a record of your involvement and what you have learnt about both business and working as a team. C: B1- Write an illustrated short story to a younger age group and arrange to read it to them C: B2- work with an older person to produce a piece of creative writing on 'memories' Ent: A1- Talk to a Connexions/Careers advisor or your tutor and start to make plans for the next stage of your education. Complete an Action Plan showing what you need to do next in order to be successful. Ent: A4- Visit a place where you could undertake further training or education. Identify at least one course that might suit you and make a list of the reasons why this (or these) course(s) might be enjoyable. Ent: A5- Interview at least two people (or invite at least two people to speak to your group) who have different jobs. Ent: A7- Working as a group, discuss and carry out a role play (or discuss and present your findings to others) about work situations. Ent: A9- Have a real (or mock) interview for a job. C: C- Produce an information video on a topic of interest	Students are working on skill assessment 'Working with others' for Unit 8 and 'Planning and Carrying out a Piece of Research' for Unit 1. Tasks are completed and evidence is accumulated in portfolio. Assessment sheets submitted. Pass or fail assessment.	Support can be provided to reflect on the mini-enterprise projects for students and to assist them in preparing for future work. Support may also be given at home research the short stories for a younger audience/information video and devising warm up exercises. Practising reading out presentations or stories or presenting to camera will also help develop oral presentation skills.
Year 10 Spring Term	Health and Fitness The Environment	Unit 7 Health and Fitness (activity A).	HF: A1- with others, carry out a survey of personal hygiene products for men and women. Report on the main types of products, their uses and costs. Show you understand the importance of personal hygiene. HF: A2- Keep a record of what you eat over two days. Make a list of what a balanced diet should include and compare to your diet. Compare with others and discuss how your diets could be healthier. HF: A3- Give yourself or your friend a 'makeover'. Use photographs, magazines and drawings to give you some ideas. Present 'before and after' pictures. Give a talk to others about this experience. HF: A4- Show that you know how to deal with three of the following: Cuts, grazes and nosebleeds; Electric shocks; Minor burns and scalds;	Students are working on skill assessment 'Problem-solving for Unit 7 and 'working with others' for Unit 5. Tasks are completed and evidence is accumulated in portfolio e.g. photos / artifacts/ videos/ report. Assessment sheets submitted.	Students can be supported at home to complete the survey of personal hygiene products available in shops as well as with keeping a food diary and concentrating on healthy eating. Students may need to practice first aid skills on someone at home.

COPE / Parent Overview (Continued)

		Unit 5 The Environment (activity A)	<p>Sprained wrist or ankle; Suspected broken bones; Fainting.</p> <p>HF: A5-Show how accidents can be avoided in three of the following areas: Kitchen; Bathroom; Garage/shed; Garden; Living room.</p> <p>En: A1- Visit a local park, taking note of what you saw.</p> <p>En: A2- Identify two products in a local shop that are environmentally friendly and explain why you would recommend using them.</p> <p>En: A3- Carry out a traffic survey and list ways in which certain types of traffic may be damaging to the environment and people's health. Discuss with others ways of helping to prevent or reduce any damage.</p> <p>En: A6- As a group carry out a survey of your establishment and decide what needs to be done in order to improve the way it looks. Present a report with action points.</p> <p>En: A7- work in a group to improve the look of a garden or waste ground.</p>	Pass or fail assessment.	
Year 10					
Summer Term	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT	ADD. INFO
	International links Sport & Leisure	Unit 10 International Links (Activity C) Unit 3 Sport and Leisure (Activity B&C)	<p>IL: C- Develop your skills in a modern foreign language</p> <p>SL: B2- Run a competition or take part in coaching or umpiring</p> <p>SL: B5- Learn how to play a traditional game and teach it to others.</p> <p>SL: C- Develop your skills in sport / music (must record progress)</p>	<p>Students are working on skill assessment</p> <p>'Improving own learning and performance' for Unit 10 and 3.</p> <p>Tasks are completed and evidence is accumulated in portfolio e.g. photos / artifacts/ videos/ report. Assessment sheets submitted.</p> <p>Pass or fail assessment.</p>	<p>Support at home can be provided to practice foreign language skills at every opportunity.</p> <p>Practicing a traditional game and teaching it to other family members or friends is also a useful homework activity.</p>
Year 11					
Autumn Term	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT	ADD. INFO
	Citizenship and community Expressive Arts	Unit 2 Citizenship and the community (activity C) Unit 11 Expressive Arts (Activity B1&5)	<p>CC: C Prepare an illustrated presentation on the different ethnic groups in the school and the languages and cultures that they represent.</p> <p>EA: B1- Devise a short programme of warm up exercises, which would be a suitable preparation for a session of one of the following: Dance;</p>	<p>Students are working on skill assessment</p> <p>'planning and giving an oral presentation' for unit 2 and 'planning and</p>	<p>Research can be supported on ethnicity and culture and to run through the presentation. Practising</p>

COPE / Parent Overview (Continued)

Year 11	TOPICS	UNIT No./ TITLE	<p>Drumming; Singing; Drama; Other activity Record the details of this programme. Take part in a student-devised warm up session. You could lead the session or be a group member. EA: B5- Give a talk or presentation about one of the following:</p> <ul style="list-style-type: none"> • An investigative process you were involved in • A performance you have seen • A piece of art work • A presentation/performance you took part in • A problem you have solved creatively • Other 	<p>giving an oral presentation' for unit 11. Tasks are completed and evidence is accumulated in portfolio e.g. photos / artifacts/ videos/ report. Assessment sheets submitted. Pass or fail assessment.</p>	<p>reading out presentations or stories or presenting to camera will also help develop oral presentation skills.</p>
Spring Term	Health and Fitness Portfolio completion	Unit 7 Health and Fitness (activity B) All studied units.	<p>Activity Content</p> <p>HF: B- Complete a training course for a recognised First Aid Qualification</p> <p>Completing all paperwork, organizing and presenting portfolios.</p>	<p>ASSESSMENT</p> <p>Students are working on skill assessment 'Problem-solving for Unit 7 and 'planning and giving an oral presentation' for unit 2.</p>	<p>ADD. INFO</p> <p>Support at home can be provided to prepare for first aid training and practice the skills developed. Research can also be supported on ethnicity and culture and to run through the presentation.</p>
Year 11	TOPICS	UNIT No./ TITLE	<p>Activity Content</p>	<p>ASSESSMENT</p>	<p>ADD. INFO</p>
Summer Term	Work-related Learning and Enterprise	Unit 8 WRL/ENT	<p>Study support for exams</p>	<p>No assessment.</p>	<p>Support can be provided in the form of revision guidance.</p>

YEAR 10	TOPICS	UNIT No./ TITLE	KEY TERMINOLOGY	ASSESSMENT	ADD. INFO
Autumn Term	<ul style="list-style-type: none"> • Black History Repertoire • Group Repertoire • BTEC Production 	<ol style="list-style-type: none"> 1. B4 – Performing Dance 2. A2 – The Performing Arts Business 3. A1 – The Performing Arts Production Process 	<p><i>Range of styles: e.g. jazz, south Asian, African, street dance, rock 'n' roll, jive</i></p> <p><i>Physical features appropriate to specific style: posture; use of the whole body; dynamic range; movement quality; facial expression; focus; awareness and appreciation of sound accompaniment</i></p>	<p>Pupils will be formally assessed through Practical Assessment and completion of a Business file including planning, marketing, budgeting and research of the performing arts business.</p>	<p>Pupils will plan, implement and perform in a small end of year evening BTEC showcase for an invited audience.</p>
Spring Term	<ul style="list-style-type: none"> • Whole School Production • Social and Historical issues • Group Choreography 	<ol style="list-style-type: none"> 1. A2 – The Performing Arts Business 2. A1 – The Performing Arts Production Process 3. B3 - Understanding Dance 	<p><i>Social: contemporary dance forms; modern/post-modern reactions; venue e.g. street, theatre etc; personal expression; type of audience</i></p> <p><i>Historical: ritual, social culture, politics; style e.g. ballroom (foxtrot, waltz etc) jazz, jive, classical, modern, contemporary dance</i></p>	<p>Pupils will research two dance styles in depth forming a presentation for their coursework folder.</p> <p>Evidence for planning and implementing the showcase will be assessed throughout.</p>	<p>Pupils will be expected to review and refine the performance in order to produce an Annual Dance Showcase involving the whole school.</p>
Summer Term	<ul style="list-style-type: none"> • Repertoire • Unit Review 	<ol style="list-style-type: none"> 1. B4 – Performing Dance 2. B3 – Understanding Dance 3. All units review 	<p><i>Tracking progress: milestones, measuring achievement, revisiting and reviewing targets, self evaluation</i></p>	<p>Practical Performance and assessment.</p> <p>Pupils will create an individual portfolio as a record of achievement</p>	<p>Pupils are encouraged to take part in additional dance (clubs at school) and outside agencies where possible to support their dance vocabulary.</p>

CONTROLLED ASSESSMENT TASK		EXAMINATION
<p>Completed by students in year 10 and year 11 Worth 60% of the final GCSE mark Students complete 45 hour independent design project Work completed in school under controlled conditions Some research / preparation work required at home After school sessions between September and March</p>		<p>Exam - End of year 10: Monday 6th June 2011 at 9am Worth 40% of the final GCSE mark Contains 2 sections: Section A – design exercise worth 30-35 marks Section B – application of knowledge and understanding of topics covered Lasts 2 hours After school sessions between March and June</p>
YEAR 10 AUTUMN TERM	CONTROLLED ASSESSMENT TASK	EXAMINATION PREPARATION
	<p>Task 1 Celebrations Introduction to project theme. Analysis of linked products. Generating initial ideas. Developing ideas through drawing and modelling in 3D.</p>	<p>What is Product Design? Evolution of Product Design Designers and design movements Human factors relating to the design of products. Inclusive design. Anthropometrics & ergonomics. Choosing the right materials & their properties. Green issues Branding Practice exam questions</p>
YEAR 10 SPRING TERM	CONTROLLED ASSESSMENT TASK	EXAMINATION PREPARATION
	<p>Developing ideas for computer aided manufacture Making the product. Creating packaging for the product. Controlled Assessment Task submission deadline: Monday 4th April 2011</p>	<p>Manufacturing in quantity Quality Control / Assurance ICT in production Packaging & Marketing Functions of packaging How packaging is manufactured. Industrial manufacturing – how it's different to school. Practice exam questions</p>
		SUPPORT
		<p>Controlled Assessment Surgery Monday 3.15 to 4.30 Monday 27th September onwards</p>
		<p>Controlled Assessment Surgery Monday 3.15 to 4.30 From Monday 4th April: Exam topic surgery Monday 3.15 to 4.30</p>

Design & Technology (Continued)

SUMMER TERM	Task 2 Introduction to project theme. Analysis of linked products. Generating initial ideas. Developing ideas through drawing and modelling in 3D.	Examination Monday 6 th June 2011 at 9am Exam revision. Exam practice questions.	Exam topic surgery Monday 3.15 to 4.30
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Drama

YEAR 10	TOPICS	UNIT No./ TITLE	MAIN SKILLS / Vocab	ASSESSMENT	ADD. INFO
Autumn Term	C7: Understanding Drama	Assignment three: From Page to Stage	PMD 3: Applying acting skills to acting styles PMD 4: Performing using acting techniques.	Written exploration of acting techniques Performance of short scripted scenes.	Excerpts from blood brothers begun last academic year.
	C8: Performing Scripted Plays	Assignment one: 25 min scripted play. Workshop conditions.	Develop, perform and evaluate a role. Attend rehearsals, Communicate with audience.	Attendance at rehearsals record, teacher observation of process and performance. Evaluation interview.	Performing Arts showcase TBA.
Spring Term	C8 Performing Scripted Plays	Assignment two: 30 min scripted play	Develop, perform and evaluate a role. Attend rehearsals, Communicate with audience.	Attendance at rehearsals record, teacher observation of process and performance. Evaluation interview.	Studio Performances
	Unit A1: Performing Arts Production Process	Assignments One, Two and Three Planning, Organising and Evaluating a Production Project	Demographics, Marketing, Budgeting, Administration, Professional Standards, Minutes, Risk Assessments, Managing Time.	Documentation of action planning, marketing and budget. Teacher monitoring success of production planning, Evaluation notes.	
Summer Term	Unit A2: Performing Arts Business	Assignment one: Marketing	Demographics, research, cost vs benefit.	Marketing package – poster and other ideas.	Will require access to ICT.
		Assignment two: Budgeting	Incomes and expenditure, fixed and ongoing costs, prioritizing.	Profit and loss sheet plus analysis.	
		Assignment three: Job Roles in the Performing Arts	Research into salaries, qualifications, career paths. Presentation skills.	Presentation on chosen job roles.	
		Assignment four: Performing Arts organisations	Research into the Arts council and state and charitable arts funding.	Magazine article on the justifications and reality of arts funding.	

	Autumn 1, Yr 10	Autumn 2, Yr 10	Spring 1, Yr 10	Spring 2, Yr 10	Summer 1, Yr 10	Summer 2, Yr 10	
UNIT(S)	<p>Language Unit 3a Extended Reading Begin teaching 2 weeks</p> <p>Language Unit 3a Extended Reading 4 wks teaching inc. 2 hours CA Also Literature 1b</p>	<p>Language Unit 3b Moving Images 4 Weeks teaching (inc. 2 hours CA)</p> <p>Language Unit 3b Re-creations 3 weeks teaching (inc. 2 hours (CA)</p>	<p>Literature Unit 2 Poetry Cluster With skills practice for unseen poem 4 weeks</p> <p>Language Unit 2 S&L Role Play task 2 weeks teaching (inc. assessment)</p> <p>Digital Anthology</p>	<p>Language Unit 3c Spoken Language Study 5 Weeks teaching (inc. 2 hours CA)</p> <p>Language Unit 2 S&L Role Play task 2 weeks teaching (inc. assessment)</p> <p>Explore character/voice in <i>Purple Hibiscus</i></p>	<p>Language Unit 1a, 1b Non-Fiction skills including year 10 mock exam</p> <p>Revise Literature unit 2</p> <p>Skills development and practice</p>	<p>Language Unit 2 S & L Oracy Unit 2 weeks teaching inc. assessment</p> <p>Language Unit 2 Presenting Task Preparation for Work Experience</p> <p>Based on register and speech</p>	
EXAMPLE TASK(S)	<p>The presentation of voice – comparative analysis of vernacular. Wide reading extracts/booklist</p>	<p>The language of television Drama and soaps. Analysis of conventions</p> <p>A scene from a soap to 'The Ballad of Albert Square' Opening of a thriller</p>	<p>Based on the Poetry Cluster Create scenario based drama activities</p>	<p>Hot seating / role play drama. Students in everyday scenario – link to presentation in PH and other Culture poetry</p>	<p>Use specimen papers</p>	<p>Personal forms c.v., letter writing etc Preparing for interviews.</p>	
ENTRY					<p>Enter Literature unit 2 June Year 10 (35%)</p> <p>Enter Language Unit 3 June Year 10 (40%)</p>		

	UNIT TITLE	TOPICS	ASSESSMENT	ADDITIONAL INFORMATION
Autumn 1	Theme 4 (Economic Development)	<ul style="list-style-type: none"> • Different levels of development (quality of life and standards of living in LEDCs and MEDCs) • Development Indicators. • Different types of aid given to LEDCs. • Economic activities • Factors affecting the location of different types of economic activities 	Ongoing exam practice	
Autumn 2	Theme 4 Continued (Economic Development)	<ul style="list-style-type: none"> • Employment structures in MEDCs and LEDCs • Multi-National Companies • Impact of globalization on different groups of people • Economic development vs environmental protection. 	Ongoing exam practice	
Spring 1		<ul style="list-style-type: none"> • Revision and recap of Theme 4 • GEOGRAPHICAL INVESTIGATION. This is part of the Controlled Assessment (coursework) for the GCSE and together with the fieldwork (completed at the end of June) = 25% of the GCSE grade. The investigation will be based on one of the topics from theme 4 but titles for research are not decided until nearer the time) 	GEOGRAPHICAL INVESTIGATION.	The Geographical Investigation must be completed in 6 hours on controlled assessment at the Academy, but independent preparation is necessary.
Spring 2	Theme 2 (Population and Settlement)	<ul style="list-style-type: none"> • Urbanisation (rural to urban migration) • Urban land use models (Hoyt and Burgess) • Regeneration in urban areas (case study of the Greenwich Peninsula) • Changes in retail services 	Ongoing exam practice	
Summer 1	Fieldwork	<ul style="list-style-type: none"> • FIELD TRIP + 10 HOURS OF CONTROLLED ASSESSMENT 	Controlled assessment (10 hours in exam conditions in ICT suite)	Fieldtrip to Greenwich Peninsula
Summer 2	Fieldwork Year 10 Mocks	<ul style="list-style-type: none"> • 2 weeks to complete controlled assessment. • 2 weeks REVISION OF THEMES 2, 3 and 4. • 2 weeks Work Experience 	YEAR 10 MOCKS on Themes 2, 3 and 4.	

Health & Social Care

Your daughter has already completed 3 units of coursework in year 9. She needs to complete a further 3 units in Year 10. Her work is graded from Pass to Distinction* and is the equivalent of 4 Cs – A*s. It is **VITAL** that she attends all her classes and completes her assignment work to a high standard. We look forward to seeing you at Parents' Evening.

Year 10	Topics	Learning outcomes On completion of this unit your daughter learner should:	Assessment	Additional Info
Autumn Term 2010	Unit 5 Anatomy and Physiology	<ol style="list-style-type: none"> 1 Investigate the organisation of the human body. 2 Understand the structure, function and interrelationship of major body systems. 3 Investigate how monitoring body systems through routine measurements and observations can indicate malfunction. 4 Examine malfunctions in body systems and the resultant needs of patients/service users. 	<p>Coursework assignment.</p> <p>Practical assessment of observations.</p>	Ask your daughter to practice the observations at home
Spring Term 2011	Unit 7 Creative Activities in Health & Social Care	<ol style="list-style-type: none"> 1 Investigate different creative and therapeutic activities appropriate to users of different health and social care settings. 2 Explore the potential benefits of creative and therapeutic activities for patients/service users. 3 Examine aspects of health and safety legislation, regulations and codes of practice relevant to the implementation of creative and therapeutic activities. 	<p>Coursework assignment.</p> <p>Practical assessment of planning and implementing an activity.</p>	Can your daughter do an activity at home with younger siblings or grandparents?
Summer Term 2011	Unit 9 The Impact of Diet on Health	<ol style="list-style-type: none"> 1 Investigate the dietary needs of individuals at different life stages 2 Examine the effects of unbalanced diets on the health of individuals 3 Investigate specific dietary needs of patients/service users 4 Explore the principles of food safety and hygiene. 	<p>Coursework assignment.</p> <p>Practical assessment of the design of a diet plan for a client.</p>	Your daughter will need to fill out a diet diary for one week to assess the nutritional benefits.

Year 10	Autumn		Spring		Summer	
	1	2	1	2	1	2
Units	Unit 1A Medicine and Treatment Edexcel History B	Unit 2B The American West Edexcel History B	Unit 2B The American West Edexcel History B	Unit 2B The American West Edexcel History B	Controlled Assessment	
Topics	c1750-1900 (to be finished from last year)	Inhabitants and early settlers.	Development of the plains.	Conflict on the plains.	CA5 - The Vietnam War	
Content	<ol style="list-style-type: none"> Ideas about the cause of disease, belief in the supernatural, searches for natural explanations. Approaches to treatment and prevention of illness and disease. The influence of the Church and the Renaissance. 	<ol style="list-style-type: none"> The Plains Indians: their beliefs and way of life. Migrants and settlers in the west. Farming on the plains. 	<ol style="list-style-type: none"> The construction of the railroads. Cattlemen and cowboys: the rise and fall of industry. Establishing law and order: problems and solutions. 	<ol style="list-style-type: none"> Conflict between settlers and Plains Indians: the Indian wars. Change of policy from 1876: destruction of Native American way of life. Changes to Native American culture by 1890, life on reservations. 	<ol style="list-style-type: none"> The reasons for US Involvement in Vietnam. The nature of the conflict and reasons for US defeat. The impact of the war on civilians and the military. The growth of protest and the end of the conflict. 	
Assessment	Mock exam paper at end of each unit. Data used to guide intervention.				Submission of Controlled Assessment work.	

YEAR 10 BTEC	TOPICS	UNIT No./ TITLE	ASSESSMENT	ADD. INFO
<p>Autumn Term</p>	<p>Unit 18: ICT Graphics</p>	<p>Introduction to the unit Learn about hardware and software associated with computer graphics:</p> <ul style="list-style-type: none"> • describe the hardware and software needed to create and edit graphic images • understanding of the main differences between vector and bitmap graphics • Introduction to Photoshop • own graphics from scratch, using appropriate dedicated software • acquire and edit an image using appropriate specialist hardware • Explain the limitations of different software packages used to create and edit graphic images. • evaluate the images created using different software <p>Assignment task 1 and 2-Band tour promo produce marketing materials for a new band</p>	<p>Self assessment Peer assessment Teacher observation and assessment of assignments submitted</p>	<p>Student upload all completed assignments into the VLE Students use resources in year 10 Btec folder</p>

<p>Spring Term</p>	<p>Unit 2: Introduction to Computer Systems</p>	<p>Introduction to the unit</p> <ul style="list-style-type: none"> • Discuss the purpose of different types of computer • understand simple commands which perform the same functions as those available via a GUI. • describe of the elements of a standalone PC • explain the use of common types of hardware in a personal computer system • Hardware connections • Learn how to select software for a specified user <p>Assignment 1 Different types of computers in home and businesses</p> <p>Assignment 2 Selection, justification and evaluation of hardware and software</p> <p>Assignment 3 PC hardware/software configuration and testing</p> <p>Assignment 4 Legal requirements and threats facing hardware and software</p>	<p>Self assessment</p> <p>Peer assessment</p> <p>Teacher observation and assessments of assignments submitted</p>	<p>Student upload all completed assignments into the VLE</p> <p>Students use resources in year 10 Btec folder</p>
<p>Summer Term</p>	<p>Unit 5: ICT Supporting Organisations</p>	<p>Introduction to the unit</p> <ul style="list-style-type: none"> • Know the ways in which organisations use ICT • Understand the reasons why organisations use ICT • Understand the impact of ICT on individuals and organisations • Understand how ICT can be used to improve skills and knowledge 	<p>Self assessment</p> <p>Peer assessment</p> <p>Teacher observation and assessments of assignments submitted</p>	<p>Student upload all completed assignments into the VLE</p> <p>Students use resources in year 10 Btec folder</p>

ICT / BTEC (Continued)

		Assignment 1 Helping business studies learners Assignment 2 Selling sheet music Assignment 3 Personal development needs		
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YEAR 10 BTEC	TOPICS	UNIT No./ TITLE	Assessment	ADD. INFO
Autumn Term	Unit 1 Communicating in the IT Industry	<p>General introduction to Btec File management, introduction to VLE and Email system</p> <p>Introduction to unit 1 Communication skills</p> <ul style="list-style-type: none"> • Presentation on general communication skills • Presentation on interpersonal skills • Presentation on written skills • Presentation on making a communication fit for audience <p>Assignment 1 – Communicating in IT</p> <ul style="list-style-type: none"> • You are to produce user guides to using email to 3 different audiences. 	<p>Self assessment Peer assessment Teacher observation and assessments submitted</p>	<p>Student upload all assignments into the VLE Students use resources in year 10 Btec folder</p>
Spring Term	Unit 1 Unit 17 Website development	<p>Assignment 2 – Specialist Communication Channels use video sessions to demonstrate your interpersonal skills and produce a blog explaining how to use video conferencing.</p> <p>Introduction to the unit</p> <ul style="list-style-type: none"> • The laws and guidelines of website development: • The purpose of websites • Learn how to use Dreamweaver • practise with web design tools 	<p>Self assessment Peer assessment Teacher observation and assessments submitted</p>	

ICT / BTEC Flexible (Continued)

Summer Term	Unit 17 Website development	Assignment 2 – Create a Website • Publishing a multi-page website for a client Assignment 3 – Testing and Maintenance • Test the website to ensure that there are no problems with navigation or content.	
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YEAR 1 GCSE All Tiers

Topic	Assessment Objectives	Assessment Opportunity	Homework
<p style="text-align: center;">Autumn Term</p> <ul style="list-style-type: none"> • Number/Measure 1 • Number 2 • Data 1 • Data 2 	<ul style="list-style-type: none"> • Integers • Decimals • Reading scale • Measuring lines and angles • Fractions • Percentages • Ratio • Manipulation • Formulae • Factors • Multiples • Law of indices • Standard form (H Tier only) • Surd (H Tier only) 	<p>End of Unit assessments</p> <p>Self assessment</p>	<p>Revision Packs</p> <p>My Maths</p> <p>Maths Watch questions on VLE</p>
<p style="text-align: center;">Spring Term</p> <ul style="list-style-type: none"> • Algebra 1 • Algebra 2 • Number 3 	<ul style="list-style-type: none"> • Introduction to algebra • Functions • Straight line graphs • Manipulation • Formulae • Factors • Multiples • Law of indices (H Tier only) • Standard form (H Tier only) • Surd (H Tier only) 	<p>End of Unit assessments</p> <p>Self assessment</p>	<p>Revision Packs</p> <p>My Maths</p> <p>Maths Watch questions on VLE</p>

Maths (Continued)



<ul style="list-style-type: none"> • Algebra 3 • Geometry 1 • Geometry 2 	<ul style="list-style-type: none"> • Patterns and sequences • Linear graph revision • Estimates and reading scales • Metric and compound Units • Area, Perimeter and Volume • 3D shapes • Angle facts • Circle theorems (H Tier only) 		<p>End of Unit assessments</p> <p>Self assessment</p> <p>Mock Examination June 2011</p>	<p>Revision Packs</p> <p>My Maths</p> <p>Maths Watch questions on VLE</p>
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YEAR 10	TOPICS	UNIT No./ TITLE	ASSESSMENT
<p>Autumn Term</p>	<p>(Introduction to Media and to using Macs.) Advertising and production. Using photoshop. Writing for the media. Looking at scripts, magazines, newspapers and screenplays.</p>	<p>Unit 7. Advertising Production. <i>Evaluating advertising techniques.</i> <i>Developing ideas for an advertisement.</i> <i>Creating an advertisement.</i> <i>Review of advertisement.</i> Unit 11. Writing for the media <i>Characteristics of different genres of writing.</i> <i>Planning a piece of written work.</i> <i>Evaluating work.</i></p>	<p>Written report. Written report and presentation. Log of production and finished article. Written evaluation of advertisement. Written report. Evidence of interaction in group work, including minutes of meetings, brainstorming. One long or several shorter pieces of written pieces for media (eg script, article). Written evaluation and discussion with tutor.</p>
<p>Spring Term</p>	<p>Audio Production. Using the radio studio. Editing sound.</p>	<p>Unit 6. Audio Production <i>Exercise on individual learner's experience of audio products, followed by presentation.</i> Audio product production. <i>End of Production Review.</i></p>	<p>Presentation to class. Preparation, undertaking and production of a radio programme, in small groups. Written evaluation of product.</p>
<p>Summer Term</p>	<p>Improvement and wrapping up. Completing files.</p>	<p><i>All files must be completed and improved by this stage.</i> <i>Students have the opportunity to redo one of their existing units to improve their overall grade. They will also be able to tie up loose ends.</i></p>	

YEAR 10	TOPICS	UNIT No./ TITLE	MAIN GRAMMAR	ASSESSMENT	ADD. INFO
Autumn Term	Moi Mon temps libre	Déjà vu 1 Moi ... et quelques autres Déjà vu 2 Les choses que j'aime faire 1 Moi, moi et encore moi! 2 Mes parents 3 Mes copains et mes copines 4 Centre de loisirs 5 Les champions sportifs 6 Ma passion Déjà vu Qu'est-ce qu'on fait? 1 Ça te dit? 2 Désolé, je ne peux pas 3 Ce n'était pas mal 4 Il s'agit de quoi? 5 Toujours le sport! 6 La technologie est partout!	<ul style="list-style-type: none"> • Present tense • mon, ma, mes • Adjective agreement (nationalities, singular) • quel (all forms) • aimer+ infinitive • jouer à / de • Negatives • Reflexive verbs (present tense) • Masculine/Feminine forms of jobs • Perfect tense (formation with avoir and être) • Near future tense • direct object pronouns • Modal verbs (vouloir, pouvoir, devoir) + the infinitive • Perfect tense (formation of past participles) • Perfect tense: verbs with être 	Ongoing assessments End of module controlled assessments	Use of laptops/ ICT Internet websites Shared MFL resources
Spring Term	Là où j'habite Allons-y!	Déjà vu C'est où? 1 Tout près d'ici 2 J'habite en ville 3 Aujourd'hui et autrefois 4 Des villes jumelées 5 Ma ville Déjà vu On fait les magasins ! 1 On ira au festival de rock! 2 Bon voyage! 3 Ça me va? 4 C'est la fête! 5 À la mode	<ul style="list-style-type: none"> • à (au, à la, à l', aux) • Prepositions • The imperative (tu, vous) • Imperfect tense • Superlatives • pouvoir + infinitive • de (du, de la, de l', des); de with quantities • Future tense (regular and irregular) • Pronouns • The conditional (j'aimerais, je préférerais, je voudrais + the infinitive) • Imperfect tense for descriptions (être/avoir) • Using a range of tenses (present, perfect, imperfect) 	Ongoing assessments End of module controlled assessments	Use of laptops/ ICT Internet websites Shared MFL resources
Summer Term	Le collège	Déjà vu 1 L'emploi du temps Déjà vu 2 L'uniforme scolaire 1 La formation 2 Ma journée – aujourd'hui et hier 3 Vive la différence! 4 Respectez les consignes! 5 Que feras-tu?	<ul style="list-style-type: none"> • Definite article with school subjects • Adjective agreement • Present tense (ils/elles forms) • Reflexive verbs (present & perfect) • Comparisons • Negative expressions • <i>il faut</i> + infinitive// <i>est interdit/déjà</i> + infinitive 	Ongoing assessments Role plays Preparation for end of year Assessment End of year assessment GCSE exams L, R, W, S	Use of laptops/ ICT Internet websites Shared MFL resources

YEAR 10	TOPICS	UNIT No./ TITLE	MAIN GRAMMAR	ASSESSMENT	ADD. INFO
Autumn Term	Módulo 1 "De vacaciones" Módulo 2 "De paseo por Sevilla"	Repaso : ¿Adónde fuiste? Talking about where you went, Unit 1 : ¿Qué tal tus vacaciones? Talking about holidays and weather, Unit 2 : ¿Qué tal el hotel? Describing accommodation. Unit 3 : Buenas vacaciones Talking about holiday activities, Unit 4 : En el hotel Making complaints in a hotel Unit 5 : Reclamaciones Making complaints in a hotel Repaso 1 and 2 Mi vida Giving personal information, Talking about means of transport Unit 1 : La oficina de turismo Planning a day out Unit 2 : Comprando recuerdos Asking for and understanding directions Unit 3 : Tomando tapas Ordering in a restaurant Unit 4 : En Sevilla Describing a day out Unit 5 : Las fiestas Talking about festivals	Using the preterite ; extending sentences with sequencers Using irregular verbs in the preterite ,learning phrases meaning the same thing. Using the imperfect tense for description, giving and justifying opinions Using the imperfect and the preterite together, learning question words Using verbs with usted , dealing with unpredictable questions Using me hace falta joining ideas with connectives Using the present tense, extending sentences with cuando... using adverbs, listening for the 24-hour clock Using the near future understanding questions Using imperatives, using sequencers (primero... , después...) Using me gusta + article, como without article, working with distractors while listening and reading Recognising and expressing mixed opinions Using para to extend sentences	Ongoing assessments during module Practice of GCSE past papers	TEXT BOOK <i>Edexcel/ GCSE Spanish Higher</i> Use of laptops/ ICT Internet websites www.languageskills.co.uk www.languagesonline.org.uk www.wordreference.com m Shared MFL resources
Spring Term	Módulo 3 "A clase" Módulo 4 "¡Perdidos!"	Repaso 1 : Las asignaturas Giving opinions on school subjects. Repaso 2 : En clase Describing your school routine Unit 1 : ¿Cómo es tu insti? Producing descriptions of school life Unit 2 : Las normas del insti Describing school uniform and rules Unit 3 : ¡Los profesores! Describing teachers Unit 4 : El acoso escolar Describing school pressures and problems Unit 5 : El cole del futuro Describing the schools of the future Repaso 1 : Mi familia Talking about your family Unit 1 : Los supervivientes Talking about relationships	Using me gusta , me encanta , etc. revising basic vocabulary Using the present tense with time expressions, improving your spoken and written texts Using the imperfect and present tenses, giving a range of opinions Using phrases followed by an infinitive and justifying opinions Using comparatives and superlatives, agreeing and disagreeing Using the future tense, using questions to form answers Using possessive adjectives, saying numbers and dates Using ser and estar , talking about the present and the	Oral and written assessment Practice of GCSE past papers Ongoing assessments during module	Use of laptops/ ICT Internet websites www.languageskills.co.uk www.languagesonline.org.uk www.wordreference.com m Shared MFL resources

	Unit 2 <i>La vida cotidiana</i> Talking about daily routine	past Using reflexive verbs, using desde hace (for...)	End of module test	
Summer Term	<p>Módulo 4 "¡Perdidos!"</p> <p>Unit 3 <i>Las tareas</i> Talking about chores Unit 4: <i>Otro accidente</i> Describing people's personalities Unit 5: <i>Un año después</i> Talking about experience and hopes</p> <p>Oral and written preparation for the GCSE year 10 exam</p> <p>Repaso 1: A trabajar Revising jobs and places of work Unit 1: <i>¿Trabajas los sábados?</i> Describing part-time jobs Unit 2: <i>Prácticas laborales</i> Describing work experience Unit 3: <i>El futuro</i> Describing future plans Unit 4: <i>Mi currículum vital</i> Understanding job adverts and CV's Unit 5: <i>La entrevista</i> Understanding application letters</p>	<p>Using the present, preterite and imperfect tenses, using negatives. Talking about relationships in the past and present, making deductions while listening Using three time frames, and giving extending answers</p> <p>Revising masculine and feminine nouns, improving your pronunciation of cognates Using tener que + infinitive, extending spoken and written answers Using the preterite and the imperfect, using adverbs of time and frequency Using different verbs to talk about the future, forming sentences with si... (if...) Using the conditional with gustar and poder, understanding specialist vocabulary Forming the perfect tense, conducting a job interview</p>	<p>Ongoing assessments during module</p> <p>Oral and written assessment for the GCSE year 10 exam</p> <p>Ongoing assessments during module</p> <p>GCSE end of year test</p>	<p>Use of laptops/ ICT Internet websites</p> <p>Shared MFL resources www.languageskills.co.uk www.languagesonline.org.uk www.wordreference.com</p> <p>Film to choose ("El juego de la verdad" or cha, cha, cha)</p>

Music

YEAR 10	TOPICS	UNIT No./ TITLE	KEY WORDS	ASSESSMENT	ADD. INFO
Autumn Term	Creative Task	<ol style="list-style-type: none"> Rhythm – 2 bars of 2/4 3/4 4/4 or 6/8 Note pattern up to 9 notes Melodic phrase of 8 bars- add descant or bass. Chord sequence up to 5 Set of words – up to 8 lines, to be used in full Music to describe a sequence of events Sample papers of AOS 2,3,& 4 	<ul style="list-style-type: none"> Create Communicate Stimulus 	<p>Ongoing assessments</p> <p>Fortnightly –listening assessments.</p> <p>Ongoing assessment by peripatetic staff.</p>	<p>Useful websites :</p> <p>Musicrevision on line</p>
	Listening				
Spring Term	Composition 2	<ol style="list-style-type: none"> Dance composition Creative Task Practice Listening Practice 	<ul style="list-style-type: none"> 		
	Film/ Programme music	<ol style="list-style-type: none"> Compose a piece of music based on a mood or sequence Cont. CT prac Cont. Listening prac 	<ul style="list-style-type: none"> 		

Autumn 1	<p>Sex and relationships</p> <ul style="list-style-type: none"> The baby borrowers Relationships Pressures of parenthood Assertive communication 	<ul style="list-style-type: none"> Parenting Pregnancy Ms Murray / peer educators 	<p>Aims: To see how young people respond to the pressure of parenthood; understand how upbringing influences people in their teenage years; understand how we communicate; understand the practical realities of looking after a baby and what it might feel like to be pregnant.</p>
Autumn 2	<p>BTEC Work Skills – Career Progression</p> <ul style="list-style-type: none"> My skills qualities and experiences Sources of information 	<ul style="list-style-type: none"> Stages of career development Career progression planning 	<p>Aims: to analyse own qualities, skills and experience; find sources of information on careers; evaluate the relevance; discuss the career benefits of different examples of work or study opportunities; produce a personal plan including timeline and resources needed.</p>
Spring 1	<p>Around the world in 80 faiths</p> <ul style="list-style-type: none"> The need to believe Scientology Wiccan religion 	<ul style="list-style-type: none"> Voodoo Islam God and faith Humanism 	<p>Aims: to understand the human need to believe; explore lesser known religions and beliefs; understand the purpose of religious rituals.</p>
Spring 2	<p>BTEC Work Skills – Contributing to a meeting</p> <ul style="list-style-type: none"> key aspects of the meeting process common meeting problems 	<ul style="list-style-type: none"> making notes contributing ideas and opinions presenting an item 	<p>Aims: to describe key aspects of the meeting process; identify and give solutions to common problems; record personal notes; prepare an agenda; prepare and present an item; give own opinions and ideas and move the discussion forward.</p>
Summer	<p>BTEC Work Skills – preparing for work experience</p> <ul style="list-style-type: none"> Key information Tasks, terms and conditions <p>Learning from work experience</p> <ul style="list-style-type: none"> Strengths and skills 	<ul style="list-style-type: none"> Workplace values Personal presentation and professional conduct Difficult situations Goals Future choices and goals 	<p>Aims: to have and understand the necessary information about the work placement; to practice skills needed for a successful placement; to plan to get the most out of the experience.</p> <p>Aims: consolidate learning and set short and long term goals for the future career.</p>

Assessment of PSR is by teacher, self and peer assessment. **BTEC units** are assessed by coursework, most of which is done in class, though some preparation / follow up work may be required. Achievement of 13 credits over years 10 & 11 gains a BTEC First qualification in Work Skills (equivalent to a grade B at GCSE).

	Topic titles	Subject areas covered	Key skills	Assessments
Autumn term – Extended Certificate	Unit 1 – Chemistry and Our Earth	Elements, Mixtures and Compounds. Industrial chemistry. How the Earth formed	Predicting, Evaluating, Working together	Each BTEC assignment is marked and used for the assessment grade
Autumn term – Diploma	Unit 1 – Chemistry and Our Earth Unit 2 – Energy and our Universe	Elements, Mixtures and Compounds. Industrial chemistry. How the Earth formed. Energy transfers, Waves, Radiation, Electricity, Solar system.	Predicting, Evaluating, Working together Questioning, Researching, Communicating	Each BTEC assignment is marked and used for the assessment grade
Spring Term – Extended Certificate	Unit 2 – Energy and our Universe	Energy transfers, Waves, Radiation, Electricity, Solar system	Questioning, Researching, Communicating	Each BTEC assignment is marked and used for the assessment grade
Spring term – Diploma	Unit 3 – Biology and our Environment Unit 4 – Applications of Chemical Substances	Classifying living things, Human impact on the environment, Human health. Chemical bonding, Exothermic and Endothermic reactions, Applications of materials, Organic compounds	Decision-making, Initiative, Questioning Experimenting, Presenting, Making connections	Each BTEC assignment is marked and used for the assessment grade
Summer term – Extended Certificate	Unit 3 – Biology and our Environment	Classifying living things, Human impact on the environment, Human health.	Decision-making, Initiative, Questioning	Each BTEC assignment is marked and used for the assessment grade
Summer term - Diploma	Unit 5 – Applications of Physical Science Unit 6 – Health Applications of Life Sciences	Motion, Forces, Light, Sound, Electricity Health, Disease, Diet, Exercise, Immunity, Antibiotics, Gene therapy	Application, Planning, Analysing, Evaluating. Researching, Creative thinking, Team-work.	Each BTEC assignment is marked and used for the assessment grade

Additional information and support:

Suggested websites include: www.webelements.com, www.rsc.org, www.practicalphysics.org, www.schoolscience.co.uk, <http://health.howstuffworks.com/>, www.societyofbiology.org
Exam board details: Edexcel BTEC Level 2 www.edexcel.com

Year	Topic titles	Subject areas covered	Key skills	Assessments
Autumn term	B1 – You and your Genes B2 – Keeping Healthy	B1 – Inheritance, Genetics, Ethics, Cloning B2 – Microbes, Response to infection, Antibiotics, Circulation	Decision-making, Ethical debating, Questioning, Application	Two GCSE-style tests in the Biology and Physics topics covered this term.
	P1 – The Earth in the Universe P2 – Radiation and Life P3 – Radioactive Materials	P1 – Plate tectonics, Solar system, Universe P2 – UV and X-ray, Radiation uses, Global warming P3 – Radiation and Health, The atom, Nuclear power	Application, Research, Enquiry	
	B3 – Life on Earth Coursework Investigation C1 – Air Quality C2 – Material Choices C3 – Food Matters	B3 – Natural Selection, Evolution, Extinction Coursework skills, data analysis C1 – Atmosphere, Pollution, Combustion C2 – Polymers, Material properties, Recycling C3 – Farming, Food additives, Diabetes	Planning, Analysing, Evaluating Problem-solving, Analysis of data	Students will sit the formal GCSE module in P1-3 on 26 th January Other assessments will be in preparation for this exam and for the ones in June.
Spring Term	Revision Coursework Investigation	Revision of B1-3 modules and C1-3 modules in preparation for the Module exams Coursework improvement	Application of Knowledge and Understanding	Students will sit formal GCSE modules in B1-3 (19 th May) and C1-3 (17 th June) Two other assessments will be to prepare for these exams.
Summer term				
<p>Revision guide information and additional support: OCR Core Science revision guide published by CGP, will be available to order through the Science department Suggested websites include: www.bbc.co.uk/schools/gcsebitesize/science/21c, http://pastpapers.org/21st-century-science, www.21stcenturyscience.org.uk/support/ Exam board and details – OCR 21st Century Science A, www.ocr.org.uk, www.twentyfirstcenturyscience.org</p>				

Year	Topic titles	Subject areas covered	Key skills	Assessments
Autumn term	C4 – Chemical Patterns C5 – Chemicals of the Natural Environment C6 – Chemical Synthesis Coursework Investigation	C4 – Periodic table, Alkali metals, Halogens, Atomic structure, Salts, Ionic theory C5 – Chemicals of the Earth, Covalent bonding, Bonding in metals. C6 – Acids & Alkalis, Salts, Chemical synthesis.	Application of Knowledge, Research, Problem-solving, Analysis of data, Enquiry	A GCSE-style test per module to provide exam practice and monitor progress.
Spring Term	B4 – Homeostasis B5 – Growth and Development B6 – Brain and Mind	B4 – Homeostasis, Temperature control, Water control, Enzymes B5 – Cell division, Reproduction, Stem cells, Inheritance, Protein synthesis B6 – Behaviour, Nervous system, Reflexes, The Brain, Memory.	Application of knowledge, Research, Problem-solving, Ethical debate, Reasoning	The C4-6 module test will be sat on Jan 19 th . A GCSE-style test per module to provide exam practice and monitor progress.
Summer term	Revision and Coursework improvement P4 – Explaining motion P5 – Electric Circuits	Coursework improvements P4 – Forces, Friction, Acceleration, Laws of Motion P5 – Circuits, Current, Power, Domestic appliances, Electrical supply.	Application of Knowledge and Understanding	Revision tests and Questions to prepare for the B4-6 module on 22 nd June.

Revision guide information and additional support:

OCR Additional revision guide, published by CGP, will be available to order through the Science department

Suggested websites include: www.bbc.co.uk/schools/gcsebiteize/science/21c, <http://pastpapers.org/21st-century-science/>, www.21stcenturyscience.org.uk/support/

Exam board and details – OCR 21st Century Science A, www.ocr.org.uk, www.twentyfirstcenturyscience.org

Year 10	Autumn		Spring		Summer	
	1	2	1	2	1	2
Units	GCSE AQA Syllabus					
Topics	Education		Mass Media		Social Inequality	
Content	<ul style="list-style-type: none"> • The present structure of the education system. • Related debates such as faith schools, testing, special needs and alternative forms of education. • Influences on educational achievement. • The functions of the education system 		<ul style="list-style-type: none"> • Relationship between the mass media and audiences. • Link between mass media and the socialisation process • Media as a source of power for individuals and organisations • Significance of the internet • Medias encouragement of stereotyping and deviancy amplification • Links between media and violence 		<ul style="list-style-type: none"> • The nature of stratification • Unequal distribution of wealth • Class, status and life chances • Identity, gender, race, ethnicity age and religion • Power and status inequalities 	
Assessment	<p>Regular assessed questions</p> <p>Mock exam paper at end of each unit. Data used to guide intervention</p>					

YEAR 10 TOPICS	SPORTING ACTIVITY	MAIN CONTENT	ASSESSMENT	ADD. INFO
<p>As part of our sports college commitment, all students need to attain a sport specific qualification so within year 10 students will participate in a number of sports and a fitness unit. In two of the sports, your daughter will be assessed in their knowledge of the game (such as tactics), laws of the game, role of the officials and an athlete's strengths and weaknesses.</p> <p>The fitness unit gives students the opportunity to undertake a number of fitness tests and evaluate their results making suggestions on how they can improve their own personal fitness and in turns their health.</p> <p>Sports studied throughout the year are listed in the next column with possible BTEC units asterisk (*);</p> <p>NB: additional sports focus on advanced skill development for tactical advantage in competitive situations.</p> <p>NB 2: only 7 practical units are delivered throughout the year.</p>	Badminton*	<ul style="list-style-type: none"> Students consolidate the key skills of attacking strokes including serves, backhand and forehand strikes to gain tactical advantage throughout rallies and in competitive singles and doubles games. 	Self, peer and teacher assessment throughout all lessons. Possible final teacher assessment based on BTEC criteria.	Badminton club is every Monday after school in the Sports Hall.
	Trampoline*	<ul style="list-style-type: none"> A transition of basic trampolining skills learnt in year 9 Talented students may also move onto advanced twisting moves, somersaults and advanced somersaults. 	Peer observation and feedback form a key aspect of the BTEC course. Possible final teacher assessment based on BTEC criteria.	Trampoline club is on Thursday nights for year 10 students. We participate in a number of competitions including borough and Federation events.
	Outdoor Invasion Sports (netball or football) *	<ul style="list-style-type: none"> Students undertake a number of specialist roles within either football or netball developing attacking and defensive skills. 	Peer assessment in a strong element of this unit and consolidated by teacher formal assessment at the end of the unit.	Football club is on Monday night with year 9 students able to attend the netball club on Wednesday evenings.
	Fitness *	<ul style="list-style-type: none"> Students participate in a number of fitness tests. Interpretation of the results then leads the students to make suggestions on how to improve their own health and fitness. 	Formal teacher assessment at the end of the unit and on final submission of the group instructional DVD.	Skills for any sport can be extended through club participation or attendance to the fitness club on Thursday evenings.
	Rounders*	<ul style="list-style-type: none"> Skill development in teams focuses on how batting, bowling and advanced fielding can be used as a tactical advantage in game situations. Students take an active coaching role 	Self, peer and teacher assessment throughout all lessons. Final teacher assessment based on	Rounders club starts after Easter and will be held on the Rye in year groups.

Sports & Fitness (Continued)

	throughout the unit.	national curriculum grades.	
Climbing	<ul style="list-style-type: none"> In their second year of climbing, students will develop their basic bouldering and vertical climbing skills including three point holds, cross over bouldering and advanced belaying. 	Self assessment against National Curriculum grades consolidated by a final teacher assessment.	Climbing
Athletics	<ul style="list-style-type: none"> Students compete against each other in a variety of track and field events such as shot put, javelin, high jump, 800m, hurdles and different sprints. This unit also acts as preparation for the Federation Athletics in the summer term. 	Self assessment against National Curriculum grades and English Athletics Schools standards.	An elite training squad will be training from October 2010 and from Easter our extra-curricular provision will also include athletics.
Table tennis	<ul style="list-style-type: none"> A recreational unit where students apply their striking skills to a smaller playing area. It requires the development of fine motor skills to learnt movements such as forehand and backhand strikes. 	Peer assessment and final teacher assessment.	
Alternative sports	<ul style="list-style-type: none"> An another recreational unit where students transfers their attacking skills into a variety of sports such as Ultimate Frisbee, Uni-Hoc or Handball. These activities are taught for the entire unit. 	Peer assessment and final teacher assessment.	

Notes