



Barnhill

COMMUNITY HIGH SCHOOL

Year 10 Curriculum Handbook

2022—2023

Contents

Page 3. Introduction to the Year 11 Curriculum

Page 4. The Barnhill Year 10 Curriculum Overview

Subject Curriculum Guides:

Page 5.	Art	AQA GCSE
Page 6.	Business	Edexcel GCSE
Page 7.	Child Development	Pearson BTEC
Page 8.	Computer Science	OCR GCSE
Page 9.	Dance	AQA GCSE
Page 10.	Digital I.T.	Pearson BTEC
Page 11.	Drama	Pearson BTEC
Page 12.	English (Literature and Language)	AQA GCSE
Page 13.	French	Edexcel GCSE
Page 14.	Geography	AQA GCSE
Page 15.	Health and Social Care	Pearson BTEC
Page 16.	History	Edexcel GCSE
Page 17.	Mathematics	Edexcel GCSE
Page 18.	Music	Edexcel GCSE
Page 19.	Photography	AQA GCSE
Page 20.	Religious Studies	Edexcel GCSE
Page 21.	Science (Combined and Separate)	AQA GCSE
Page 22.	Sociology	AQA GCSE
Page 23.	Sport, Activity and Fitness	Pearson BTEC
Page 24.	Spanish	Edexcel GCSE

Dear Parents/Carers,

The term has finally started! It has been an absolute pleasure to welcome all our students back on site for their learning at Barnhill this academic year. The energy and engagement seen in classrooms and around school has been palpable and we are all excited to work with our students; developing them further in their educational journey and supporting them to achieve their best in their GCSE's.

Our teachers have done a brilliant job designing an exciting, ambitious and creative curriculum in their subject areas for our students at Key Stage 4, one which is diverse, innovative and accessible for all. Our curriculum offer takes a student-centred approach, with a focus on developing independent learners, fostering creativity and developing critical thinking skills for the 21st century learner and preparing them for post 16 education and careers.

To help support our parents and students in understanding the curriculum throughout the academic year, you will find the curriculum guides very useful. These guides give you an overview of the topics being studied in each subject in at Key Stage 4 GCSE's. We have sequenced the learning to ensure every subject starts with the core basic knowledge and skills, then moving onto explore the *best of what has been thought and said in our world*. These guides will also help parents and students to plan ahead and explore areas they are studying and/or need to develop further. An individual copy has been given to each student, in addition to this you can find these on our website under the curriculum area.

We would encourage all parents and students to go through these guides at your convenience to help gain an understanding of the curriculum offer and hope you find them useful. If you have any questions please direct them to the subject teacher or Curriculum Leader who are the subject specialists and will be happy to support with any queries.

Yours faithfully,

Tayyba Qureshi (Deputy Headteacher), Naz Hayyan & Jenny Jacobs (Achievement Leader)

Year 10 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Landscape Research	Landscape Recording	Landscape Outcome	Human body Research	Human body Recording	Human body Outcome
Business	Enterprise	Spotting an opportunity	Putting ideas in to practice		Making business effective	External influences
Child Development	Children, growth and development	Factors which affect child development	Learning through play	The role of adults	Coursework	
Computer Science	Networks	Algorithms	Data representation	Programming constructs	Data representation	Programming constructs
Dance	Performance piece	Emancipation of expression	Artificial things	Set solos	Finalising Choreography	Within her eyes
Digital Information Technology	Component 1: Investigating interface design for individuals and organisations		Component 1: Project planning		Component 1: Develop and review a user interface	
Drama	Roles and responsibilities in the theatre	Component 2 : Developing Skills and Techniques in the Performing Arts			Component 1 : Exploring the Performing Arts	
English	A Christmas Carol	An Inspector Calls	Macbeth	Language Paper 2	Power & Conflict	Power & Conflict (Poetry)
French	Town and countryside		Holidays and travel		School	
Geography	Urban challenges in NEE cities	Urban change in the UK	Sustainable Urban Living	Physical Landscapes in the UK (Coasts)	Physical Landscapes in the UK (Rivers)	
Health and Social Care	Factors affecting health and wellbeing	Interpreting health indicators and Health plans	Health and Wellbeing	Dealing with Life Events	Revision	Dealing with Life Events
History	Weimar and Nazi Germany (Units 1 & 2)	Weimar and Nazi Germany (Units 3 & 4)	The reigns of King Richard and King John (Units 1 & 2)	The reigns of King Richard and King John (Units 2 & 3)		Migrants in Britain Unit 1
Mathematics	Equations & inequalities	Probability	Multiplicative reasoning/ Similarity & Congruence/Trigonometry		Statistics/Equations & Graphs/ Circle Theorems	
Music	Vocal Music	Instrumental Music		Fusion 1	Stage & Screen	
Photography	Formal Elements		Mixed Media	Photoshop skills	Light and Abstraction	
RE	Christian beliefs		Marriage and the family	Living the Christian Life	Matters of Life and Death	
Science - Biology	Cells	Organisation		Infection & Response		Bioenergetics
Science - Chemistry	Energy Changes	Rates o reactions	Reversible reactions and equilibrium	Organic Chemistry	Chemical Analysis	Chemistry of the atmosphere
Science - Physics	Atoms & Nuclear Radiation	Forces and their Interactions	Moments, levers & gears	Forces & Motion	Pressure	Waves in air fluids and solids
Sociology	The Sociology of Families		The Sociology of Education		The Sociology of Crime & Deviance	
Sport , Activity and Fitness	Fitness and how it affects skill performance	External Exam	Common medical conditions, and reducing the risk of injury.	Fitness and how it affects skill performance continued.	Fitness and how it affects skill performance continued.	
Spanish	Identity & Culture		Local area, holidays, travel		Identity & Culture	

Y10 Art

Subject Overview	<p>During year 10 we will focus on 2 projects consisting of landscape and portraiture, you will explore a range of different techniques and media. Students will explore the assessment objectives set by AQA GCSE fine art in the following ways:</p> <p>Research and Analysis Experimentation and Refinement Recording Response</p>	
Curriculum Content		
Autumn 1	<p>Landscape project Mark making techniques How do different artists explore landscape Vincent Van Gogh - copy and response Water colour techniques David Parfitt—copy and response</p>	
Autumn 2	<p>Acrylic techniques Brian Buckrell artist copy and response Artist 4 copy and response</p>	
Spring 1	<p>Final piece planning Photoshoot Thumbnail designs Media trials Final piece</p>	
Spring 2	<p>Human Body project Tonal self portrait Mark Powell artist copy Print making</p>	
Summer 1	<p>Acrylic artist copy and response Artist 4 copy and response</p>	
Summer 2	<p>Final piece planning Photoshoot Thumbnail designs Media trials Final piece</p>	
Additional Information		
Assessment	<p>Work is marked and assessed throughout the course. There will be an exam at the end of the landscape and portrait project.</p>	
Homework Structure	<p>Homework will be set out throughout the course. This will include practical and research based homework.</p>	
Enrichment	<p>After school catch-up sessions.</p>	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	<p>This is where lessons and homework resources are uploaded to the class team.</p>
	https://www.vangoghmuseum.nl/en/art-and-stories/art/vincent-van-gogh	<p>Vincent Van Gogh artist page</p>
	https://www.clairewiltsher.com/	<p>Claire Wiltshire artist website</p>
	http://davidparfitt-art.co.uk/about/	<p>David Parfitt artist website</p>
	https://www.tate.org.uk/	<p>Tate museum website</p>
	https://www.moma.org/	<p>Museum of modern art website</p>
Extra reading	<p>Hobbs, J (2014) Sketch your World Apple Press Marr, A (2013) A Short Book About Drawing Quandrille Valli, M & Ibara, A (2013) Walk the Line. The Art of Drawing Laurence King Wright, C (2008) The Magic of Drawing Impact Bleiweiss, S (2012) The Sketchbook Challenge Potter Craft</p>	

Y10 Business

Subject Overview	<p>Students are on a two Year course with students covering topics 1.1 to 1.5 in Year 10 “Investigating small business” The focus is understanding what business is, making it happen, making it effective and have consideration of external influences.</p>	
Curriculum Content		
Autumn 1	1.1 Enterprise and Entrepreneurship – Dynamic nature of business, why and how new business ideas come about, risk and reward, role of business enterprise and adding value	
Autumn 2	1.2 Spotting a business opportunity – Customer needs, market research and segmentation, market mapping and the competitive environment	
Spring 1	1.3 Putting a business idea into practice – Aims and objectives, costs revenue and profit, break even, cash, cash flow and sources of finance	
Spring 2	1.4 Making the business effective – Ownership and liability, franchising, business location, marketing mix and business plans	
Summer 1	1.5 Understanding the external influences on business – Stakeholders, legislation, the economy and external influences on business	
Summer 2	Revision and Paper 1 assessment covering 1.1 to 1.5	
Additional Information		
Assessment	<p>Exam style questions in class. End of topic tests – mixture of multi choice, knowledge questions and extended writing tasks.</p>	
Homework Structure	<p>Homework will be set on Teams and will consist of research and pre reading into next topics, so students are ready for the next challenge! When applicable Seneca learning platform will be used.</p>	
Enrichment	<p>Business trips will be planned when applicable – Wenzels Bakers Guest speakers/virtual talks – Ian Marcouse</p>	
Online Resources	https://www.bbc.co.uk/bitesize/examspecs/z98snbk	https://revisionworld.com/gcse-revision/business-studies
	https://mrshearingbusinessstudies.weebly.com/	Digital copy of textbook is on Teams
	https://senecalearning.com/en-GB/seneca-certified-resources/business-gcse-edexcel/	Online learning resource
Extra reading	https://www.bbc.co.uk/news/business	
	https://news.sky.com/business	
	https://www.theguardian.com/uk/business	
	https://www.reuters.com/news/archive/businessNews	

Y10 Child Development

Subject Overview	<p>In year 10 students will start their coursework Component 1. Understand and explore the characteristics of children’s growth and development. This is internally assessed and has a waiting value of 30% of the total mark. Once component 1 is completed, students will then learn about component 2 which is another coursework task which is set and mark internally. Developing an understanding of how children learn through play. Students will have the opportunity to do outdoor games, allow their parents and carers to bring in younger siblings and interact with them and makes games and undertake reading with them. This will help them in completing their coursework. Students will get the opportunity to participate in several role play activities which will enhance their understanding of certain key concepts. Both coursework components will be marked and the external moderator will request named students work to be sent off for moderation. Students have two opportunities to submit work.</p>	
Curriculum Content		
Autumn 1	Children, growth and development Component 1 Completing their coursework on Learning Aim A	
Autumn 2	Learning Aim B using case studies to look at factors which affect a child’s development.	
Spring 1	Component 2 :Learning through play, looking at different types of play and the benefits to children.	
Spring 2	The role of the adults in play and the support given	
Summer 1	Component 2 – Preparation of the coursework Commence working on Learning Aim A in component 2 Coursework	
Summer 2	Completing any corrections of Learning Aim A Working on component 2 Learning Aim B coursework and ensuring that assignments meet the deadline.	
Additional Information		
Assessment	Assessment will be done in line with school assessment, also once coursework is submitted it will be marked and entered unto tracking sheets so students can check their progress.	
Homework Structure	This will be set throughout the year and student will be given a list with dates to be placed in their planner and will also set on Microsoft Teams in the folder.	
Enrichment	There will be intervention and Lunch time club every Wednesday for students who want to work in small groups. There will also be targeted intervention group for those that need additional support.	
Online Resources	Microsoft teams	Examples of format will be uploaded unto and sites to use for references
	https://www.bbc.co.uk/bitesize/subjects/znyb4wx	This BBC website will support with further information www.edexcel.com
	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/child_development	This will allow you access to the specification to gain a broader understanding on the topics of component 2 and component 3
Extra reading	BTEC Tech Award Student Book, Call the Midwife, the lost boy. Watch the secret life of 4and 5 year old. Students can watch other videos that links to children to help them gain understanding of how children develop and play.	

Y10 Computer Science

Subject Overview	GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.	
Curriculum Content		
Autumn 1	<ul style="list-style-type: none"> 1.3.1 Networks and topologies 2.1.1 Computational thinking 2.1.2 Designing, creating and refining algorithms Practical Programming 	
Autumn 2	<ul style="list-style-type: none"> 1.2.3 Units 1.2.4 Data storage - Numbers 1.2.4 Data storage - Characters 2.1.2 Designing, creating and refining algorithms Practical Programming 	
Spring 1	<ul style="list-style-type: none"> 1.2.4 Data storage - Images 1.2.4 Data storage - Sound 1.2.5 Compression 2.1.3 Searching and sorting algorithms Practical Programming 	
Spring 2	<ul style="list-style-type: none"> 1.1.1 Architecture of the CPU 1.1.2 CPU Performance 1.1.3 Embedded systems 2.2.1 Programming fundamentals 	
Summer 1	<ul style="list-style-type: none"> 1.2.1 Primary storage (Memory) 1.2.2 Secondary storage 2.2.1 Programming fundamentals 	
Summer 2	<ul style="list-style-type: none"> 1.4.1 Threats to computer systems and networks 1.4.2 Identifying and preventing vulnerabilities 2.2.3 Additional programming techniques 	
Additional Information		
Assessment	Each unit will have an end of unit assessment. All assessment are written in preparation for their formal written exam at the end of Year.	
Homework Structure	Homework will be set throughout the course as required. It can include self-directed learning, quizzes that can be used to reinforce the learning that took place in the classroom, and extension activities to push students further.	
Enrichment	After school clubs	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team. The Class Notebook (also through the OneNote App) is accessible here.
	https://quizizz.com/join	Quiz-style revision activities for the pupils. There will be a "code" for each activity.
	https://www.bbc.co.uk/bitesize/examspecs/zmtchbk	The BBC has released materials on the various topics that are covered which can assist the student or push them further.
Extra reading	https://www.bbc.co.uk/news/technology Artificial Intelligence: A Ladybird Expert Book by Michael Wooldridge	

Y10 Dance

Subject Overview	In this year, students will be introduced to two more anthology work and they will analyse the dance repertoire thoroughly. They will continue to further develop their knowledge by exploring various choreographers and their works. They will continue to further develop their physical, technical and expressive skills within practical work that they have been working on since year 7. In this year, students will also further develop their writing skills to effectively answer exam styles questions and further develop the understanding of choreographic content, intent and production features.	
Curriculum Content		
Autumn 1	Performance Piece- Part 2 Further development of physical, technical and expressive skills. Safe working practices (during performance). Further developing mental skills and attributes. Developing skills to perform confidently and provide robust peer feedback. Further developing the understanding of choreographic intention and effective communication through movement.	
Autumn 2	Emancipation of Expressionism Continuing to learn the theory unit. Continuing to further develop critical analysis and appreciation this particular dance work. Continuing to answer some exam style questions and beginning to answer the 12 markers essay question. Further developing the knowledge about key constitutional features of this dance and analyse its importance.	
Spring 1	Artificial Things Continuing to further develop critical analysis and appreciation of a professional work. Continuing to further learn and develop writing skills by answering more exam style question (especially 12 marker essay question). Continuing to further develop knowledge about key constitutional features of this dance and analyse its importance. Developing knowledge about inclusivity dancers within the dance work both practically and theoretically. Students will practically explored the uses of props to support their performance.	
Spring 2	Set Solos- Part 2 To begin to learn another set solo 'Shift' provided by AQA. To recreate the movement with accurate timing. Continue to build confidence to dance solo in front of an audience. To showcase good level of physical, technical and expressive skills whilst performing.	
Summer 1	Finalising Choreography To continue to further develop knowledge about the choreographic devices. Continue to learn and apply different types of choreographic methods. Continue to utilise the choreographic methods learnt from professional choreographers. Continue to research stimulus and create choreographic content and intent.	
Summer 2	Within Her Eyes Continuing to further develop critical analysis and appreciation of a professional work. Continuing to learn and develop writing skills by answering more exam style question. Continuing to develop knowledge about key constitutional features of this dance and analyse its importance. To explore site specific dance and also dance for camera and analyse its importance.	
Additional Information		
Assessment	Students' are assessed practically and theoretically at the end of every half term. The assessment are relevant to topic that they are taught in that specific term. Practical assessments: Group and solo performance. Theoretical assessments: Questions from previous exam papers or similar exam questions. Students will also sit PPE examination at the end of year for the component 2 of GCSE specification.	
Homework Structure	Students are provided with homework regularly and these will be both practical and theoretical such as researching different practitioners and their works, creating information booklet, answering exam questions, creating movements, rehearsing movements and revisions.	
Enrichment	KS4 Dance club, Barnhill Dance Company, school productions and showcases.	
Online Re-sources	Teams	Homework and resources will be uploaded in teams regularly.
	Revision Booklets and Knowledge organisers in teams, anthology and set solos videos in teams.	All course material and revision resources are uploaded in year 10 teams.
Extra reading	Book: Essential Guide to Contemporary Dance Techniques by Melanie Clark, Sadler's Wells dance house by Sarah Crompton. Within Her Eyes resource pack. These are available in Dance office.	

Y10 Digital Information Technology

Subject Overview	This qualification Tech Award level 1 and 2 in Digital Information Technology gives learners the opportunity to develop sector specific knowledge and skills in a practical learning environment. This course consists of three units: Component 1: Exploring User Interface Design Principles and Project Planning Techniques. Component 2: Collecting, Presenting and Interpreting Data. Component 3: Effective Digital Working Practices.	
Curriculum Content		
Autumn 1	LAA: Investigating user interface design for individuals and organisations.	
Autumn 2	LAA: Investigating user interface design for individuals and organisations.	
Spring 1	LAB: Use project-planning techniques to plan and design a user interface.	
Spring 2	LAB: Use project-planning techniques to plan and design a user interface.	
Summer 1	LAC: Develop and review a user interface	
Summer 2	LAC: Develop and review a user interface	
Additional Information		
Assessment	There is ongoing formative assessment to allow constant checking knowledge of topic, through quizzes mini tests.	
Homework Structure	Homework is set regularly to consolidate learning and to allow further opportunities to make progress. Students are also encouraged to work on their coursework in their own time.	
Enrichment	Planned intervention for those that require catch up with their course work.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team. The Class Notebook (also through the OneNote App) is accessible here.
	www.bbc.co.uk/bitesize/subjects/	Allows students to research information about specific topic
	www.teach-ict.com	Allows students to research information about specific topic.
Extra reading	www.bbc.co.uk/news/technology Pearsons Digital Information Technology Revision Guide	

Y10 Drama

Subject Overview	<p>To develop as a performer you will need a broad understanding of performance work and influences. To gain a realistic overview of performing arts repertoire, you will learn about the skills and techniques of singing, dancing and/or acting. This component will help you to understand the requirements of being an actor, dancer or musical theatre performer across a range of performances and performance styles.</p> <p>You will develop knowledge and understanding of a range of performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.</p> <p>This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication.</p>	
Curriculum Content		
Autumn 1	Preparation of component 2 performance Study roles and responsibilities in theatre	
Autumn 2	Complete performance for component 2 Start studying repertoire performances	
Spring 1	Review Component 2 performance Continue studying repertoire performances	
Spring 2	Complete studying repertoire performances	
Summer 1	Start coursework for component 1	
Summer 2	Continue coursework for component 1	
Additional Information		
Assessment	Completion of component 2 will give them 30% of their coursework, They will be assessed on aspects of component 1 throughout term 2 and 3	
Homework Structure	This will be set throughout the year and will focus on coursework related to component 1 and 2	
Enrichment	The School production, Showcases and trips to the theatre	
Online Resources	Microsoft teams	Coursework support and completion.
	https://www.bbc.co.uk/bitesize/subjects/zbckjxs	This BBC website will support with further information on the topics for component 2
	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/Performing Arts	This will allow you access to the specification to gain a broader understanding on the topics of component 2 and component 1
Extra reading	Pearsons Performing Arts Revision Guide	

Y10 English

Subject Overview	<p>The English Literature specification has been designed to inspire, challenge and motivate every student, regardless of ability level.</p> <p>A range of texts is included to cater for the needs of our students. There are texts that will be familiar, as well as new ones that will inspire young readers.</p> <p>It's fully co-teachable with GCSE English Language, so students will benefit from the transferable skills.</p> <p>The Language specification is designed to inspire and motivate our students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students.</p> <p>It enables our students to develop the skills they need to read, understand and analyse a wide range of different texts and write clearly.</p> <p>There are two equally-balanced papers, each assessing reading and writing in an integrated way.</p>	
Curriculum Content		
Autumn 1	An Inspector Calls (AQA 8702 Literature paper)	
Autumn 2	A Christmas Carol (AQA 8702 Literature paper)	
Spring 1	Macbeth (AQA 8702 Literature paper)	
Spring 2	Language paper 2 (AQA English Language 8700 Paper 2)	
Summer 1	Power and Conflict Poetry (AQA 8702 Literature paper)	
Summer 2	Power and Conflict Comparison (AQA 8702 Literature paper)	
Additional Information		
Assessment	Autumn 1 An Inspector Calls - choice of question based on theme/character 45 min Autumn 2 A Christmas Carol – Extract based question 45 min Spring 1 Macbeth – Extract based question 45 min Spring 2 Language paper 2 – Section A is assessed formatively: Section B 45 min Summer 1 Power and Conflict – formative assessments Summer 2 Power and Conflict - Comparison question 45 min	
Homework Structure	Weekly homework tasks based on themes/characters/context for literature. Writing tasks will include essays/paragraphs for literature. For Language tasks will include reading/answering individual questions which include evaluation and analysis. Writing tasks will include creative and non-fiction writing.	
Enrichment	Theatre/museum visits; British Library wider reading; Escape Room; 'Potential Plus' challenges; Author visits.	
Online Resources	BBC Bitesize	
	SparkNotes	
	York Notes	
Extra reading	KS4 English department reading list. York Notes/CGP guides for Macbeth; An Inspector Calls.	

Y10 French

Subject Overview	The course covers two distinct themes allocated by Pearson. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.	
Curriculum Content		
Autumn 1	Theme: Local area, holiday and travel Topic: Local area Talking about where you live, weather and transport Describing a town and asking the way	
Autumn 2	Theme: Local area, holiday and travel Topic: Local area Discussing plans Discussing what to see and do Describing community projects	
Spring 1	Theme: Local area, holiday and travel Topic: Holiday Talking about what you normally do on holiday Talking about an ideal holidays Booking and reviewing hotels	
Spring 2	Theme: Local area, holiday and travel Topic: Holiday Ordering in a restaurant Talking about travelling Buying souvenirs Talking about holiday disasters	
Summer 1	Theme: School Talking about your school Comparing school in the UK and French speaking countries Discussing school rules	
Summer 2	Theme: School Talking about getting the best out of school Talking about school exchange	
Additional Information		
Assessment	Students will have 4 mini-assessments during the term, testing vocabulary, translation and/or writing. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing).	
Homework Structure	Homework is set on a weekly basis, related to the topic that they have studied that lesson. It could be a worksheet, a piece of writing or vocabulary learning. They will also be asked to do exam style questions, preparation for speaking or writing exams and reading and listening past papers.	
Enrichment	Incorporated into the curriculum are opportunities for students to investigate French speaking countries and their culture. To celebrate the European Day of Languages, for example, students are encouraged to take part in a variety of activities and competitions, designed to broaden their understanding of foreign languages and countries.	
Online Resources	QUIZLET – www.quizlet.com www.bonjourdefrance.com www.bbc.co.uk/languages BBC - Languages - French - Ma France	This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flash-cards, games and other learning tools. Courses and phrases, audio and video, vocabulary, pronunciation, grammar, activities and tests Interactive course with French short documentaries
Extra reading	https://lingua.com/french/reading/ https://french.kwiziq.com/learn/reading https://aspirelanguages.wordpress.com/2017/08/04/reading-in-french-for-pleasure/ Mary Glasgow magazines	

Y10 Geography

Subject Overview	Pupils will cover a range of topics within Geography, covering both physical and human concepts essential for their GCSE course. Students will have opportunities to develop their written and map-skills throughout the year, whilst drawing upon case studies in the UK and beyond.	
Curriculum Content		
Autumn 1	Natural Hazards Recap Urban challenges in Rio de Janeiro <i>Why is urbanisation occurring?</i> <i>What are the problems of rapid urbanisation?</i> <i>How is Rio dealing with these challenges?</i>	
Autumn 2	Urban change in the UK <i>What is happening to areas in London e.g. Stratford?</i> <i>What is being done to regenerate areas in London that are in decline?</i> <i>Have local people benefitted?</i>	
Spring 1	Sustainable Urban Living in Curitiba <i>Can urban areas be sustainable?</i> <i>How is Curitiba helping the urban poor?</i> <i>How is Curitiba protecting the environment and the economy?</i>	
Spring 2	Physical Landscapes in the UK – Coasts <i>What processes occur along the coasts?</i> <i>How are landforms such as beaches created?</i> <i>How can we protect the coast from erosion and starvation?</i>	
Summer 1	Physical Landscapes in the UK – Rivers <i>What processes occur along a river?</i> <i>How are landforms such as waterfalls are created?</i> <i>How can we lower flood risk and manage flooding?</i>	
Summer 2	Map skills and recall <i>How can we identify river/coastal landforms on a map?</i> <i>What have we struggled with?</i> <i>How are we going to work on those gaps?</i>	
Additional Information		
Assessment	Mid-unit – 6 or 9-mark assessed exam question End-of-unit – section from GCSE exam paper	
Homework Structure	A combination of exam questions, pre-reading and wider-reading activities all set on Teams.	
Enrichment	Fieldwork opportunities and opportunities to explore career pathways in Geography.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team.
	https://senecalearning.com/en-GB/	Self-assessed quizzes for each topic. Your child will have a “class code” to access the work
	https://www.internetgeography.net/aqa-gcse-geography/	Revision website
Extra reading	See wider reading channel on Teams for extra reading such as: http://vle.langton.kent.sch.uk/file.php/997/GeoActive_434_Sustainable_urban_living_-_Birmingham.pdf	

Y10 Health and Social Care

Subject Overview	<p>Students will start by studying the factors that affect health and well-being. This links to Component 1 (How Humans Develop which is studied in Spring 2) but it is important that students understand that the focus in this component is on health and well-being, i.e. the effects of various factors on the physical, intellectual, emotional and social (PIES) needs of a person. This is in contrast to when they were introduced to PIES in Component 1 where the focus was on the PIES changes in an individual as they grow and develop.</p> <p>Students will then learn to interpret indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health. They will learn how to design a health and well-being improvement plan and understand how obstacles that individuals may face when implementing such a plan might be overcome.</p> <p>In Spring 2 students will explore how people are affected by life events.</p>	
Curriculum Content		
Autumn 1	Health and Wellbeing- Factors affecting health and wellbeing	
Autumn 2	Health and Wellbeing- Interpreting health indicators and Health plans	
Spring 1	Recalling learnt knowledge- Revision	
Spring 2	Dealing with Life Events	
Summer 1	Recalling learnt knowledge- Revision	
Summer 2	Dealing with Life Events	
Additional Information		
Assessment	Each half term will be an assessment on the topics covered. Students do practice exam questions or complete coursework	
Homework Structure	This will be set throughout the year and will be in the form of quizzes or past exam questions. This will be set in class or set on Team as an assignment	
Enrichment	There will also be targeted intervention group for the examination component.	
Online Resources	Microsoft teams	Past exam paper and questions will be uploaded here and set as an assignment
	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html	This will allow you access to the specification to gain a broader understanding on the topics of component 1 and component 3
Extra reading	<ul style="list-style-type: none"> • Gone but not forgotten- Tracey Gough • Sad book – Michael Rosens 	

Y10 History

Subject Overview	Edexcel, History 9-1: Paper 3, Weimar and Nazi Germany, 1918-1939 Paper 2a, The Reigns of King Richard and King John, 1189-1216 Paper 1, Migrants in Britain, c800-present day	
Curriculum Content		
Autumn 1	Weimar and Nazi Germany, Unit 1, The Weimar Republic, 1918-29 Weimar and Nazi Germany, Unit 2, Hitler's rise to power, 1919-33	
Autumn 2	Weimar and Nazi Germany, Unit 3, Nazi Control and Dictatorship, 1933-39 Weimar and Nazi Germany, Unit 4, Life in Nazi Germany, 1933-39	
Spring 1	Richard and John, Unit 1, Life in England, 1189-1216 Richard and John, Unit 2, Involvement Overseas, 1189-1204	
Spring 2	Richard and John, Unit 2, Involvement Overseas, 1189-1204 Richard and John Unit 3, John's Downfall, 1205-1216	
Summer 1	Richard and John, Unit 2, Involvement Overseas, 1189-1204 Richard and John Unit 3, John's Downfall, 1205-1216	
Summer 2	Richard and John Unit 3, John's Downfall, 1205-1216 Migrants in Britain Unit 1, Migration in Medieval England	
Additional Information		
Assessment	End of unit assessments. PPE- full past papers.	
Homework Structure	Knowledge Revision Exam Question practice	
Enrichment	Students will receive opportunities to extend, broaden and deepen their subject knowledge through Historical Film Club, visits to sites, museums and exhibitions. Teams will also be used to share relevant articles and videos.	
Online Resources	Each Microsoft Teams Class will have full resources uploaded onto them	Youtube Revision videos: https://www.youtube.com/channel/UCYBSYNLQQFe6NEuEg2WYSVg/playlists
	https://history.org.uk/student (please ask your teacher for the login to the student zone)	Please see the 'Important textbooks, resources and websites section' under History: https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&pid=30
Extra reading	Please see the History reading list on the school website: https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&pid=30	

Y10 Mathematics

Subject Overview	Students begin the KS4 GCSE programme. Students are encouraged to build on their prior knowledge of KS3, developing their Mathematical thinking and preparing them for the terminal examinations. The course addresses each of the five main strands of the curriculum: 1. Using and Applying Mathematics 2. Algebra 3. Geometry and Measure 4. Statistics 5. Probability 6. Ratio, Proportion and Rates of Change.	
Curriculum Content		
Autumn 1	Unit 10.1 Multiples, Factors, Indices & Standard Form Unit 10.2 Ratio and Proportion Unit 10.3 Percentages & Growth and Decay	
Autumn 2	Unit 10.4 Surds Unit 10.5 Changing the Subject Unit 10.6 Straight Line Graphs Unit 10.7 Solving Quadratics	
Spring 1	Unit 10.8 Compound Measures Unit 10.9 Drawing Graphs and Real-Life Graphs	
Spring 2	Unit 10.10 Linear and Quadratic Simultaneous Equations Unit 10.11 Probability inc. Tree and Venn Diagrams	
Summer 1	Unit 10.12 Box Plots, Cumulative Frequency and Histograms Unit 10.13a Pythagoras Unit 10.13b Trigonometry (inc. Non-Right Angle)	
Summer 2	Unit 10.14 Sequences	
Additional Information		
Assessment	Baseline assessment Fortnightly formative assessment tasks - Two-page 20-minute unit tests based on a selection of skills taught for that unit. The test is out of approximately 20 marks and will be stuck into the student's book to guide future revision Cumulative assessment task – January / Summative assessment task – May/June	
Homework Structure	Hegarty Maths – Homework is set on a weekly basis and is based on what skills are being/will be taught during the unit. Pupils are notified on Teams about their homework on a weekly basis. Pupils are expected to: Watch the full video and take notes in their red exercise books. Copy down the questions and show their full working out. Mark their work in green pen and make corrections where necessary. Reattempt the quiz until they have achieved at least 80% and above.	
Enrichment	Chess club: the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, spot patterns and categorize information. Mathster club: Provides challenging and engaging problems every day to help young people develop their problem-solving skills. After school club to discuss, tackle the problems and writing solutions. UKMT- Intermediate Mathematical Challenge: The IMC is a 60-minute, multiple-choice competition aimed at students across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using mathematical techniques to solve interesting problems. Puzzle of the week: A free international puzzle competition for schools. Students submit answers to a puzzle which is published weekly on Mondays. UKMT/Mentoring scheme: Provides sets of challenging and engaging problems each month to help students develop their problem-solving skills. Mentees work with volunteer mentor who provides encouragement and guidance about tackling the problems and writing solutions	
Online Resources	Hegarty Maths: http://www.hegartymaths.com	Videos and quizzes for every maths topic. Login required.
	Corbett Maths: http://www.corbettmaths.com	Videos and worksheets for all topics from KS2 to KS4.
	Puzzle of the week: http://www.puzzleoftheweek.com/	Weekly puzzle to complete where you can compete with the rest of the world!
	Dr Frost Maths: DrFrostMaths.com	PowerPoints and worksheets for all topics from KS3 to KS4.
	KS3 Maths – BBC Bitesize: KS3 Maths - BBC Bitesize	KS3 Maths revision resources with questions to test understanding
Extra reading	Professor Stewart's Cabinet of Mathematical Curiosities by Ian Stewart (NF) Hitchhiker's Guide to the Galaxy by Douglas Adams (F) The Joy of X: A Guided Tour of Mathematics, from One to Infinity by Steven Strogatz (NF) The Math of Life and Death: 7 Mathematical Principles That Shape Our Lives by Kit Yates (NF) The Math Olympian by Richard Hoshino (NF) The Music of the Primes: Why an Unsolved Problem in Mathematics Matters by Marcus Du Sautoy (NF) The Parrot's Theorem by Denis Guedji & Frank Wynne (F) Logicomix (Graphic novel about Bertrand Russell) by Apostolos Doxiadis (F)	

Y10 Music

Subject Overview	<p>Music is a universal language that embodies one of the highest forms of creativity. Students at Barnhill strive to be musically literate, able to hold conversations with others about their own and others music. They also develop their own musical identity, finding their own stylistic fingerprints and applying their own identity to the music they play and compose.</p> <p>This continues in GCSE, with students developing their skills across the three strands of music—performing, composing and appraising. They will work towards a higher level of musical development through the study of set works (set by the exam board) and a range of wider listening, while developing their own compositional voice through 2 compositions and rehearsing work for 2 performances.</p>	
Curriculum Content		
Autumn 1	<p>Elements of Music Covering melody, harmony, tonality, rhythm, metre and texture in depth, helping to bridge the gap between KS3 and GCSE and develop students musical language in response to music.</p>	
Autumn 2	<p>History of Music A journey through early music into western classical traditions and popular music, looking at instruments across history, the development of modern instruments and how that shaped the sound of music across history.</p>	
Spring 1	<p>The Baroque and Music for Stage/Screen (Students also begin study towards their Free Composition unit) Students look more in depth at the Baroque period through their 2 set work pieces from this time period as well as wider listening. This leads into music for stage and screen, and another 2 set works.</p>	
Spring 2	<p>Following an end of topic test on these two areas, students begin exploring popular music styles through 2 further set works.</p>	
Summer 1	<p>World Music and Composition Students study the differences in music between western tradition (the focus of study to this point) and traditions from Asia, Africa and the Americas. Through this they will study their final 2 set works which relate to world music.</p>	
Summer 2	<p>Students will also be workshopping ideas for their free composition before the summer, developing a skillset as a composer to tackle both compositions for their coursework.</p>	
Additional Information		
Assessment	<p>Students will be assessed through end of topic tests and through their work in PPE performances and compositions. The assessment is 30% performing, 30% composing and 40% end of topic tests.</p>	
Homework Structure	<p>Students are set 1.5 hours of homework each week in music. This will be set on Focus on Sound, and may also comprise rehearsal and composition time outside of lessons. Students are free to rehearse and compose in their own time using the music facilities in school.</p>	
Enrichment	<p>The music department offers 7 extra-curricular clubs a week, from choir to orchestra to rock bands and piano clubs. Students can see their music teacher for more information.</p>	
Online Resources	portal.focusonsound.com	<p>Online learning for music, a programme purchased every year for students that they log-in to using their school e-mail and password</p>
	https://musicmap.info/	<p>An interactive tool to explore different musical genres</p>
	Bandlab.com	<p>An online DAW for making music. Works on phones, tablets and computers.</p>
Extra reading	<p>Additional study can take place on Focus on Sound, which covers all music up to A-Level study. Student PLCs can direct them toward suitable Focus on Sound work to complete.</p>	

Y10 Sport

Subject Overview	The rationale for year 10 BTEC Sport is to develop an understanding of the sports leadership qualities and skills required by coaches through coursework component 3. Furthermore, an outline of the key physiological and psychological benefits of participation will be identified. Students will also consider the barriers that might be present in particular target groups. Students will plan, deliver and evaluate a sports session plan for a given target group, ensuring that the activities included would engage and challenge all participants. In addition, students will start the examination part of the course through component 2. A number of topics will enable students to further their understanding through the principles of training and nutrition.	
Curriculum Content		
Autumn 1	Attributes of a leader The benefits of participation in sport	
Autumn 2	Session planning	
Spring 1	Deliver and Review of sports coaching session	
Spring 2	Deliver and review of sports coaching session	
Summer 1	Component 2 – Components of fitness, methods of training, principles of training	
Summer 2	FITT principle and how it overlaps with progressive overload, nutrition	
Additional Information		
Assessment	Each half term will be an assessment on the topics covered	
Homework Structure	This will be set throughout the year and will be in the form of quizzes or past exam questions. This will be set in class or set on Team as an assignment	
Enrichment	There are a wide variety of sports clubs to attend. There will also be targeted intervention group for the examination component.	
Online Resources	Microsoft teams	Past exam paper and questions will be uploaded here and set as an assignment
	https://www.bbc.co.uk/bitesize/subjects/znyb4wx	This BBC website will support with further information on the topics for component 2
	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-activity-and-fitness.html	This will allow you access to the specification to gain a broader understanding on the topics of component 2 and component 3
Extra reading	Brianmac website - this will further detail information on component 2	

Y10 Photography

Subject Overview	<p>Students are to explore the very traditional theme of 'natural forms' using the less formal medium of photography. This will enable students to be introduced to a variety of contemporary photographic practitioners and explore the evolution of this theme within the history of the photographic medium, utilising techniques that range from cyanotypes to scanography. Students will gain a strong understanding of the application of photographic skill using DSLRs and macro photography.</p> <p>This will cover all 4 AOs required for GCSE and experience presenting their work in a professional digital portfolio.</p>	
Curriculum Content		
Autumn 1	<p>Mood board on line Analysis of Jo Braford's work Organic and straight line shoot Contact sheet for line shoot and analysis Best images from line shoot presented well Analysis of Anna Atkins work Cyanotype of natural forms</p>	
Autumn 2	<p>Analysis of Edward Weston Shoot in Edward Weston style Analysis of Karl Blossfeldt Shoot in Karl Blossfeldt style Own artist research and shoot Analysis and research on scanography Evaluation of final series</p>	
Spring 1	<p>Mind map What is abstraction History of abstraction Derek Grabus research Derek Grabus shoot Contact sheet and best images for Derek Grabus shoot Francis Brugiere research Francis Brugiere shoot Contact sheet and best images for Francis Brugiere shoot Prism shoot</p>	
Spring 2	<p>Oil and water shoot Contact sheet for Francis oil and water shoot Best images from oil and water shoot Ice and flowers shoot Contact sheet for Ice and flower shoot Best images from Ice and Flower shoot Horst P Horst research and Rotations shoot Contact sheet for rotation shoot Best images from rotation shoot Own artist research and shoot Final outcome plan Final outcome shoot and analysis</p>	
Summer 1	List of units	
Summer 2	List of units	
Additional Information		
Assessment	Work is set and marked throughout the course, there will be an exam at the end of the project.	
Homework Structure	Homework is set weekly throughout the course, this includes aspects of research and practical work.	
Enrichment	Art club on teams	
Online Resources	Teams Class Groups	
	Art club Team	
Extra reading		

Y10 Science

Subject Overview	Pupils will cover a range of topics within all 3 science subjects. Our rationale is to develop students knowledge and reasoning to recognise aspects of science in everyday life, and to explain these phenomena through knowledge and understanding; while developing a quantitative and an analytical approach to practical science, and its use in society.	
Curriculum Content		
Autumn 1	Physics – Energy Chemistry – Atomic Structure and Periodic Table Biology – Cells structure and Transport	
Autumn 2	Physics – Energy and Energy Resources Chemistry – Bonding Biology – Cell Division	
Spring 1	Physics – Electricity Chemistry – Chemical Changes Biology – Organisation	
Spring 2	Physics – Particle Model Chemistry – Quantitative Chemistry Biology – Communicable Diseases	
Summer 1	Physics – Atomic Structure and Radioactivity Chemistry – Energy Changes Biology – Non- Communicable Diseases	
Summer 2	Physics – Forces Chemistry – Rates of Reaction Biology - Photosynthesis and Respiration	
Additional Information		
Assessment	Each half-term or end of topic will include an assessment. This may be in MCQ style or in a PPE style examination. End of term PPEs consist of 3x separate science examinations.	
Homework Structure	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning (educake), short-tests, and flipped learning with Seneca	
Enrichment	Scientific reading tasks - https://www.sciencenewsforstudents.org/ Access to practical science and laboratory science Careers in science Trips/visits – Royal society lectures, Science museum Interactive digital resources – YouTube, simulations.	
Online Resources	Digital textbooks - www.kerboodle.com	Kahoot – Online quizzes
	Interactive simulations – Focus e-learning	BBC Bitesize – Science revision
	Phet – Interactive physics simulations	Physicsandmathstutor.com
Extra reading	https://www.sciencekids.co.nz/sciencefacts/careers.html https://sciencejournalforkids.org/	

Y10 Religious Studies

Subject Overview	Pupils will cover four key units exploring different elements of Christianity. Pupils will begin by learning about the core beliefs of Christians and will address common misconceptions about Christianity. They will then look at how these core beliefs are applied in real life situations and how different Christians respond to matters such as marriage and family, how faith might impact a Christian's life, and differing Christian views on modern day ethical issues. Pupils will discuss, debate, evaluate Christian views and have the opportunity to contribute and develop their own opinions at the same time as broadening their own understanding of British Christian and global Christian culture.	
Curriculum Content		
Autumn 1	Christian beliefs: The Trinity, Creation, The Incarnation, Jesus' Last Days, Salvation, Eschatology	
Autumn 2	Christian beliefs: The Problem of Evil, Solutions to the Problem of Evil Marriage and the Family: Marriage, Divorce, Family, Family Planning, Sexual Relationships	
Spring 1	Marriage and the Family: Local Parish, Equality of Men and Women, Gender Prejudice and discrimination Living the Christian Life: Worship, Sacraments, Prayer	
Spring 2	Living the Christian Life: Pilgrimage, Religious Celebrations, Future of the Christian Church, Local Church, Worldwide Church	
Summer 1	Matters of Life and Death: Origin and value of the universe, Christian responses to scientific and non-religious explanations about the origins and value of human life, Christian responses to issues in the natural world	
Summer 2	Matters of Life and Death: Sanctity of Life, Abortion, Euthanasia, Life after death, Christian responses to non-religious arguments against life after death	
Additional Information		
Assessment	Assessment of these units will involve a combination of in-class questions, exam style questions set on Teams, and practice exam papers at the end of each major unit (1-2x per full term)	
Homework Structure	This will set on Teams throughout the course and will involve short answer exam style questions as well as revision for assessments.	
Enrichment	We will be looking at the differing lived experiences of many Christians and will focus our learning on how these views can relate to our own lives as well as how they can help us understand and be tolerant of the views of others.	
Online Resources	Microsoft Teams	Lessons, resources and homework will be posted here
	BBC Bitesize Edexcel (E.G. Christian Beliefs → The Incarnation)	Information on each of the topics can be found here including quotations
	YouTube Edexcel Religious Studies (E.G. Christian Beliefs → The Incarnation)	Videos on the topics can be found on YouTube
Extra reading	Newspaper articles, news on the TV, documentaries or TV programmes that deal with the ethical issues (such as euthanasia and war) or philosophical discussions (such as what happens when we die). Films that also deal with themes within the topic such as Genetic Engineering.	

Y10 Sociology

Subject Overview	Pupils will cover Sociology of the Families, Education and Crime and Deviance. This year we build on the knowledge from Yr9 and apply concepts, perspectives and methods to the different topics mentioned above with a focus on essay writing and different exam style questions. The skills learnt the previous year will help structure the different exam style questions. Students will also have the opportunity to look at the key studies and sociologists for each of the topics.	
Curriculum Content		
Autumn 1	The Sociology of Families Functions of family Perspectives on family	
Autumn 2	The Sociology of Families Key studies Changes to the family over time Developing skills	
Spring 1	The Sociology of Families Research methods in context The Sociology of Education Functions of Education Perspectives on education	
Spring 2	The Sociology of Education Different types of schools Internal and External Factors in Education Developing skills	
Summer 1	The Sociology of Education Internal and External Factors in Education Research methods in context The Sociology of Crime and Deviance Data on crime Sociological explanations and theories of crime	
Summer 2	The Sociology of Crime and Deviance Factors affecting criminal and deviant behaviour Debates on Crime Developing skills	
Additional Information		
Assessment	Each term students will be assessed on the different skills and topics they are learning.	
Homework Structure	Homework will be set throughout the course and it will include quizzes, research, different skill based questions. Personalised Learning Checklists (PLC's) will be introduced for each topic learnt as a way of reviewing content and flag any gaps in knowledge to instruct personalised HW.	
Enrichment	Wider reading in Teams	
Online Resources	Teams Class	This is where homework will be uploaded ;
	https://senecalearning.com/en-GB/	These are self-assessed quizzes for each of the topics and will also be used as HW. Students will have a "class code" that enables them to access.
	https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources	Examples of assessments; AQA is the exam board we use.
	https://www.tutor2u.net/sociology	Tutor2u is an excellent platform students can access to support their learning and will help with HW research but also with depth of knowledge.
Extra reading	Shared in Teams	

Y10 Sport Science

Subject Overview	Students in year 10 will build upon their prior knowledge gained throughout year 9, studying a variety of topics including sporting injuries, first aid and rehabilitation including physiotherapy, principles of training, analysing fitness test data, designing fitness programmes and finally anatomy and physiology, and the bodies response to exercise. Throughout year 10 pupils will also develop research skills, teamwork and the ability to think innovatively, analytically and critically. They are exposed to opportunities to improve their confidence in communicating effectively,	
Curriculum Content		
Autumn 1	Applying the Principles of Training: Fitness and how it affects skill performance (Topic Area 1: Components of Fitness applied in sport & Topic Area 2: Applying the principles of training)	
Autumn 2	Reducing the risk of sports injuries and dealing with common medical conditions External Exam	
Spring 1	Reducing the risk of sports injuries and dealing with common medical conditions External Exam	
Spring 2	Applying the Principles of Training: Fitness and how it affects skill performance continued. (Topic Area 3: Principles of training)	
Summer 1	Applying the Principles of Training: Fitness and how it affects skill performance continued. (Topic Area 4: Organising and planning a fitness training programme)	
Summer 2	Applying the Principles of Training: Fitness and how it affects skill performance continued. (Topic Area 5: Evaluation of training programme)	
Additional Information		
Assessment	<ul style="list-style-type: none"> Internally marked coursework assignments External exam (1hour 30minutes) 	
Homework Structure	<ul style="list-style-type: none"> Homework to be based via Microsoft Teams and written pieces Throughout the year pupils will be expected to complete written coursework as homework Flipped learning tasks to prepare students for upcoming lessons 	
Enrichment	<ul style="list-style-type: none"> Extra-curricular clubs (before and after school) Wide range of exclusive trips including to elite level sport stadia and outdoor activity centres Involvement in Hillingdon Schools Leadership Academy 	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where relevant coursework homework will be uploaded for students to be completed. Important announcements for will also be made using this platform.
	Cambridge Nationals - Sport Science Level 1/2 – J828 (ocr.org.uk)	Specification
Extra reading	Provided throughout lessons and on teams for homework.	

Y10 Spanish

Subject Overview	The course covers two distinct themes allocated by Pearson. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.	
Curriculum Content		
Autumn 1	Theme: Identity and culture Talking about free time activities Talking about TV programmes and films Talking about what you usually do	
Autumn 2	Theme: Identity and culture Talking about sports using the imperfect tense to say what you used to do Talking about what's trending Discussing different types of entertainment Talking about who inspires you	
Spring 1	Theme: Local area, holiday and travel Talking about places in a town Asking for and understanding directions Talking about shops and shopping for souvenirs	
Spring 2	Theme: Local area, holiday and travel Describing the features of a region Planning what to do using the future tense Understanding the geography of Spain Talking about problems in a town	
Summer 1	Theme: Identity and culture Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy Talking about typical foods using the passive	
Summer 2	Theme: Identity and culture Comparing different festivals Describing a special day Ordering in a restaurant Talking about a music festival	
Additional Information		
Assessment	Students will have 4 mini-assessments during the term, testing vocabulary, translation and/or writing. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing).	
Homework Structure	Homework is set on a weekly basis, related to the topic that they have studied that lesson. It could be a worksheet, a piece of writing or vocabulary learning. They will also be asked to do exam style questions, preparation for speaking or writing exams and reading and listening past papers.	
Enrichment	Enrichment in the MFL department starts straight away in September with activities to celebrate the European Day of Languages. Pupils also have the opportunity to work in pairs or as a group to promote communication skills in the Spanish club. Pupils will also be taught to appreciate the customs and traditions of Spanish speaking customs and appreciate the differences between that and their own culture.	
Online Resources	QUIZLET – www.quizlet.com www.bbc.co.uk/languages BBC - Languages - Spanish - Mi Vida Loca	This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools. Courses and phrases, audio and video, vocabulary, pronunciation, grammar, activities and tests Interactive course with French short documentaries
Extra reading	EL MUNDO - Diario online líder de información en español – News in Spanish 8 Simple Spanish Poems That Are Ridiculously Easy to Memorize (fluentu.com) – reading Spanish poems Glasgow Magazines Spanish Reading: Spanish Texts for Beginners (lingua.com)	