



Barnhill
COMMUNITY HIGH SCHOOL

**Year 10 Curriculum Handbook
2025 - 2026**

Contents

Page 3. Introduction to the Year 10 Curriculum

Page 4. The Barnhill Year 10 Curriculum Overview

Subject Curriculum Overviews:

Page 5.	Art	AQA GCSE
Page 6.	Business Studies	Edexcel GCSE
Page 7.	Child Development	Pearson BTEC
Page 8.	Computer Science	OCR
Page 9.	Digital I.T.	Pearson BTEC
Page 10.	Drama	Pearson BTEC
Page 11.	English (Literature and Language)	AQA GCSE
Page 12.	French	Edexcel GCSE
Page 13.	Geography	AQA GCSE
Page 14.	History	Edexcel GCSE
Page 15.	Hospitality and Catering	WJEC Vocational
Page 16.	Mathematics	Edexcel GCSE
Page 17.	Music	Eduqas GCSE
Page 18.	Photography	AQA GCSE
Page 19.	Science (Combined & Triple)	AQA GCSE
Page 20.	Religious Studies	Edexcel GCSE
Page 21.	Sociology	AQA GCSE
Page 22.	Spanish	Edexcel GCSE
Page 23.	Sport Science	Pearson BTEC
Page 24.	Statistics	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 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

Andrew Mashida – Assistant Headteacher

Dougie Hillman – Assistant Headteacher

Bradley Watts – Key Stage 4 Achievement Leader

Year 10 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Landscape Research		Landscape Outcome	Human body Research	Human body Recording	Human body Outcome
Business Studies	Enterprise	Spotting an opportunity	Putting ideas into 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
Digital IT	Component 1: Individual 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	<u>English Literature Paper 1A:</u> Macbeth with P&C poetry (thematically linked poems)	<u>English Literature Paper 1B:</u> A Christmas Carol with P&C poetry (thematically linked poems)	English Language Paper 1	<u>English Literature Paper 2A/B:</u> An Inspector Calls with P&C poetry (thematically linked poems)	English Language Paper 2	<u>English Literature Paper 2A/b/c:</u> Power & Conflict (remaining poems with unseen 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)	
History	Weimar & Nazi Germany (Unit 1 & 2)	Weimar & Nazi Germany (Unit 3 & 4)	The Reigns of King Richard & King John (Unit 1 & 2)	The Reigns of King Richard & King John (Unit 3 & 4)		Migrants in Britain Unit 1
Hospitality & Catering	Introduction to all AC's for the unit for coursework	Different dietary requirements, allergies & target audience	Use of commodities to plan & prepare dishes	1-hour practical session for students to develop a range of high-level skills		Develop knowledge & understanding about the hospitality & catering establishments
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 & Abstraction	
Religious Studies	Christian Beliefs		Marriage & the family	Living the Christian Life	Matters of Life & Death	
Science: Biology	Cells	Organisation		Infection & Response		Bioenergetics
Science: Chemistry	Energy Changes	Rates of Reactions	Reversible reactions & equilibrium	Organic Chemistry	Chemical Analysis	Chemistry of the atmosphere
Science: Physics	Atoms & Nuclear Radiation	Forces & their Interactions	Moments, levers & gears	Forces & Motion	Pressure	Waves in air fluids & solids
Sociology	The Sociology of Families		The Sociology of Education		The Sociology of Crime & Deviance	
Spanish	Identity & Culture		Local area, holidays & travel		Identity & Culture	
Sport Science	Attributes of a leader	Session planning	Deliver & review of sports coaching session		Components of fitness	FITT principle
Statistics						

<p>Subject Overview</p>	<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>	
<p>Curriculum Content</p>		
<p>Autumn 1</p>	<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>	
<p>Autumn 2</p>	<p>Acrylic techniques Brian Buckrell artist copy and response Artist 4 copy and response</p>	
<p>Spring 1</p>	<p>Final piece planning Photoshoot Thumbnail designs Media trials Final piece</p>	
<p>Spring 2</p>	<p>Human Body project Tonal self portrait Mark Powell artist copy Print making</p>	
<p>Summer 1</p>	<p>Acrylic artist copy and response Artist 4 copy and response</p>	
<p>Summer 2</p>	<p>Final piece planning Photoshoot Thumbnail designs Media trials Final piece</p>	
<p>Additional Information</p>		
<p>Assessment</p>	<p>Work is marked and assessed throughout the course. There will be an exam at the end of the landscape and portrait project.</p>	
<p>Homework Structure</p>	<p>Homework will be set out throughout the course. This will include practical and research-based homework.</p>	
<p>Enrichment</p>	<p>After school catch-up sessions.</p>	
<p>Online Resources</p>	<p>Microsoft Teams</p>	<p>Lessons and homework resources are uploaded to Teams.</p>
	<p>http://www.vangoghmuseum.nl/en/art-and-stories/art/vincent-van-gogh</p>	<p>Vincent Van Gogh artist page</p>
	<p>http://www.clairewiltsher.com/</p>	<p>Claire Wiltshire artist website</p>
	<p>http://davidparfitt-art.co.uk/about/</p>	<p>David Parfitt artist website</p>
	<p>https://www.tate.org.uk/</p>	<p>Tate museum website</p>
	<p>https://www.moma.org/</p>	<p>Museum of modern art website</p>
<p>Extra Reading</p>	<p>Hobbs, J (2014) Sketch your World Apple Press Marr, A (2013) A Short Book About Drawing Quadrille Valli, M & Ibara, A (2013) Walk the Line. The Art of Drawing Laurence King Wright, C (2008) The Magic of Drawing Impact Bleiweissm, S (2012) The Sketchbook Challenge Potter Craft</p>	

Subject Overview	Students follow a two-year GCSE Business course. In Year 10, they study Theme 1: Investigating Small Business, developing an understanding of core business concepts and entrepreneurial thinking. Some key knowledge from Theme 2 is taught to support learning of key theme 1 topics.	
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 1.2 Spotting a business opportunity – Customer needs, market research and segmentation, market mapping and the competitive environment	
Autumn 2	1.4 Making the business effective – Ownership and liability, franchising, business location, marketing mix and business plans	
Spring 1	1.4.2 Putting a business idea into practice – Aims and objectives, costs revenue and profit, break even, cash, cash flow and sources of finance	
Spring 2	2.4.2 Understanding Business Performance – Interpretation and analysis of financial data, use of quantitative data to assess business performance	
Summer 1	1.5 Understanding the external influences on business – Stakeholders, legislation, the economy and external influences on business	
Summer 2	2.2 Making marketing decisions, product, price, place, promotion, business decisions	
Additional Information		
Assessment	Exam style questions in class. End of topic tests – mixture of multi choice, knowledge questions, calculations and extended writing tasks. Formal PPE at the end of the year.	
Homework Structure	Homework set weekly via Microsoft Teams - Includes research tasks, retrieval quizzes, pre-reading, and exam practice	
Enrichment	Business trips will be planned when appropriate Guest speakers/virtual talks Opportunities to take part in enterprise activities and competitions	
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	

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.</p> <p>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.</p> <p>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	<p>Children, growth and development Component 1: Completing their coursework on Learning Aim A</p>	
Autumn 2	<p>Learning Aim B using case studies to look at factors which affect a child’s development.</p>	
Spring 1	<p>Component 2: Learning through play, looking at different types of play and the benefits to Children.</p>	
Spring 2	<p>The role of the adults in play and the support given</p>	
Summer 1	<p>Component 2: Preparation of the coursework Commence working on Learning Aim A in component 2 Coursework</p>	
Summer 2	<p>Completing any corrections of Learning Aim A Working on component 2 Learning Aim B coursework and ensuring that assignments meet the Deadline.</p>	
Additional Information		
Assessment	<p>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.</p>	
Homework Structure	<p>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.</p>	
Enrichment	<p>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.</p>	
Online Resources	<p>Microsoft Teams</p>	<p>Examples of format will be uploaded unto and sites to use for references</p>
	<p>http://www.bbc.co.uk/bitesize/subjects/znyb4wx</p>	<p>This BBC website will support with further information www.edexcel.com</p>
	<p>https://qualifications.pearson.com/en/qualifications/btec-tech-awards/childdevelopment</p>	<p>This will allow you access to the specification to gain a broader understanding on the topics of component 2 and component 3</p>
Extra Reading	<p>BTEC Tech Award Student Book, Call the Midwife, the lost boy. Watch the secret life of 4 and 5-year-old. Students can watch other videos that links to children to help them gain understanding of how children develop and play.</p>	

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	1.3.1 Networks and topologies 2.1.1 Computational thinking 2.1.2 Designing, creating and refining algorithms Practical Programming	
Autumn 2	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	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	1.1.1 Architecture of the CPU 1.1.2 CPU Performance 1.1.3 Embedded systems 2.2.1 Programming fundamentals	
Summer 1	1.2.1 Primary storage (Memory) 1.2.2 Secondary storage 2.2.1 Programming fundamentals	
Summer 2	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	

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.
	http://www.bbc.co.uk/bitesize/subjects/	Allows students to research information about specific topic
	http://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	

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	Component 2: Developing Skills and Techniques in the Performing Arts Understanding Movement Skills
Autumn 2	Component 2: Developing Skills and Techniques in the Performing Arts Understanding Movement Skills
Spring 1	Studying repertoire performances Start coursework for component 1
Spring 2	Complete Coursework for component 1
Summer 1	Complete Coursework for component 1 Component 2: Developing Skills and Techniques in the Performing Arts Understanding Interpretive Skills
Summer 2	Component 2: Developing Skills and Techniques in the Performing Arts Understanding Interpretive Skills Introduction to Component 2 PSA
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
	https://www.bbc.co.uk/bitesize/subjects/zbckjxs
Extra Reading	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/PerformingArts
	Pearsons Performing Arts Revision Guide

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 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. 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	English Literature Paper 1A: Shakespeare's <i>Macbeth</i> with P&C thematically selected poems
Autumn 2	English Literature Paper 1B: Dickens's <i>A Christmas Carol</i> with P&C thematically selected poems
Spring 1	English Language Paper 1: <i>Explorations in Creative Reading & Writing</i> with P&C selected poems
Spring 2	English Literature Paper 2A: Priestley's <i>An Inspector Calls</i> with P&C thematically selected poems
Summer 1	English Language Paper 2: Writers' Viewpoints & Perspectives with selected poems
Summer 2	English Literature Paper 2B/C: <i>Power & Conflict</i> Poetry Anthology Comparison & Unseen Poetry AQA Spoken Language Endorsement Examinations (part of English Language unit)
Additional Information	
Assessment	<ul style="list-style-type: none"> • Autumn 1: Macbeth Assessment • Autumn 2: A Christmas Carol Assessment • Spring 1: English Language Paper 1 Assessment • Spring 2: An Inspector Calls Assessment • Summer 1 PPE Cycle: FULL English Language Paper 2 & English Literature Paper 2
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
	York Notes & CGP Study Guides
	Spark Notes
Extra Reading	KS4 English department reading list. York Notes/CGP guides for <i>Macbeth</i> ; <i>An Inspector Calls</i> .

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 holiday 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	
Online Resources	<p>QUIZLET – www.quizlet.com www.bonjourdefrance.com www.bbc.co.uk/languages BBC - Languages - French - Ma France</p>	<p>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.</p> <p>Courses and phrases, audio and video, vocabulary, pronunciation, grammar, activities and tests</p> <p>Interactive course with French short documentaries</p>
Extra Reading	<p>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</p>	

Subject Overview	<i>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.</i>	
Curriculum Content		
Autumn 1	Natural Hazards Recap Urban challenges in Rio de Janeiro Why is urbanisation occurring? What are the problems of rapid urbanisation? How is Rio dealing with these challenges?	
Autumn 2	Urban change in the UK What is happening to areas in London e.g. Stratford? What is being done to regenerate areas in London that are in decline? Have local people benefitted?	
Spring 1	Sustainable Urban Living in Curitiba Can urban areas be sustainable? How is Curitiba helping the urban poor? How is Curitiba protecting the environment and the economy?	
Spring 2	Physical Landscapes in the UK – Coasts What processes occur along the coasts? How are landforms such as beaches created? How can we protect the coast from erosion and starvation?	
Summer 1	Physical Landscapes in the UK – Rivers What processes occur along a river? How are landforms such as waterfalls are created? How can we lower flood risk and manage flooding?	
Summer 2	Map skills and recall How can we identify river/coastal landforms on a map? What have we struggled with? How are we going to work on those gaps?	
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	

Subject Overview	Edexcel, History GCSE Paper 2, The Reigns of King Richard and King John, 1189-1216 Paper 1, Migrants in Britain, c.800-present day and Notting Hill, c.1948-c.1978	
Curriculum Content		
Autumn 1	Paper 2: Life in England, 1189-1216 Paper 2: The Reign of Richard, 1189-1199	
Autumn 2	Paper 2: The Reign of Richard, 1189-1199 Paper 2: The Reign of King John, 1199-1216	
Spring 1	Paper 1: Migration in medieval England, c.800-c.1500 Paper 1: Migration in early modern England, c.1500-c.1700	
Spring 2	Paper 1: Migration in early modern England, c.1500-c.1700 Paper 1: Migration in eighteenth and nineteenth century Britain, c.1700-c.1900	
Summer 1	Paper 1: Migration in modern Britain, c.1900-present Paper 1: Notting Hill, c.1948 – c.1978	
Summer 2	Paper 1: Notting Hill, c.1948 – c.1978	
Additional Information		
Assessment	End of units: multiple choice knowledge quiz and exam practice question 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. Y10 students will visit key sites in Notting Hill to help deepen knowledge for Historic Environment study.	
Online Resources	Year 10 History Teams Site: includes, lessons, resources, past paper questions, and textbooks.	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	

Subject Overview	<p>The WJEC Vocational Award in Hospitality and Catering is a two-year course that begins in Y10 and culminates in Y11 with an internal graded cooking exam and external exam in the summer.</p> <p>This course will develop students' knowledge and understanding of the Hospitality and Catering sector and provide them with opportunities to develop associated practical skills. It covers the hospitality and catering industry and hospitality and catering in action.</p>	
Curriculum Content		
Autumn 1	<p>Introduction to overall unit. Introduction to all AC's for the unit for coursework. Students will be learning a programme of study related to balanced diets, nutrients before, during and after cooking and factors affecting food choice</p>	
Autumn 2	<p>Students will develop their understanding of the prior knowledge needed before and during planning a menu. A focus will be on different dietary requirements, allergies and target audiences.</p>	
Spring 1	<p>Use of commodities to plan and prepare dishes</p>	
Spring 2	<p>Students will be doing a series of 1-hour practical sessions where they will develop a range of high-level skills</p>	
Summer 1	<p>Students will be learning a programme of study related to how food can cause ill health, they will be investigating and exploring food safety hazards in a range of situations. Within practical lessons they will be carrying out control measures and carry out food safety regulations so that they get first-hand experience of preventing food poisoning</p>	
Summer 2	<p>Students will develop knowledge and understanding about the variety of hospitality and catering establishments, focusing on success, the food they serve and the job roles involved in the establishment.</p>	
Additional Information		
Assessment	<p>Assessment will be done in line with school assessment and WJEC specifications, Tracking of course working line with assessment criteria</p> <p>Baseline assessment – mock exams</p> <p>Knowledge audits – food can cause ill health</p> <p>Practical assessments – exam pieces</p>	
Homework Structure	<p>A homework menu per term will be set available on Microsoft Teams in the folder.</p>	
Enrichment	<p>There will be intervention sessions.</p> <p>There will also be targeted intervention group for those that need additional support.</p>	
Online Resources	<p>Microsoft teams</p>	<p>Examples of format will be uploaded onto and sites to use for references</p>
	<p>WJEC Hospitality and Catering level 1/2</p>	<p>This will allow you access to the specification to gain a broader understanding on the topics</p>
Extra Reading	<p>Students will be encouraged to use website links, the Hospitality and Catering Level 1/2 textbook and cookbooks.</p>	

Subject Overview	<p>Higher Transformations build on knowledge attained in year 7. The number skills from year 7 & 8 will help students understand negative enlargement i.e. multiplying vectors by a negative scale factor. Linear Graph Geometry follows on from Straight line graphs studied in years 7 & 8. The algebra skills learned in year 9 will facilitate access to key concepts in all the graph work in this chapter. Knowledge of the area of trapeziums learned in year 9, will now be utilised when finding areas under curves. The compound measures learned in this term, will be applied when understanding the area under the curve is distance. Data skills from year 9 will help compound knowledge of sampling & Collecting data. Rounding and Estimation skills from year 9 will be used to reinforce concepts when teaching Accuracy and Bounds.</p>	
	<p>Foundation Ratio and Proportion is built on the prior knowledge in year 8 and there is a recap of the prior knowledge before going in the depth of the topic. Probability is covered in year 7 however the other topics learnt in year 8 and 9 (like two-way tables, ratio and proportion and Percentages) would help to further deepen the mathematical understanding and develop problem solving skills. Statistics follows on from the topics studied in year 7,8 and 9 helps to develop coherence in this topic. Pythagoras and trigonometry are to the application of previous topics like Area and Perimeter, units' conversions, line segments and straight-line graphs.</p>	
Curriculum Content		
Autumn 1	<p>Foundation: Perimeter, area and volume of Prisms Conversions and Compound Measures Real-life graphs</p>	<p>Higher: Accuracy, Bounds and Error Intervals Linear graphs and coordinate geometry Real life graphs and Speed Gradients of and area under Non-Linear graphs Transformations Types of Data and Sampling Probability</p>
Autumn 2	<p>Straight-line graphs Transformations</p>	
Spring 1	<p>Foundation: Ratio and proportion Probability and Venn diagrams Statistics, sampling and averages Pythagoras and trigonometry</p>	<p>Higher: Quadratic, cubic and other graphs Iteration Solving quadratic equations Advanced ratio Linear and quadratic inequalities Regions Direct and inverse proportion Plans and elevations, constructions, loci and bearings</p>
Spring 2	<p>Percentages and multipliers</p>	
Summer 1	<p>Foundation: Plans and elevations Constructions, loci and bearings</p>	<p>Higher: Similarity and congruence in 2D and 3D Cumulative frequency, box plots and histograms Graphs of trigonometric functions Further trigonometry</p>
Summer 2	<p>Quadratic equations: expanding and factorising</p>	
Additional Information		
Assessment	<p>Mini assessments every term/Autumn summative assessment/Spring summative assessment/Summer summative assessment</p>	
Homework Structure	<p>Mathswatch – 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.</p>	
Enrichment	<p>Chess club: the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, sport patterns and categorize information. 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.</p>	
Online Resources	<p>Mathswatch - https://vle.mathswatch.co.uk/vle/</p>	<p>Videos and quizzes for every maths topic. Login required.</p>
Extra Reading	<p>Professor Stewart's Cabinet of Mathematical Curiosities by Ian Stewart (NF) Hitchhiker's Guide to the Galaxy by Douglas Adams (F)</p>	

<p>Subject Overview</p>	<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>	
<p>Curriculum Content</p>		
<p>Autumn 1</p>	<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 student’s musical language in response to music.</p>	
<p>Autumn 2</p>	<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>	
<p>Spring 1</p>	<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>	
<p>Spring 2</p>	<p>Following an end of topic test on these two areas, students begin exploring popular music styles through 2 further set works.</p>	
<p>Summer 1</p>	<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>	
<p>Summer 2</p>	<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>	
<p>Additional Information</p>		
<p>Assessment</p>	<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>	
<p>Homework Structure</p>	<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>	
<p>Enrichment</p>	<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>	
<p>Online Resources</p>	<p>portal.focusonsound.com</p>	<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>
	<p>https://musicmap.info/</p>	<p>An interactive tool to explore different musical genres</p>
	<p>Bandlab.com</p>	<p>An online DAW for making music. Works on phones, tablets and computers.</p>
<p>Extra Reading</p>	<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>	

<p>Subject Overview</p>	<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. This will cover all 4 AOs required for GCSE and experience presenting their work in a professional digital portfolio.</p>	
<p>Curriculum Content</p>		
<p>Autumn 1</p>	<p>Mood board on line Analysis of Jo Brafords 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>	
<p>Autumn 2</p>	<p>Analysis of Edward Weston Shoot in Edward Weston style Analysis of Karl Klossfeldt Shoot in Karl Blossfeldt style Own artist research and shoot Analysis and research on scanography Evaluation of final series</p>	
<p>Spring 1</p>	<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>	
<p>Spring 2</p>	<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>	
<p>Summer 1</p>	<p>List of units</p>	
<p>Summer 2</p>	<p>List of units</p>	
<p>Additional Information</p>		
<p>Assessment</p>	<p>Work is set and marked throughout the course, there will be an exam at the end of the project.</p>	
<p>Homework Structure</p>	<p>Homework is set weekly throughout the course, this includes aspects of research and practical work.</p>	
<p>Enrichment</p>	<p>After school catch-up sessions.</p>	
<p>Online Resources</p>	<p>https://www.microsoft.com/en-gb/microsoft-teams/log-in</p>	<p>This is where lessons and homework resources are uploaded to the class team.</p>
	<p>https://www.tate.org.uk/</p>	<p>Tate museum website</p>
	<p>https://www.moma.org/</p>	<p>Museum of modern at website</p>

Subject Overview	In Year 10 students will study a wide range of topics across all 3 sciences. They should be able to use prior knowledge from previous years to build their understanding and access some of the more difficult concepts this year.	
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 Short Assessment Question 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	www.kerboodle.co.uk - Text Book resources (Institution code: jb7)	www.educake.co.uk - Short exam questions.
	www.senecalearning.co.uk - Support and fill in the gap questions.	Focus E-learning – Required practical simulations and guidance
	Phet – Interactive physics simulations	www.physicsandmathstutor.com - Practice Exam Papers
Extra Reading	Science magazines: New Scientist, BBC Focus Science Biology Books: The Selfish Gene - Richard Dawkins, Sapiens – Noah Yuval Harari Chemistry Resources: www.edu.rsc.org/student Physics Books: Six Easy Pieces – Richard Feynman	

Subject Overview	<p>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.</p>	
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 Muslims 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. Muslim Beliefs à The Six Beliefs)	Information on each of the topics can be found here including quotations
	YouTube Edexcel Religious Studies (E.G. Muslim Beliefs à The Six Beliefs)	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 punishment and war) or philosophical discussions (such as what are our responsibilities in the world) and political debates (such as those on Weapons of Mass Destruction).	

Subject Overview	Pupils will cover Sociology of the Families, Education and Crime and Deviance. This year we build on the knowledge from Year 9 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 half term or end of topic will include an assessment. This may be in the format of a closed or open book assessment.	
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 homework.	
Enrichment	Wider reading task reflection opportunities. Class debates and discussions.	
Online Resources	AQA – Exam board website https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192	This is where your child will be able to get past papers as well as a breakdown of the topics per the specification.
	https://www.shortcutstv.com/blog/wp-content/uploads/2018/03/Sociology-Revision_guide.pdf	Free copy of a comprehensive revision guide (Unit 1)
	https://quizlet.com/subject/sociology/	Allows students to practice key terminology
Extra Reading	Daily News Paper Animal Farm – George Orwell Any report offering statistical data regarding issues in society.	

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 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 GCSE Spanish – BBC Bitesize Learn a language. Meet the world. Memrise	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.

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	Internally marked coursework assignments External exam (1hour 30minutes)	
Homework Structure	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	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.ocr.org.uk/Images/610952-specification-cambridge-nationals-sport-science-j828.pdf	This is where your child will be able to get past papers as well as a breakdown of the topics per the specification
	https://www.microsoft.com/en-gb/microsoft-teams/log-in	
	https://www.bbc.co.uk/bitesize/examspecs/z6chkmn	Self-assessed quizzes for each assessment area.
Extra Reading	Pupils are encouraged to read outside of lessons. Listening lists with links to pieces are provided to students. They are also encouraged to listen outside of these provided pieces.	

Subject Overview	<p>At Barnhill Community High School we aim to develop confident, fluent in GCSE Statistics with the ability to apply and interpret within context. Through investigations, regular recall and mathematical discussion, pupils will gain understanding and knowledge of the concepts and procedures needed to be able to reason articulately. By building resilience when faced with problem solving tasks and the ability to work both independently and collaboratively, our pupils will be well prepared with the skills and attitude needed to succeed in further education, work and the wider world.</p> <p>Focuses on introduction to the concept of Statistical analysis. The lesson supply students with the confidence to use definitions to reasonably justify an argument/calculation.</p> <p>This year lays the foundation of key concepts that are built upon in Year 11.</p>	
Curriculum Content		
Autumn 1	<p>Chapter 1 - Collection of Data Chapter 2 - Processing and Representing Data</p>	
Autumn 2	<p>Chapter 3 - Summarising data Chapter 4 - Scatter Graphs</p>	
Spring 1	<p>Chapter 5 - Time Series</p>	
Spring 2	<p>Chapter 6 - Probability</p>	
Summer 1	<p>Chapter 7 - Index Number</p>	
Summer 2	<p>Chapter 8 - Probability Distributions</p>	
Additional Information		
Assessment	<p>Mini assessments every term/Autumn summative assessment/Spring summative assessment/Summer summative assessment</p>	
Homework Structure	<p>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.</p>	
Enrichment	<p>Chess club: the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, sport patterns and categorize information.</p> <p>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.</p>	
Online Resources	Sparx Maths: https://www.sparxmaths.uk/	Videos and quizzes for every maths topic. Login required.
	Corbett Maths https://corbettmaths.com/contents/	Videos and worksheets for every topic.
Extra Reading	<p>Professor Stewart's Cabinet of Mathematical Curiosities by Ian Stewart (NF) Hitchhiker's Guide to the Galaxy by Douglas Adams (F)</p>	