

Sydenham School

Curriculum Information for Parents

Summer Term 2022

Year 10



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Assessment Calendar

Year 10 Assessment Week	W/b 1 st November
Year 10 Assessment Week	W/b 8 th November
Year 10 Assessment Week	w/b 24 th January
Year 10 Assessment Week	w/b 31 st January
Year 10 Parents' Evening	2 nd March
Year 10 Exams	13th – 24th June
Year 10 Speaking Mocks (Languages)	W/b 27 th June

Year 10 English Curriculum Guide

<p>Staffing: Sarah Millar, Acting Curriculum Leader English and Media Faculty Email: s.millar@sydenham.lewisham.sch.uk</p>
<p>Exam Board: AQA</p>
<p>Assessment Overview:</p> <p><u>AQA English Language (8700)</u></p> <p>Paper 1: Explorations in Creative Reading and Writing</p> <ul style="list-style-type: none">• Section A: Reading (questions on one literary fiction extract)• Section B: Writing (descriptive or narrative writing)• Written exam, 1 hour 45 minutes, 80 marks available, 50% of GCSE. <p>Paper 2: Writers' Viewpoints and Perspectives</p> <ul style="list-style-type: none">• Section A: Reading (questions on one non-fiction extract and one literary non-fiction extract)• Section B: Writing (writing to present a viewpoint)• Written exam, 1 hour 45 minutes, 80 marks available, 50% of GCSE. <p><u>AQA English Literature (8702)</u></p> <p>Paper 1: Shakespeare and the 19th-century novel</p> <ul style="list-style-type: none">• Section A Shakespeare: students will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole.• Section B The 19th-century novel: students will answer one question on A Christmas Carol. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.• Written exam, 1 hour 45 minutes, 64 marks available, 40% of GCSE. <p>Paper 2: Modern Texts and Poetry</p> <ul style="list-style-type: none">• Section A Modern texts: students will answer one essay question from a choice of two on An Inspector Calls.• Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict anthology cluster.• Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.• Written exam, 2 hours 15 minutes, 96 marks available, 60% of GCSE.
<p>Subject Curriculum Intent:</p> <p>Students study a range of engaging and significant fiction and non-fiction as part of their preparation for exams in GCSE English Language and GCSE English Literature. The curriculum aims to support students to appreciate the depth and power of the English literary heritage and critically evaluate texts through close and careful examination of writers' methods (the ways writers make meaning) and purpose within the specific contexts in which the texts are produced and received. The course encourages students to develop personal and informed responses and to debate and challenge different interpretations, building on the knowledge and skills they have developed through their Key Stage 3 study of English. Spoken language continues to underpin the development of students' reading and writing skills and students are supported to develop their speaking skills for a range of contexts confidently and competently.</p>
<p>Curriculum Content Overview:</p>

Autumn Term 1: GCSE English Literature Paper 1: <i>Dickens' A Christmas Carol</i>	Spring Term 1: GCSE English Literature Paper 2: Love and Relationships Poetry Anthology, focusing on Desire and Loss cluster	Summer Term 1: GCSE English Language Paper 2 Section A: Reading
	GCSE English Language Paper 2 Section B: Writing to argue	GCSE English Literature: Revision of Literature texts (<i>An Inspector Calls</i> and <i>A Christmas Carol</i>).
Autumn Term 2: GCSE English Literature Paper 2: Love and Relationships Poetry Anthology, focusing on Family Relationships cluster	Spring Term 2: GCSE English Literature Paper 2: Love and Relationships Poetry Anthology, focusing on Fulfilment cluster	Summer Term 2: GCSE English Language Paper 2 Section B: Writing and Spoken Language
GCSE English Language Paper 1 Section B: Writing to describe	GCSE English Language Paper 1 Section A: Reading	GCSE English Literature Paper 2: Unseen Poetry
How will your child be assessed in the Summer Term? Knowledge checks Exam-style questions Formal assessment using GCSE exam questions		
Summer Term Assessment Revision Topics (students will be given detailed checklists): GCSE English Language Paper 2 <i>An Inspector Calls</i> <i>A Christmas Carol</i>		
What can you do to support your child in English? <ul style="list-style-type: none"> • Encourage your child to read for pleasure every day and to re-read <i>A Christmas Carol</i> and <i>An Inspector Calls</i> • Discuss the plot of the texts and the writers' wider ideas with your child, including how and to what extent these ideas are still relevant today • Encourage your child to make revision cards for their Literature texts focusing on plot, characters, key events, context, methods and messages • Encourage your child to identify key quotations from their Literature texts and analyse these in detail (zooming in on key words and techniques, and examining their effect) 		
Wider reading and useful web-sites or activities to support learning: <ul style="list-style-type: none"> • Oak National Academy resources: English lessons for Key Stage 4 students - Oak National Academy (thenational.academy) • The British Library website (reading around texts and writers) • Mr. Bruff (YouTube) • BBC Bitesize • Seneca Learning (students can create a free online account) 		

Year 10 Maths Curriculum Guide

Staffing: Mark Freakes Email: m.freakes@sydenham.lewisham.sch.uk		
Exam Board: Edexcel		
Assessment Overview: Exam assessed		
Subject Curriculum Intent To ensure that all pupils become fluent in recall of mathematical facts and algorithms, are able to reason mathematically and to combine these skills to then solve problems.		
Curriculum Content Overview:		
Autumn Term 1: Higher: Geometry Foundation: Number, Ratio and Proportion	Spring Term 1: Higher: Advanced Algebra Foundation: Percentages and Pythagoras	Summer Term 1: Higher: Data and Probability Foundation: Number Skills
Autumn Term 2: Higher: Shapes and Measures Foundation: Algebra	Spring Term 2: Higher: Advanced Trigonometry Foundation: Data and Geometry	Summer Term 2: Higher: Advanced Geometry Foundation: Shapes and Measures
How will your child be assessed in the Summer Term? 3x 90 minutes Mock exam		
Spring Term Assessment Revision Topics Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability and Statistics		
What can you do to support your child in Mathematics? Check they are using the HegartyMaths website on a regular basis for homework and revision Encourage them to attend Maths Clinic (Wednesday lunchtime) for extra support		
Wider reading and useful web-sites or activities to support learning: www.hegartymaths.com www.corbettmaths.com		

Year 10 Science Curriculum Guide

Staffing:

Amy Vickers, Curriculum Leader Science (a.vickers@sydenham.lewisham.sch.uk)

Sapna Reuben, Head of KS4 Science (s.reuben@sydenham.lewisham.sch.uk)

Separate (Triple) Science

10X1 Brenda Jinadu (Biology), Antonia McDonald (Chemistry), Christopher Andrews (Physics)

10Y1 Ian Martin (Biology), Amy Vickers (Chemistry), Kirsty Abbs (Physics)

Combined Science

10X2 Abimbola Bakare and Catherine Pang 10Y2 Sinead Furlong and Muneema Rafaa

10X3 Ian Martin and Sapna Reuben 10Y3 Antonia McDonald and Solomon Wilson

10X4 Sinead Furlong and Muneema Rafaa 10Y4 Chris Andrews and Brenda Jinadu

Exam Board: Pearson Edexcel GCSE (9-1)

Assessment Overview:

- Assessment 1

Fortnight commencing 1st November 2021

- Assessment 2 (Mock exams)

Fortnight commencing 24th January 2021

- Assessment 3 (Mock exams)

Fortnight commencing 13th June 2021

Subject Curriculum Intent:

The importance of Science to our students and how it impacts the world around us is emphasised from the beginning of Key Stage 3, and students can understand the purpose and significance of learning about the subject. Our Science curriculum enables students to use their knowledge and skills to develop a deeper understanding of the mechanisms that explain the world around us. All three disciplines are interlinked and taught to enable students to develop their knowledge of Biology, Chemistry and Physics. In line with the school intent, students develop a sense of their responsibilities and possible actions they should carry out as they learn of the important issues that we face as a society.

Students can link their learning from across the curriculum and feel empowered to learn new, unfamiliar material, solve problems and hypothesize. The science curriculum offers students the chance to become High Performance Learners by building their confidence in vocabulary and numeracy skills which they can independently apply to explain observations and interpret data from contextual situations.

The curriculum is well planned, and lessons are sequenced to build on prior learning. Lessons are taught with enthusiasm by teachers who delve into a deeper understanding of the material to meet the national curriculum and beyond. Teachers have high standards and expect to be ready to learn and work with perseverance. They use practical work, modelling, collaborative learning opportunities alongside a strong focus on deliberate practice and retrieval practice when planning and delivering the material. Students are encouraged to ask questions and postulate ideas and explanations of theory while developing their investigative and problem-solving skills.

Curriculum Content Overview:

All classes are taught on rotation, while they will cover the content listed below, they may complete it in a different order.

Separate Science

Autumn Term 1		Autumn Term 2	
SB3	Genetics	SB4	Natural selection and genetic modification
SC17	Groups	SC19	Heat and energy changes
SC18	Rates of reactions	SC9	Calculations in chemistry
SP5	Light and the electromagnetic spectrum	SP6	Radioactivity
Spring Term 1		Spring Term 2	
SB6	Plants structures and their functions	SB6	Plants structures and their functions <i>cont.</i>
SC10	Electrolytic processes	SB9	Ecosystems and material cycles
SP7	Astronomy	SC11	Obtaining and using metals
		SP8	Energy – Forces doing work
Summer Term 1		Summer Term 2	
SB9	Ecosystems and material cycles <i>cont.</i>	SC21	Earth and atmospheric science
SC12	Reversible reactions	SP11	Static electricity
SC20	Fuels	Revision	
SP9	Forces and their effects		
SP10	Electricity and circuits		
Combined Science			
Autumn Term 1		Autumn Term 2	
CB3	Genetics	CB4	Natural selection and genetic modification
CC13	Groups	CC15	Heat and energy changes
CC14	Rates of reactions	CC9	Calculations in chemistry
CP5	Light and the electromagnetic spectrum	CP6	Radioactivity
Spring Term 1		Spring Term 2	
CB6	Plants structures and their functions	CB9	Ecosystems and material cycles
CC10	Electrolytic processes	CC16	Fuels
CC11	Obtaining and using metals	CC17	Earth and atmospheric science
CC12	Reversible reactions	CP8	Forces and their effects
CP7	Energy – Forces doing work		
Summer Term 1		Summer Term 2	
CB9	Ecosystems and material cycles <i>cont.</i>	CP9	Electricity and circuits <i>cont.</i>
CP9	Electricity and circuits	Revision	
How will your child be assessed in the Summer Term?			
Students will sit Mock Exams during the fortnight commencing 13 th June 2022			
<u>Separate Science</u>			
<ul style="list-style-type: none"> 1 X 100 minutes exam per subject (3 in total) 			
<u>Combined Science</u>			
<ul style="list-style-type: none"> 1 X 60 minutes exam (covering all 3 sciences) 			
Summer Term Assessment Revision Topics (students will be given detailed checklists):			
<u>Separate Science -</u>			
Biology Paper 1	Chemistry Paper 1	Physics Paper 1	
SB1, SB2, SB3, SB4, SB5	SC1-2, SC5-7, SC8, SC9, SC10-13, SC14-16	SP1-2, SP3, SP4, SP5, SP6, SP7	
<u>Combined Science -</u>			

Biology Paper 1

CB1, CB2, CB3, CB4, CB5

Chemistry Paper 1

CC1-2, CC5-7, CC8, CC9, CC10-12

Physics Paper 1

CP1-2, CP3, CP4, CP5, CP6

What can you do to support your child in Science?

- Encourage your child to read Science articles and news stories along with documentaries on platforms such as BBC iPlayer.
- Ask your child questions about what they have been learning in Science.
- Encourage your child to make revision cards for the texts they are studying.
- Ask your child about upcoming assessments, to make sure they have a full understanding of the expectations.

Wider reading and useful websites or activities to support learning:

- ActiveLearn.co.uk Student logins have been issued by teachers of the class.
- SamLearning.co.uk Student logins have been issued by teachers of the class.
- BBC Bitesize Science
- Revision guides, flashcards and practice question booklets are available to buy through ParentPay.

Year 10 Latin Curriculum

Staffing: Andrea Bauer Email: a.bauer@sydenham.lewisham.sch.uk		
Exam Board: eduqas		
Assessment Overview: Assessed formatively throughout learning using vocabulary tests, online independent work through https://quizlet.com and past papers. These are carried out in regular intervals.		
Subject Curriculum Intent The Language Faculty at Sydenham School believes that language learning is a life long skill. We are not just aiming to develop students into proficient linguists, but also into individuals who can look beyond the garden gate and demonstrate a cultural knowledge and understanding of the countries where the language they learn is spoken. We teach creatively and interactively and provide our students opportunities to become true global citizens. We develop High Performance Learners. Our practice is frequent, spaced, meaning and form-focused, and involves an element of struggle. Learning is carefully planned to support progression for all learners.		
Curriculum Content Overview:		
Autumn Term 1: Re-visit Grammar and Vocabulary from Y7 – Y9	Spring Term 1: Revision Grammar and Vocabulary from Y7 – Y9	Summer Term 1: Exam period
Autumn Term 2: Revision Grammar and Vocabulary from Y7 – Y9	Spring Term 2: Revision Grammar and Vocabulary from Y7 – Y9	Summer Term 2: Exam period
How will your child be assessed in the Summer Term? They will be assessed through vocabulary tests and exam style questioning,		
SummerTerm Assessment Revision Topics All assessments will have content from all topics.		
What can you do to support your child in Languages? You can support by ensuring your child has an online account with Quizlet and monitor their progress by checking they have completed ‘flashcards, learn, test, write, spell’		
Wider reading and useful web-sites or activities to support learning: Quizlet Eduqas GCSE Latin (9-1)		

Year 10 German Curriculum

<p>Staffing: Andrea Bauer, Danielle Walker,</p> <p>Email: a.bauer@sydenham.lewisham.sch.uk, d.walker@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA</p>		
<p>Assessment Overview:</p> <p>Assessed formatively throughout learning using vocabulary tests, online independent work through https://quizlet.com/ on different topics. Reading and listening past papers, writing assessments. These are carried out once a term.</p>		
<p>Subject Curriculum Intent</p> <p>The Language Faculty at Sydenham School believes that language learning is a life long skill. We are not just aiming to develop students into proficient linguists, but also into individuals who can look beyond the garden gate and demonstrate a cultural knowledge and understanding of the countries where the language they learn is spoken. We teach creatively and interactively and provide our students opportunities to become true global citizens.</p> <p>Students are allowed to gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. Students then need to reinforce this knowledge in lessons and at home with extensive planned practice and use in order to build the skills needed for communication.</p> <p>Students will become confident in understanding and producing the key sounds of the language they will study. Per year approximately 360 words are taught with systematic revisiting of vocabulary within a month, within a term, and within a year. The focus is to teach the most frequently used vocabulary of the language. Students will be taught high-frequency grammar functions which are revisited several times over KS3 and KS4, in particular features for persons, subjects, tenses and aspect and a range of key syntax (word order and relations between words).</p> <p>We develop High Performance Learners. Our practice is frequent, spaced, meaning and form-focused, and involves an element of struggle. Learning is carefully planned to support progression for all learners.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <ul style="list-style-type: none"> • School • School Uniform – opinions • Talking in more than three tenses 	<p>Spring Term 1:</p> <ul style="list-style-type: none"> • Me, my family and friends • Personal relationships • Using modal verbs • Adjectives • Adjective endings 	<p>Summer Term 1:</p> <ul style="list-style-type: none"> • Jobs, careers and ambitions • Talking about the future • Using future tense • Using conditional tense
<p>Autumn Term 2:</p>	<p>Spring Term 2:</p>	<p>Summer Term 2:</p> <p>Revision</p>

<ul style="list-style-type: none"> • Feedback from Assessment • Festivals Customs and traditions • Talking in more than three tenses 	<ul style="list-style-type: none"> • Home and local environment • Talking about my town • Where I live • Describing what you do in your town 	Preparation for mock exams Mock exams
<p>How will your child be assessed in the Summer Term?</p> <p>They will be assessed through reading, listening, writing, speaking.</p>		
<p>Summer Term Assessment Revision Topics</p> <p>All assessments will have content from all topics.</p>		
<p>What can you do to support your child in Languages?</p> <p>You can support by ensuring your child has an online account with Quizlet and monitor their progress by checking they have completed 'flashcards, learn, test, write, spell'</p>		
<p>Wider reading and useful web-sites or activities to support learning:</p> <p>https://quizlet.com/</p> <p>German lessons for Key Stage 4 students - Oak National Academy (thenational.academy)</p> <p>https://www.memrise.com/</p> <p>https://www.bbc.co.uk/bitesize/subjects/z426n39</p>		

Year 10 French Curriculum

<p>Staffing: Danielle Walker</p> <p>Email: d.walker@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA</p>		
<p>Assessment Overview:</p> <p>Assessed formatively throughout learning using vocabulary tests, online independent work through https://quizlet.com and past papers. These are carried out in regular intervals.</p>		
<p>Subject Curriculum Intent</p> <p>The Language Faculty at Sydenham School believes that language learning is a lifelong skill. We are not just aiming to develop students into proficient linguists, but also into individuals who can look beyond the garden gate and demonstrate a cultural knowledge and understanding of the countries where the language they learn is spoken. We teach creatively and interactively and provide our students opportunities to become true global citizens.</p> <p>Students can gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. Students then need to reinforce this knowledge in lessons and at home with extensive planned practice and use to build the skills needed for communication.</p> <p>Students will become confident in understanding and producing the key sounds of the language they will study. Per year approximately 360 words are taught with systematic revisiting of vocabulary within a month, within a term, and within a year. The focus is to teach the most frequently used vocabulary of the language. Students will be taught high-frequency grammar functions which are revisited several times over KS3 and KS4, in particular features for persons, subjects, tenses and aspect and a range of key syntax (word order and relations between words). We develop High Performance Learners. Our practice is frequent, spaced, meaning and form-focused, and involves an element of struggle. Learning is carefully planned to support progression for all learners.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <ul style="list-style-type: none"> • School • School Uniform – opinions • Talking in more than three tenses 	<p>Spring Term 1:</p> <ul style="list-style-type: none"> • Me, my family and friends • Personal relationships • Using modal verbs • Adjectives • Adjective endings 	<p>Summer Term 1:</p> <ul style="list-style-type: none"> • Jobs, careers and ambitions • Talking about the future • Using future tense • Using conditional tense
<p>Autumn Term 2:</p> <ul style="list-style-type: none"> • Feedback from Assessment • Festivals Customs and traditions • Talking in more than three tenses 	<p>Spring Term 2:</p> <ul style="list-style-type: none"> • Home and local environment • Talking about my town • Where I live • Describing what you do in your town 	<p>Summer Term 2:</p> <p>Revision Preparation for mock exams Mock exams</p>
<p>How will your child be assessed in the Summer Term?</p> <p>Formal assessment following the board of examination specification in all abilities</p>		

Summer Term Assessment Revision Topics: please note that some of the topics have been done in Y9 and 10

Topic vocabulary and grammar focus for each term

What can you do to support your child in Languages?

1. Buy a revision guide
2. Encourage your child do revise vocabulary on their teacher class on Quizlet, at least 10 minutes daily some experts' advice 15.
3. Encourage your child to input questions and answers on QUIZLET for the speaking assessment on Quizlet and to their speaking and listening homework every two weeks

Wider reading and useful web-sites or activities to support learning:

- <https://www.bbc.com/bitesize/subjects/z4dqxb> (Choose AQA specification and start revising!)
- <https://languagesonline.org.uk/Hotpotatoes/index.html>

Year 10 Spanish Curriculum

<p>Staffing: Gina Ossa, Yolanda Arteaga, Nora Landaluce</p> <p>Email: g.ossa@sydenham.lewisham.sch.uk y.arteaga@sydenham.lewisham.sch.uk n.landaluce@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA</p>		
<p>Assessment Overview: Assessed formatively throughout learning using vocabulary tests, online independent work through https://quizlet.com and past papers. These are carried out in regular intervals.</p>		
<p>Subject Curriculum Intent</p> <p>The Language Faculty at Sydenham School believes that language learning is a lifelong skill. We are not just aiming to develop students into proficient linguists, but also into individuals who can look beyond the garden gate and demonstrate a cultural knowledge and understanding of the countries where the language they learn is spoken. We teach creatively and interactively and provide our students opportunities to become true global citizens.</p> <p>Students can gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. Students then need to reinforce this knowledge in lessons and at home with extensive planned practice and use to build the skills needed for communication.</p> <p>Students will become confident in understanding and producing the key sounds of the language they will study. Per year approximately 360 words are taught with systematic revisiting of vocabulary within a month, within a term, and within a year. The focus is to teach the most frequently used vocabulary of the language. Students will be taught high-frequency grammar functions which are revisited several times over KS3 and KS4, in particular features for persons, subjects, tenses and aspect and a range of key syntax (word order and relations between words). We develop High Performance Learners. Our practice is frequent, spaced, meaning and form-focused, and involves an element of struggle. Learning is carefully planned to support progression for all learners.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: Talk about places and directions Present tense hay vs ESTAR Indefinite articles Describe the features of a region Present tense: Se puede(n) + infinitive Adjectival agreement Plan what to do Future tense Shop for clothes and presents Present tense two-verb structures; GUSTAR-type, PREFERIR, SOLER + infinitive Demonstrative adjectives Talk about pros and cons of where you live Past (imperfect) Past (perfect)</p>	<p>Spring Term 1: Talk about different jobs Present tense: two-verb structures (TENER que, SOLER) Conditional Talk about work experience Past (preterite) vs Past (imperfect) Talk about the importance of learning languages Present (continuous) CONOCER vs SABER Apply for a summer job Indirect object pronouns Using Usted Talk about gap years Conditional 24-hour clock</p>	<p>Summer Term 1: Talk about typical foods Passive Compare different festivals Present: Pronoun se and 3rd person plural verbs Describe a special day Past (preterite) reflexive use of verbs Order in a restaurant Past (preterite) irregular verbs Absolute superlatives Talk about illness and injury Past (perfect) reflexive use of verbs: romperse, cortarse, quemarse, OVS word order: DOLER, desde hace vs desde</p>

<p>Conditional Describe a visit in the past Past (preterite) Past (imperfect) Future Repaso Guided writing: Home town / region</p>	<p>Discuss plans for the future Two-verb structures QUERER, TENER la intención de, ESPERAR, PENSAR IR a + infinitive</p>	<p>Talk about a music festival Two-verb structures: para +, al+, sin +, antes de +, después de + infinitive Repaso Guided writing: A special event</p>
<p>Autumn Term 2: Talk about typical foods Passive Compare different festivals Present: Pronoun se and 3rd person plural verbs Describe a special day Past (preterite) reflexive use of verbs Order in a restaurant Past (preterite) irregular verbs Absolute superlatives Talk about illness and injury Past (perfect) reflexive use of verbs: romperse, cortarse, quemarse, OVS word order: DOLER, desde hace vs desde Talk about a music festival Two-verb structures: para +, al+, sin +, antes de +, después de + infinitive Repaso Guided writing: A special event</p>	<p>Spring Term 2: Subjunctive present after cuando (future meaning) Repaso Guided writing: Work and future plans Past habitual (imperfect) vs past completed action (preterite) Using three tenses together Talk about international sporting events 3rd person present singular vs plural Present perfect vs preterite Present perfect vs pluperfect Talk about natural disasters Present vs Imperfect continuous Imperfect continuous vs preterite Repaso Guided writing: Social and global issues</p>	<p>Summer Term 2: Revision and exams</p>
<p>How will your child be assessed in the SummerTerm? Formal assessment following the board of examination specification in all abilities</p>		
<p>SummerTerm Assessment Revision Topics: please note that some of the topics have been done in Y9 and 10 Theme 1: Identity and culture Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals in Spanish-speaking countries/communities Theme 2: Local, national, international and global areas of interest Topic 1: Home, town, neighborhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism Theme 3: Current and future study and employment Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions</p>		

What can you do to support your child in Languages?

4. Buy a revision guide
5. Encourage your child do revise vocabulary on their teacher class on Quizlet, at least 10 minutes daily some experts' advice 15.
6. Encourage your child to input questions and answers on QUIZELET for the speaking assessment on Quizlet and to their speaking and listening homework every two weeks

Wider reading and useful web-sites or activities to support learning:

- <https://www.bbc.com/bitesize/subjects/z4dqxb> (Choose AQA specification and start revising!)
- <https://studyspanish.com/grammar> (unit one, two and six are particularly useful)
- <http://www.spanishlistening.org/> (watch videos and answer comprehension questions; transcript available)
- <https://spanishgcseonthenet.co.uk/>
- <https://languagesonline.org.uk/Hotpotatoes/index.html>

Year 10 History Curriculum

Staffing: Rachel Wylie, Jess Stoddart, Stuart Pickford, Josephine Alexander, Emma Quartey Email: R.Wylie@sydenham.lewisham.sch.uk		
Exam Board: EDEXCEL		
Assessment Overview: Paper 1: Medicine through time c1250- Present Paper 2: Early Elizabethan England / Super Power Relations and the Cold War Paper 3: Weimar and Nazi Germany, 1918 -1939		
Subject Curriculum Intent Our history curriculum aims to provide students with a deep understanding of how the past has shaped the world we live in, equipping them to make sense of the dynamic environment of the twenty-first century. Our curriculum will explore ‘hidden histories’ to enable students to explore the diversity of the past. Students learn how to use sources to discover and construct the past, igniting their curiosity. The history curriculum is rooted in subject discipline. The history curriculum empowers students to read, engage with and analyse historical scholarship, understanding that the past is also constructed. They are supported by strong substantive and disciplinary knowledge, enabling them to achieve academically. Our history curriculum aims to encourage students to develop a chronological framework of British and world history to help them make sense of the knowledge they acquire. Through our history curriculum, students will expand their historical vocabulary and communicate their ideas in discussion, debates and in extended written work, demonstrating depth of historical thinking and argument. We develop high performance learning by teaching historians to be analytical and critical thinkers, able to articulate the importance of freedom, democracy and the challenges faced to get there.		
Curriculum Content Overview:		
Autumn Term 1: Medicine C1250 - present	Spring Term 1: Medicine & Treatment on the Western Front / Early Elizabethan England	Summer Term 1: Early Elizabethan England / Weimar and Nazi Germany
Autumn Term 2: Medicine C1250 - present	Spring Term 2: Early Elizabethan England	Summer Term 2: Weimar Germany, 1918-1939
How will your child be assessed in the Summer Term? Exam Style questions General knowledge tests Mock Exam		
Summer Term Assessment Revision Topics (students will be given detailed checklists): Students will sit a combined paper covering Medicine through time and Weimar and Nazi Germany		
What can you do to support your child? Use your child’s knowledge organiser to support quizzing on key historic terms and core knowledge Look out for historic documentaries on TV to broaden your child’s historic knowledge. Look out especially for anything on Elizabeth I or the rise of the Nazis for example Hitler’s Circle of Evil Encourage your child to read widely; history is a written subject and reading helps with writing great history. Historic fiction is a good place to start.		
Wider reading and useful web-sites or activities to support learning: Medicine through time - Video only - GCSE History Revision - BBC Bitesize The Black Death by John Hatcher Time Travellers Guide to Elizabethan England by Ian Mortimer		

Year 10 Geography Curriculum

<p>Staffing: Thomas Davidson, George Ranson, Adam Dallimore-Levinson, Caitlin Dunham, Deborah Gostling Email: t.davidson@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA</p>		
<p>GCSE Assessment Overview: Paper 1: Living with the Physical Environment (1hr 30 mins) Paper 2: Challenges in the Human Environment (1hr 30 mins) Paper 3: Geographical Applications (1hr 30 mins)</p>		
<p>Subject Curriculum Intent By the end of Year 10, students will have studied a broad range of topics that focus on some of geography's most fundamental concepts such as climate change and development. Students will explore a range of issues about both the natural world and human society. These issues will guide students to broaden their 'geographic literacy' - the ability to understand the world around us and the consequences of our interaction with it. During Year 10, Sydenham geographers will hone their core geographic skills such as data interpretation, critical thinking and extended writing. There is a focus on current real-life examples of major issues such as challenges faced by urban environments and the changing economic world. Year 10 is a chance for students to build on their knowledge and deepen their understanding of geographic processes, with an explicit focus on application of knowledge in an exam setting. We aim to provide all students with tools that enable them to engage in thoughtful discussion about our changing world, and their role within it, with the intention of preparing those students who wish to pursue A Level Geography.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: <i>Urban Issues and Challenges – Rio de Janeiro</i></p>	<p>Spring Term 1: <i>The Changing Economic World – the Changing UK Economy</i></p>	<p>Summer Term 1: <i>Physical Landscapes in the UK – Rivers</i></p>
<p>Autumn Term 2: <i>The Changing Economic World - Nigeria</i></p>	<p>Spring Term 2: <i>Physical Landscapes in the UK - Coasts</i></p>	<p>Summer Term 2: <i>Revision and Work Experience</i></p>
<p>How will your child be assessed in the Summer Term?</p> <ul style="list-style-type: none"> • Between April and July, your child will complete an end of unit assessment on Rivers and a set of mock exams that will assess learning throughout the GCSE course, including content from Year 9 • These assessments will be a mixture of resource-based and extended writing questions 		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p> <ul style="list-style-type: none"> • Processes of erosion, transportation and deposition in river environments • Identification and formation of river landforms • Causes and impacts of river flooding in the UK • The mock exams will cover a far broader range of content and students will be given specific guidance on how to prepare for these, closer to the time 		
<p>What can you do to support your child in Geography?</p> <ul style="list-style-type: none"> • Discuss current geopolitical issues with your child • Encourage your child to read relevant books and news articles • Engage with your child's homework and classwork • Encourage and guide your child in doing independent research 		

Wider reading and useful web-sites or activities to support learning:

- BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>
- The Royal geographical Society: <https://www.rgs.org/>
- The National Geographic: <https://www.nationalgeographic.co.uk/>
- AQA website (Geography section): <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>
- S-cool (revision website): <https://www.s-cool.co.uk/gcse/geography/tectonics/revise-it/plate-boundaries>

Year 10 RE Curriculum

Staffing: Abigail Thirunavukarasu, Rachel Wylie, Josephine Alexander, Joe Mathers Email: a.thirunavukarasu@sydenham.lewisham.sch.uk		
Exam Board: EDUQAS		
Assessment Overview: Paper 1: Christians Teachings and Beliefs 25% Paper 2: Islamic Teachings and Belief 25% Paper 3: Religion, Philosophy & Ethics (Relationships, Life and Death) 50%		
Subject Curriculum Intent: Throughout year 10 we aim to continue developing student understanding on Christian and Islamic beliefs in preparation for their GCSE. Students will be learning about core Islamic beliefs and will also be looking at religious aspects to relationships and gender roles. This will allow all students at Sydenham to be given the opportunity to explore two of the six world religions whilst looking at religious scriptures to gain an in-depth understanding of religious viewpoints. This will strengthen students to evaluate and formulate their own understanding beyond GCSE as they are given the key skills to delve deeper within religion. Through the study of religion, students are encouraged to think critically, and it provides them with the ability to evaluate logical arguments and present these in a variety of formats. The subject encourages students to develop as individuals as it gives them the opportunity to work out what they believe in and question why they do. The academic benefits of students following Religious Studies courses have been well documented. A-Level Religious Studies is recognised as a 'Facilitating Subject' by Russell Group universities, as it develops critical thinking amongst students. Wherever you work or live, religion plays a part in people's lives, by giving students the opportunity to study the subject, we empower them by giving the skills to evaluate and analyse the strengths and weaknesses on conflicting matters.		
Curriculum Content Overview:		
Autumn Term 1: Muslim Beliefs and Teachings	Spring Term 1: Relationships (Christianity and Islam)	Summer Term 1: Christian Beliefs and Teachings
Autumn Term 2: Muslim Beliefs and teachings	Spring Term 2: Relationships (Christianity and Islam)	Summer Term 2: Christian Beliefs and Teachings
How will your child be assessed in the Summer Term? 3 exam styled question (2, 5 and 8 marks)		
Summer Term Assessment Revision Topics (students will be given detailed checklists): Jesus' crucifixion and resurrection Trinity Divinity		
What can you do to support your child? <ul style="list-style-type: none"> • Use your child's glossary at the back of their books to support quizzing on key religious terms. • Encourage your child to read the news on topics focused to religion as it could help them with their link to life • Have conversations with your child about how religion affects everyday life. • Use knowledge organiser to test key knowledge and religious questions 		
Wider reading and useful web-sites or activities to support learning: Relationships and lifestyle - GCSE Religious Studies Revision - BBC Bitesize Islam - GCSE Religious Studies Revision - Eduqas - BBC Bitesize		

Year 10 PSHE Curriculum

Staffing: Halicon Virgo-Furrs, Deborah Gostling and Fay Nkrumah Email: h.virgo-furrs@sydenham.lewisham.sch.uk		
Exam Board: N/A		
Assessment Overview: Effort Grades		
Subject Curriculum Intent : <p>The PSHE curriculum intent is to provide a safe environment where our students develop their confidence, sense of responsibility and resilience when faced with challenge. To deliver a curriculum which is accessible to all and that will maximize the outcomes for every child. Our PSHE curriculum equips students with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, nurturing mental and physical health.</p> <p>We further enable through curriculum the development of students' respect, acceptance, and celebration of the diversity of modern society. It helps them to understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. Our students will have a more in-depth understanding of the importance of relationships, health, and well-being, connecting to the wider world and the impact this has on their everyday lives.</p> <p>We develop High Performance Learners by teaching students how to use meta-cognition in a wide range of thinking approaches and transfer knowledge from one circumstance to another. To show concern for society in their ability to empathize with those less fortunate, to show and respect diversity as a key part of our society. To work collaboratively and to listen to the views of others and show willingness to work in teams.</p>		
Curriculum Content Overview:		
Autumn Term 1: The role of the United Nations in conflict resolution and human rights.	Spring Term 1: Addressing extremism and radicalisation.	Summer Term 1: Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography
Autumn Term 2: Exploring influence The influence and impact of drugs, gangs, role models and the media	Spring Term 2: Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Summer Term 2: Work experience.
How will your child be assessed in the Summer Term? Classwork		
Summer Term Assessment Revision Topics (students will be given detailed checklists): NA		
What can you do to support your child? <p style="text-align: center;">Discuss relationship challenges and abuse</p>		
Wider reading and useful web-sites or activities to support learning: <ul style="list-style-type: none"> • Newsround: Watch Newsround - CBBC Newsround • BBC Bitesize: KS3 PSHE and Citizenship - BBC Bitesize 		

Year 10 Business Studies Curriculum

Staffing: H. Heidari Email: h.heidari@sydenham.lewisham.sch.uk		
Exam Board: Edexcel		
Assessment Overview: Autumn 1: Understanding External Influences on Business Autumn 2: Understanding External Influences on Business Spring 1: Growing the Business Assessment Week: Component 1 Exam Paper (short version) Spring 2: Growing the Business Summer 1: Making Marketing Decision Note: Growing the business is a larger topic and requires more teaching time. Assessment Week: Theme 1 Exam Paper (longer version) Summer 2: Making operational Decisions		
Subject Curriculum Intent: Business will help you to develop understanding of: <ul style="list-style-type: none"> • Business concepts • Business terminology • Business objectives • The integrated nature of business activity • The impact of business on individuals and wider society <p>By studying this subject, you will have the opportunity to apply knowledge and understanding to contemporary business issues ranging from small local businesses to national and global context. As a result, you will develop the skills and confidence to think commercially and creatively and be able to draw on evidence to make informed business decisions and solve problems.</p> <p>Through the class activities and examinations, you develop analytical skills which will enable you to develop well – argued, evidenced, balanced, and structured arguments enabling you to demonstrate the depth and breadth of your knowledge. Furthermore, you will develop quantitative skills relevant to business and business performance.</p> <p>Business is a unique subject as it allows you to apply skills learned from other subjects such as English, Mathematics and/ or science, art etc. directly to this subject.</p>		
Curriculum Content Overview:		
Autumn Term 1: Theme 1: Understanding External Influences on Business - (Business Legislation, The Economy & Business)	Spring Term 1: Theme 2: Growing the Business – (Business Growth , Changes in Business aims and objectives)	Summer Term 1: Theme 2: Making Marketing Decision - (Product, Price, Promotion & place)
Autumn Term 2: Theme 1: Understanding External Influences on Business –	Spring Term 2: Theme 2: Growing the Business – (Business & Globalisation,	Summer Term 2: Theme 2: Making Operational Decisions – (Business Operations, Managing Stock)

(The Economy & Business, External influences)	Ethics, the environment & Business)	
<p>How will your child be assessed in the Summer Term?</p>		
<p>Theme 2: End of unit tests</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): End of Unit test: 1.5 Understanding External Influences on Business</p>		
<p>What can you do to support your child?</p> <p>Ask your child to summarise the key ideas from a lesson; ask them to teach you a key idea/concept.</p> <ul style="list-style-type: none"> • Watch news about business and world affairs • Read newspapers including The Financial Times (will help your child to get into the habit of gathering detailed analysis of business news). <p>Discuss specific business news and ask your child to explain the meanings in the text using business language points; discuss how different businesses maybe affected differently, how this event affects society in different ways.</p>		
<p>Wider reading and useful web-sites or activities to support learning:</p> <p>GCSE Business - Edexcel - BBC Bitesize</p> <p>BBC News (Business News)</p> <p>Yahoo Finance</p> <p>Financial Times (copies should be available in the library)</p>		

Year 10 Art Curriculum

<p>Staffing: C. Henderson, S. Bailey, M. Edwards, K. Slipper, L. Griffiths Email: C.Henderson@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: OCR</p>		
<p>Assessment Overview: Fine Art Assessment Objective 1 Develop Develop a diverse range of ideas through investigations informed by artists' work and other sources, demonstrating analytical and cultural understanding. Assessment Objective 2 Refine Refine work through experimenting and selecting appropriate resources, media, materials, techniques and processes. Assessment Objective 3 Record Selecting and recording from sources is purposeful, relevant and clear. Assured use of visual/other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately. Assessment Objective 4 Present A personal and meaningful final outcome showing knowledge and understanding to realise intentions. Connections made between visual and other elements.</p>		
<p>Subject Curriculum Intent In GCSE Art students will develop their art skills to record ideas through photography, drawing, painting, and printing. Students develop the techniques needed for visual expression. They will learn the skills needed to represent accurate observations of the Urban environment and portraits. Student's knowledge is deepened through learning about art history and the work of contemporary artists. All work created this year will form a portfolio of work in preparation for the Year 11 examination.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: Urban environment – an exploration of the city, shops and people. Skills development through drawing, painting, colour mixing and lino printing.</p>	<p>Spring Term 1: Urban environment – Lino printing basics and pen drawings skills.</p>	<p>Summer Term 1: Urban environment – Working towards a final outcome.</p>
<p>Autumn Term 2: Urban environment – an exploration of the city, shops and people around us. Composing artworks and developing themes. Photography and Pen drawing skill development.</p>	<p>Spring Term 2: Urban environment – Developing personalised ideas and compositions. Revisiting portrait painting.</p>	<p>Summer Term 2: Urban environment – Realising ideas through refined personalised outcome.</p>
<p>How will your child be assessed in the Summer Term? End of year personalised pen drawing composition and completed Fanzine collage homework outcome.</p>		

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Students will be taught new skills in drawing in lesson and practice them at home.

What can you do to support your child in Art?

- Encourage your child complete at least two hours of homework to refine and complete tasks fully.
- Ask your child to explain the techniques and processes they use and why?
- Discuss the ideas and links in your child's work.
- Encourage your child to make use of online tutorials and to discuss how they are developing precision in their work.
- Ensure your child meets the coursework deadlines.

Wider reading and useful web-sites or activities to support learning:**Microsoft Sway tutorials**

[Year 10 Urban Tone Drawing \(office.com\)](#)

[Advanced Colour Theory 1 \(office.com\)](#)

[Advanced Colour Theory 2 \(office.com\)](#)

[BBC iPlayer - Britain's Best Young Artist - Series 1: 2. Street Art](#)

Year 10 Drama Curriculum

<p>Staffing: Maylene Catchpole and Sian Morrison</p> <p>Subject/Faculty Leader: Maylene Catchpole</p> <p>Email: m.catchpole@sydenham.lewisham.sch.uk</p>		
<p>Exam board: Pearson Edexcel</p>		
<p>Subject Curriculum Intent:</p> <p>Year 10 is a foundation year for GCSE drama preparing students to explore a range of dramatic styles and conventions looking at ways into text and performance elements. The course covers all 3 key components and the skills needed to collaborate effectively to produce work for performance to a variety of audiences. A range of new and exciting play texts are explored focusing on analysing work as a performer, director, and designer. Students will make links to theatre practitioners as well as study a range of performance styles. Each student will be able to gain an understanding of production and design elements and its impact on performance.</p>		
<p>Curriculum Content Overview:</p> <p>Year 10 begins with students exploring a range of dynamic texts in line with the specification and component 3 choices looking at style, form and genre. Each student then is able to decide on their own unique pathway and develops work for performance looking at interpretation and audience impact. Both design and performer routes are available as. The Spring term then consolidates knowledge on analysing live theatre looking at a range of performances to unpick meaning and intention. Work is both practical as well as written to develop key examination techniques. The Summer term begins preparation for the component 1 assessment and groups are finalised with performance deadlines for May/ June.</p>		
<p>Autumn Term 1 and 2:</p> <p>Component 2 exploration Text in Performance</p> <ul style="list-style-type: none"> • In depth character analysis exploring motivation and status. • Interpretation of a range of play texts suitable for component 2 exploring historical and social context. • Performance skills looking at audience impact. 	<p>Spring Term 1 and 2:</p> <p>Component 3 – LIVE theatre analysis preparation</p> <ul style="list-style-type: none"> • In depth analysis of a range of LIVE productions • Interpretation of a range of play texts suitable for component 2 exploring historical and social context. • Performance skills looking at audience impact. 	<p>Summer Term 1 and 2:</p> <p>Devising Plays</p> <ul style="list-style-type: none"> • Selection of Stimuli for final performance • Research of key themes and topics • Designer or performance options • Portfolio preparation and notes <p>Through the Year</p> <ul style="list-style-type: none"> • Component 3 • Set text study with key examination practice questions
<p>How will your child be assessed in the Summer Term?</p>		

- Students are assessed against the examination marking scheme for Component 1 and will complete a range of online and practical assessments

Summer Term Assessment Revision Topics (students will be given detailed checklists):

- Practice questions relating to component 1 coursework.
- Play terminology and character analysis for set text.
- Key terminology for examination structure using exemplar material.

What can you do to support your child in Drama?

- Support your child by asking them about their drama learning
- Encourage your child to practice learning lines at home where appropriate
- Engage with homework via classcharts and Teams
- Support you child using Teams for independent study
- Facilitate your child to visit the theatre or watch filmed theatre performances online (The school have a subscription to Digital Theatre plus -see link below)
- Encourage your child to read a wide range of books including play texts (this helps with their imagination and creativity as well as their understanding of genre)

Wider reading and useful web-sites or activities to support learning:

Digital Theatre www.edu.digitaltheatreplus.org

BBC bitesize drama [GCSE Drama - Edexcel - BBC Bitesize](#)

Set text reading for component 3 (DNA/ The Crucible)

GCSE drama revision guides

Practice questions using forms on Teams

Revision guides and material on Teams

Exemplar material and student support guides on Teams

Year 10 Food Curriculum

<p>Staffing: Ms. Thompson Email: a.thompson@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: WJEC Eduqas (course code 601/8093/6)</p>		
<p>Assessment Overview: Baseline test Questions based on stimulus material. Structured, short and extended response questions to assess content related to food preparation and nutrition - Low-stakes quizzes and tests- GCSE Model questions – Link to aspects of the 6 Core topics. Planning work being assessed by the teacher for practical and experimental activities. Practical and Experimental activities being monitored by the teacher and assessed on criteria of Technical skills shown, working safely, time management, quality control when working and quality of finish.</p>		
<p>Subject Curriculum Intent: We aim to foster an environment in which students are equipped with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. The focus is on creating a balance between practical and theoretical knowledge and understanding; thus, enabling students to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: Food commodities Review Food Commodities Fruits and Vegetables- provenance and growth</p> <ul style="list-style-type: none"> • Fruits and Vegetables- provenance and growth • Variety and Nutrition of Fruit and Vegetables – Seasonality • Food Science- Enzymatic Browning • Introducing practice NEA 1- Raising Agents - A scientific food investigation which will assess students’ knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. 	<p>Spring Term 1:</p> <ul style="list-style-type: none"> • GCSE Model question – Link to Where Food comes from in GCSE specification- • Food Science- Foams- Meringues • Writing a time plan- Review • Writing a time plan - NEA 2 • Introducing practice NEA 2- Prepare, cook and present a menu which assesses students’ knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. • GCSE Model question – Link to Principles of nutrition in GCSE- • Cooking Food/ Heat Transfer • Technical skills • Practical – Meringues 	<p>Summer Term 1: Milk and Cheese Review</p> <ul style="list-style-type: none"> • Choosing, storing and using • Processing, preservation, gelatinization and food safety <p>Practice NEA 2 – Student Task NEA2 Practice booklet 2</p> <p>Assessment – Food & Nutrition</p> <ul style="list-style-type: none"> • Diet and good health • Plan balanced diets • Functions of Ingredients <p>-Working characteristics of ingredients</p>

	<ul style="list-style-type: none"> GCSE Model question – Link to Principles of nutrition in GCSE specification- 	
<p>Autumn Term 2: Food commodities Review Food Commodities</p> <ul style="list-style-type: none"> Rice and Breakfast Cereals Choosing, storing, and using Processing, preservation, gelatinization and food safety Written and Practical assessment- Student Task - Chips Assessment – Food Science GCSE Model question – Link to Principles of nutrition in GCSE Meat and Poultry - Red meat/mince Chicken GCSE Model question – <i>GCSE Model question</i> – Link to Principles of nutrition and Diet and good health in GCSE. Commodities -Meat, Poultry, fish and Eggs Meat, Poultry, fish and Eggs Cooking food 	<p>Spring Term 2: Principles of nutrition Review Principles of Nutrition</p> <ul style="list-style-type: none"> Macronutrients – Proteins Macronutrients- Carbohydrates Macronutrients – Fats Micronutrients – vitamins and minerals Fibre and water Dietary Needs Nutrients of different stages Cooking Food Methods of Cooking and Food Preservation- Review 	<p>Summer Term 2: The science of food</p> <ul style="list-style-type: none"> Functional Properties of ingredients Product analysis Practice NEA 1 – Student Task Written and Practical assessment Student Task – Oxidation of apples Assessment – Food Science

How will your child be assessed in Summer Term?

50 % Practical and Experimental work.

50% written test on Core topics.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

- Principles of Nutrition
- Diet and Good Health
- The Science of Cooking food
- Food Spoilage
- Food Provenance and Food Waste

Revision materials will be handed out in class as well as being uploaded to Class Charts and Teams.

What can you do to support your child in Food Preparation and Nutrition?

Be aware of deadlines and check work occasionally to assess that it is at an appropriate standard
Discuss what has been happening in class and ask if they are having difficulties. Encourage your child to ask Ms. Thompson for help if they need it.

Familiarise yourself with school systems like Teams and Class Charts so that you can further support your child in online assignments etc.

Contact Ms. Thompson if you have any queries or concerns.

Wider reading and useful websites or activities to support learning:

<https://www.nutrition.org.uk/nutritionscience/nutrients-food-and-ingredients/protein.html>

<https://www.nutrition.org.uk/healthyliving/healthyeating/protein.html>

<https://www.nutrition.org.uk/nutritioninthenews/headlines/eatwell.html>

www.BBC bitesize.co.uk/foodpreparation

www.nutrition.org.uk

www.foodafactoflife.org.uk

www.nutrition.training

<https://www.nutrition.org.uk/nutritionscience/nutrients-food-and-ingredients/minerals-and-trace-elements.html>

Year 10 Media Curriculum

Staffing: L Marcus Email: l.marcus@sydenham.lewisham.sch.uk		
Exam Board: Eduqas (part of WJEC)		
Assessment Overview: Autumn 1: Intertextuality in The IT Crowd Autumn 2: Media language Analysis of a section of The IT Crowd episode Spring 1: Representation of Gender in The IT Crowd/Friends Spring 2: Media Industries and Media Audiences exam questions on The IT Crowd and Friends Summer 1: Media Industries and Audiences questions on Spectre (regulation), The Archers (audience targeting) and Fortnite (audience responses) Summer 2: Component 1 End of Year Exam		
Subject Curriculum Intent Media Studies will help you to develop skills that you'll be able use in your other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more. As a GCSE Media Studies student, you will analyse how media products like TV programmes use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and consider how different people might be affected by media products differently, and why. In your practical work, you'll also be able to apply what you've learned about the media to the production of your own media products.		
Curriculum Content Overview:		
Autumn Term 1: Component 2: Section A – Television, Situation Comedy	Spring Term 1: Component 2: Section A – Television, Situation Comedy	Summer Term 1: Component 1: Section B – Media Industries and Media Audiences. Film marketing and radio.
Autumn Term 2: Component 2: Section A – Television, Situation Comedy	Spring Term 2: Component 2: Section A – Television, Situation Comedy	Summer Term 2: Component 1: Section B – Media Industries and Media Audiences. Video games and newspapers. Component 3: NEA (Coursework)
How will your child be assessed in the Summer Term? Media Industries - Film: assessment based on how the film Spectre was regulated Media Audiences - Radio: assessment based on how audiences are targeted by the episode of The Archers as well as the website for The Archers. Media Audiences – Videogames: assessment based on how audiences can respond to the videogame Fortnite in different ways. Component 1 End of Year Exam.		
Summer Term Assessment Revision Topics (students will be given detailed checklists): <u>Component 1 End of Year Exam</u> based on the following Component 1 texts. <u>Section A</u> (Media Language and Representations): Pride and GQ magazines, The Sun and The Guardian newspapers, Spectre and The Man With the Golden Gun film posters, Quality Street and This Girl Can print adverts.		

Section B (Media Industries and Audiences): Spectre film poster and website (Media Industries only), The Archers radio drama episode and website, Fortnite video game (website)

What can you do to support your child in Media?

Ask your child to summarise the key ideas from a lesson; ask them to teach you a key idea/concept; look at examples of print texts (magazine front cover/newspaper front page/print advert/film poster, as well as the home page of a website) and ask your child to explain the meanings in the text using media language points; look at examples of moving image texts (extract from a TV programme/film trailer/music video) and ask your child to explain the meanings in the text using media language points; discuss how different groups in society may interpret a media text in different ways.

Wider reading and useful websites or activities to support learning:

<https://www.bbc.co.uk/bitesize/subjects/ztnygk7>

https://www.edugas.co.uk/qualifications/media-studies-gcse/#tab_overview

https://www.youtube.com/results?search_query=mrs+fisher+gcse+media

Year 10 Health and Social Care Curriculum

<p>Staffing: Ms Napp & Ms Altinok Email: m.napp@sydenham.lewisham.sch.uk, h.altinok@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: OCR Cambridge Nationals</p>		
<p>Assessment Overview: Year 10 units covered: ➤ Unit R021-Essential Values of care for use with individuals in care settings (Exam unit) ➤ Unit R025-Human Lifespan Development</p>		
<p>Autumn 1: Supporting Individuals to Maintain Their Rights (Mini assessment L01) The Life stages of development from young people to adolescence (Coursework) Autumn 2: The Life stages of development from adolescence to adulthood (coursework) Spring 1: R025 The ageing process (Coursework) Assessment Week: R021 (L01/ L02 assessment paper) Spring 2: Application of values (Coursework) Summer 1: Legislation and Impact on care settings Medical Conditions (Coursework) Assessment Week: R021 L03-L04 Exam Paper Summer 2: Personal Hygiene Safety and Security Measures to protect Individuals</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: R021: L01 Supporting Individuals to maintain their rights (part 1) R025: L01-The Life stages of development from young people to adulthood</p>	<p>Spring Term 1: R021: L02- The importance of the values of care R025: L02-The ageing process in older adulthood</p>	<p>Summer Term 1: R021: L03-Legislation and the Impact on care settings R025: L03- Medical Conditions that affect progress through the life stages</p>
<p>Autumn Term 2: R021: L01 Supporting Individuals to maintain their rights (part 2) R025: L01-The Life stages of development from young people to adulthood</p>	<p>Spring Term 2: R021:L02- The importance of the values of care (Application) R025: L02-The ageing process in older adulthood</p>	<p>Summer Term 2: R021: L04-Personal Hygiene, safety and security measures to protect individuals R025: L04- Creating Support Plan</p>
<p>How will your child be assessed in the Summer Term? R021: Short assessments and quizzes on Learning outcome 1 and 2 (Supporting Individuals to maintain their rights /The importance of the values of care) R025: Coursework report on the ageing process in older adulthood</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): R021-L01 and L02 (Individual rights and the care values) R025-L02 (The ageing process)</p>		
<p>What can you do to support your child? ➤ You can support your child in managing their coursework deadlines ➤ Help them to access the wider reading and learning available on our Teams platform</p>		

Wider reading and useful web-sites or activities to support learning:

www.ageuk.org.uk

www.alzheimers.org.uk

www.autism.org.uk

www.banardos.org.uk

www.mencap.org.uk

www.nhs.uk

www.nhs.uk/conditions

www.mind.org.uk

www.makaton.org

www.rnib.org.uk

Year 10 Sociology Curriculum

Staffing: H Altinok Email: h.altinok@sydenham.lewisham.sch.uk J Begum Email: J.Begum@sydenham.lewisham.sch.uk
Exam Board: AQA
Assessment Overview: <ul style="list-style-type: none">• Autumn 1: Education• Autumn 2: Education Assessment Week: Exam Paper (short version) <ul style="list-style-type: none">• Spring 1: Education• Spring 2: Crime and deviance Assessment Week: Exam Paper on Families and Education <ul style="list-style-type: none">• Summer 1: Crime and deviance• Summer 2: Crime and deviance Assessment week: End of year 10 paper which included all content taught in year 9 + 10.
Subject Curriculum Intent
Topic: Education <ul style="list-style-type: none">• Different views of the role and functions of education.• The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.• Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.• Factors affecting educational achievement.• The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.• Processes within schools affecting educational achievement.• The work of Ball on teacher expectations and Willis on the creation of counter school cultures. Topic: Crime and deviance <ul style="list-style-type: none">• The social construction of concepts of crime and deviance and explanations of crime and deviance.• The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.• Formal and informal methods of social control.• The work of Heidensohn on female conformity in male dominated patriarchal societies.• Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.• The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.

- The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.

Curriculum Content Overview:

Autumn Term 1: Education	Spring Term 1: Education	Summer Term 1: Crime and Deviance
Autumn Term 2: Education	Spring Term 2: Crime and Deviance	Summer Term 2: Crime and Deviance

How will your child be assessed in the Summer Term?

Education - End of unit assessment
 Crime and Deviance – Mid unit assessment

Summer Term Assessment Revision Topics (students will be given detailed checklists):

- Crime and Deviance **(students to be given specific breakdown of the topics)**
- Education **(students to be given specific breakdown of the topics)**

What can you do to support your child?

Encourage them to get into the habit of revision and retrieval practice
 Encourage them to read outside of the classroom through wider reading.

Wider reading and useful web-sites or activities to support learning:

[AQA | Sociology | GCSE | Sociology](#)

Year 10 Textiles Curriculum

Staffing: Ms Forbes Email: c.forbes@sydenham.lewisham.sch.uk a.winters@sydenham.lewisham.sch.uk		
Exam Board: AQA (course code 8552)		
Assessment Overview: Low-stakes quizzes and tests Mock exam (theory assessment becomes more rigorous than in Year 9) Design work being assessed by the teacher at the end of the design process. Practical activities being monitored by the teacher and assessed on criteria of skills shown, working safely, quality control and quality of finish.		
Subject Curriculum Intent: We aim to foster an environment in which students can express their creativity and make their ideas a reality through exercising the practical skills we teach them in the textiles workroom. The focus is on investigation, experimentation and evaluation, leading to improved high quality products and more independent learning of knowledge and skills. Students will gain a deeper understanding of the impact their choices, as a designer, can have on society and the wider world.		
Curriculum Content Overview:		
Autumn Term 1: Project: Technical dressmaking Anthropometrics Selection of materials and components Material management Standard material stock forms, types and sizes. Darts, zip, facings Fibre properties	Spring Term 1: Project: Interior design <ul style="list-style-type: none"> Systems approach – electronics Primary and secondary market research Product analysis – Ergonomics and anthropometrics Investigating the work of other designers & companies: William Morris, Zara, Primark 	Summer Term 1: Project: Continuation of Interior design <ul style="list-style-type: none"> Realising design ideas Computer aided design Manufacturing log and specification Energy storage
Autumn Term 2: Continuation of Technical dressmaking project <ul style="list-style-type: none"> Continue project Seams 3D modelling Production techniques and systems Specialist tools and equipment Risk assessment Ecological and social footprint Technical fabrics 	Spring Term 2: Continuation of Interior design Continue project <ul style="list-style-type: none"> Design briefs Testing and evaluating Design strategies 2D and 3D communication Obsolescence Iterative design process 	Summer Term 2: Starting NEA <ul style="list-style-type: none"> Exploring three contexts set by the exam board. Choose context Investigate context through client investigation and market research.
How will your child be assessed in the <u>Summer Term</u>? 50% design & make assessment: Making processes and precision, CAD/CAM 50% Exam on Textiles theory		
Summer Term Assessment Revision Topics (students will be given detailed checklists): A variety of topics from this year learning		

What can you do to support your child in Textiles Design?

Be aware of deadlines and check work occasionally to check that it is at an appropriate standard
Discuss what has been happening in class and ask if they are having difficulties. Encourage your child to ask their teacher for help if they need it.

Familiarise yourself with school systems like Teams and ClassCharts so that you can be more involved in the online uploading of assignments etc

Contact Ms Winters if you have any queries or concerns

Wider reading and useful web-sites or activities to support learning:**Websites**

www.technologystudent.com

BBC bitesize

Seneca learning

Year 10 Product Design Curriculum

Staffing: Mr Bima Email: d.bima@sydenham.lewisham.sch.uk		
Exam Board: AQA (course code 8552)		
Assessment Overview: Low-stakes quizzes and tests Mock exam (theory assessment becomes more rigorous than in Year 9) Design work being assessed by the teacher at the end of the design process. Practical activities being monitored by the teacher and assessed on criteria of skills shown, working safely, quality control when working and quality of finish.		
Subject Curriculum Intent: We aim to foster an environment in which students can express their creativity and make their ideas a reality through exercising the skills we teach them in the workshop. The focus is on experimentation and analysis of successes and mishaps, leading to improved products and more independent learning of knowledge and skills.		
Curriculum Content Overview:		
Autumn Term 1: Project: Mechanical Grabber <ul style="list-style-type: none"> Review material properties (mechanical & physical) Ergonomics, Anthropometrics and 5th – 95th percentile of population Types of movement Types of mechanisms (levers, bell crank, linkages etc) Classes of Levers Creating a specification Intro to 3D CAD Sketching: crating, bluing, technical annotation 6Rs & carbon footprint QC: templates and jigs 	Spring Term 1: Project: Mini-Skateboard <ul style="list-style-type: none"> Materials: Review Woods overview Materials: Textiles overview CAD/CAM: Vinyl cutter for board decoration Scales of Production QC: working to tolerances Review offset lithography Die-cutting: tessellation & wastage Assessment Content for Assessment Fortnight: <ul style="list-style-type: none"> Product Analysis (taught beforehand, then 'low-stakes' tested in lesson time) Practical Skills: as demonstrated in the 'Mini-Skateboard' project	Summer Term 1: Project: Pewter Jewellery <ul style="list-style-type: none"> Area & volume revisited Materials: metals overview Fuels and power sources Review H&S risk assessment Fairtrade & ethical design/manufacture Technology Push vs Market Pull QA: Continuous Improvement Scale
Autumn Term 2: Continue project <ul style="list-style-type: none"> Injection Moulding Extrusion CNC routing CNC using co-ordinates on 2D grid Materials: Modern Materials: Composites Materials: Smart Review biomimetics (from Yr 9 speaker) 	Spring Term 2: Continue project <ul style="list-style-type: none"> Sustainability: Planned obsolescence Sustainability: Right to repair Research: Client interview/profile Product analysis Market/ 3rd-party research 	Summer Term 2: Continue Pewter Jewellery (& packaging if time allows) Begin Yr 11 NEA if possible (depending on available lessons after exams and work experience)
How will your child be assessed in the Spring Term?		

Assessment will be based on the Product Analysis test which was done in the assessment week earlier in the term, as well as teacher assessment of all design work and skills shown in manufacturing in the project so far

Spring Term Assessment Revision Topics (students will be given detailed checklists):

Theory content for revision will set at the time and handed out in class as well as being emailed out to students.

What can you do to support your child in Product Design?

Be aware of deadlines and check work occasionally to check that it is at an appropriate standard
Discuss what has been happening in class and ask if they are having difficulties. Encourage your child to ask Mr Bima for help if they need it.

Familiarise yourself with school systems like Teams and ClassCharts so that you can be more involved in the online uploading of assignments etc

Contact Mr Bima if you have any queries or concerns

Wider reading and useful web-sites or activities to support learning:

YouTube channels

How It's Made

Product Design Maker

Producttank

Websites

www.technologystudent.com

BBC bytesize

Year 10 Child Development Curriculum

Sydenham School Year 10 SUBJECT Curriculum Guide

Staffing: Sinead Shirfield Email: s.shirfield@sydenham.lewisham.sch.uk		
Exam Board: OCR Cambridge National		
Assessment Overview: 3 units over 3 years Unit 1 – R018 Health and well-being for child development (exam) Unit 2 - R020: Understand the equipment and nutritional needs of children from birth to five years (coursework) Unit 3 - R020: Understand the development of a child from birth to five years (coursework)		
Subject Curriculum Intent: Child Development covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child’s development and well-being. This qualification will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.		
Curriculum Content Overview: Unit 1: The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other child development qualifications. Unit 2: In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies in a number of areas Unit 3: In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas.		
Autumn Term 1: Unit 1 – Child Safety	Spring Term 1: Unit 2: Government dietary recommendations, essential nutrients	Summer Term 1: Unit 1: Childhood illnesses and how to meet the needs of an ill child
Autumn Term 2:	Spring Term 2: Unit 2: Plan and preparing a feed/meal. How to evaluate	Summer Term 2: Unit 1: Revision – all topics Unit 1: Summer Mock Exam

Unit 2: Choosing suitable essential equipment for a childcare setting	planning and preparation of a feed/meal	
<p>How will your child be assessed in the Summer Term? Your child will be assessed through undertaking a practical food preparation demonstration and coursework assignments for Unit R019. In unit R018 your child will undertake 1 mock exam.</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): RO18: LO1 - Reproduction and the roles and responsibilities of parenthood LO5 - Child safety</p> <p>RO19: LO1 and 2 - Key factors when choosing equipment for children from Newborn to five years LO3 - Nutritional guidelines and requirements for children from birth to five years</p>		
<p>What can you do to support your child?</p> <ul style="list-style-type: none"> • Ask child to recall what they learnt in their class • Provide a quiet space (where possible) to complete homework tasks. • Encourage child to attend 'Child Development Club' – an extra curriculum activity group offering one to one support for assessments. Provides an opportunity to practice for practical skills assessments (e.g bottle making). 		
<p>Wider reading and useful web-sites or activities to support learning:</p> <ul style="list-style-type: none"> • Learn About Child Development CDC • Baby and toddler safety - NHS (www.nhs.uk) • Child Accident Prevention Trust (capt.org.uk) • Interactive Child Development Timeline NHS GGC • Cambridge National Level 1/2 Child Development. Author: Miranda Walker. ISBN: 9781471899751 		

Year 10 Music Curriculum

Sydenham School Year 10 GCSE Music Curriculum Guide

<p>Staffing: Joe Mathers and Ayesha Akkari</p> <p>Email: j.mathers@sydenham.lewisham.sch.uk a.akkari@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: Eduqas</p>		
<p>Assessment Overview:</p> <p>Component 1: Performing</p> <p>Internally assessed, externally moderated 30% of qualification A</p> <p>Component 2: Composing</p> <p>Non-exam assessment: internally assessed, externally moderated 30% of qualification</p> <p>Component 3: Appraising Written examination</p> <p>1 hour 15 minutes (approximately) 40% of qualification</p>		
<p>Subject Curriculum Intent</p> <p>GCSE in Music offers a broad and coherent course of study which encourages learners to:</p> <ul style="list-style-type: none"> • engage actively in the process of music study • develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • develop composing skills to organise musical ideas and make use of appropriate resources • recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music • broaden musical experience and interests, develop imagination and foster creativity • develop knowledge, understanding and skills needed to communicate effectively as musicians • develop awareness of a variety of instruments, styles and approaches to performing and composing • develop awareness of music technologies and their use in the creation and presentation of music • recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology • develop as effective and independent learners with enquiring minds • reflect upon and evaluate their own and others' music • engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development. 		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1 and 2</p> <p>Film Music</p> <p>Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this</p>	<p>Spring Term 1 and 2</p> <p>Popular Music</p> <p>Through this area of study learners are encouraged to explore the musical idioms associated with a</p>	<p>Summer Term 1 and 2</p> <p>Musical Forms and Devices</p> <p>In this area of study, learners place music within a broad historical context. The area of study focuses on</p>

<p>has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.</p>	<p>variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.</p> <p>Musical Forms and Devices</p> <p>Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms.</p> <p>Learners are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.</p>	<p>understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910. Students will learn the set work Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067.</p>
<p>How will your child be assessed in the Summer Term?</p> <p><i>Students will be assessed in three areas of Performing, Composing and Listening. They will be asked to recognise the key musical layers, structure and texture in popular music.</i></p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>Musical Forms and Devices – Badinerie and wider listening</p>		
<p>What can you do to support your child in Music GCSE?</p> <p>Provide opportunities for your child to listen to music and talk to them about the musical instruments and elements they hear. Ask them to talk to you about how it makes them feel and what it is in the music that does that.</p> <p>Encourage your child to look into more examples of the music we are studying at this time and to explore how the same or different musical elements are present in each piece.</p>		
<p>Wider reading and useful web-sites or activities to support learning:</p>		

BBC Bitesize KS4 Music Eduqas: [GCSE Music - Eduqas - BBC Bitesize](#)

Exam Specification: [eduqas-gcse-music-spec-from-2016 \(28.04.15\)](#)

Year 10 BTEC PE Curriculum

<p>Staffing: Cassain Chandler</p> <p>Email: c.chandler@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: Edexcel</p>		
<p>Assessment Overview: Unit 1 exam to be taken in January 2023. Coursework assignments for Unit 2,3 and 6. Practical assessment for unit 2 and 6</p>		
<p>Subject Curriculum Intent</p> <p>The BTEC Firsts in Sport give students the opportunity to gain knowledge, skills and understanding through practical participation and performance in a range of sports, exercise, and health-related fitness activities. This allows them to become familiar with the language, skills and processes required to work, participate, and compete in sport and leisure.</p> <p>BTEC Sport promotes ‘learning through doing’, giving students a balance between theoretical and practical assignments (planning, delivering, officiating and evaluating sporting performances of their peers and themselves) This helps students to gain a broad understanding and knowledge of skills in sport.</p> <p>The exam taken within BTEC Sport is a virtual exam with the ability to be retaken later in year 11. BTEC Sport offers a range of avenues for students to explore their practical skills but gives a wide range of sporting activities to choose from. BTEC Sport encourages students to become members of sporting clubs outside of school by using these skills to be recorded and submitted as part of their final grade.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <p><u>Unit 1: Fitness for Sport and Exercise</u></p> <p><u>Unit 2: practical performance in Sport (theory and practical)</u></p>	<p>Spring Term 1:</p> <p>Unit 1: Fitness for Sport and Exercise</p> <p>Unit 2: practical performance in Sport (theory and practical)</p>	<p>Summer Term 1:</p> <p>Unit 1: Fitness for Sport and Exercise</p> <p>Unit 2: practical performance in Sport (practical)</p> <p><u>Unit 3: Applying the principles of Personal Training</u></p>
<p>Autumn Term 2:</p> <p><u>Unit 1: Fitness for Sport and Exercise</u></p> <p><u>Unit 2: practical performance in Sport (practical)</u></p> <p><u>Unit 3: Applying the principles of Personal Training</u></p>	<p>Spring Term 2:</p> <p><u>Unit 2: practical performance in Sport (practical)</u></p> <p><u>Unit 6: Leading Sports Activities</u></p>	<p>Summer Term 2:</p> <p>Unit 2: practical performance in Sport (practical)</p> <p>Unit 6: Leading Sports Activities</p>
<p>How will your child be assessed in the Summer Term?</p>		

Low stake quizzes, coursework, and assessments.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Unit 1: Fitness for Sport and Exercise

- * Components of physical fitness
- * Components of skill-related fitness
- * Fitness components for successful participation
- * Exercise intensity and how it can be determined
- * The basic principles of training (FITT)
- * Additional principles of training
- * Fitness training methods
- * Fitness test methods for components of fitness: Importance of fitness testing to sports performers and coaches, Requirements for administration of each fitness test, Interpretation of fitness test results

Unit 2: Practical Performance in Sport

- * Practically demonstrate skills, techniques and tactics in selected sports
- * Review sports performance

Unit 3: Applying the Principles of Personal Training

- *The design of a personal fitness training programme

What can you do to support your child?

Encourage your child to watch professional sports.

Use flashcards and marking schemes to help students with independent tasks (Homework and exam revision).

Wider reading and useful web-sites or activities to support learning:

Pearson REVISE BTEC First in Sport Revision Guide: [Pearson REVISE BTEC First in Sport Revision Guide: for home learning, 2021 assessments and 2022 exams \(BTEC First Sport\): Amazon.co.uk: Howard Hughes: 9781446906705: Books](#)

Given to students in Year 10 and to return to the school at the end of year 11

BTEC First in Sport Revision Workbook: [BTEC First in Sport Revision Workbook: for home learning, 2021 assessments and 2022 exams \(BTEC First Sport\): Amazon.co.uk: Gledhill: 9781446906712: Books](#)

New BTEC First in Sport: Study & Exam Practice - for the exams in 2020 and beyond (CGP BTEC First): [New BTEC First in Sport: Study & Exam Practice - for the exams in 2020 and beyond \(CGP BTEC First\) : CGP Books, CGP Books: Amazon.co.uk: Books](#)

New BTEC First in Sport: Revision Question Cards: https://www.amazon.co.uk/New-BTEC-First-Sport-Revision/dp/1789086876/ref=asc_df_1789086876/?tag=googshopuk-21&linkCode=df0&hvadid=463119466023&hvpos=&hvnetw=g&hvrand=2033233865448603028&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9045879&hvtargid=pla-1064507553520&psc=1&th=1&psc=1

Year 10 Computer Science Curriculum

Staffing: Mrs Warner Email: m.warner@sydenham.lewisham.sch.uk		
Exam Board: Edexcel		
Assessment Overview: Paper 1 – written examination – 1hr 30mins – 50% qualification Paper 2 – onscreen examination – 2hrs – 50% qualification		
Subject Curriculum Intent: Further develop students’ knowledge and understanding of Computer Science through studying the importance of computation in the world, and how it will evolve in the future.		
Curriculum Content Overview: Principles of Computer Science: - Computational Thinking, Data, Computers, Networks, and Issues and Impact. Application of Computational Thinking: - Computational Thinking and Problem solving with programming.		
Autumn Term 1: Programming with Python Binary	Spring Term 1: Programming with Python Hardware	Summer Term 1: Programming with Python Computer Issues & impact
Autumn Term 2: Programming with Python Binary Arithmetic	Spring Term 2: Programming with Python Software	Summer Term 2: Programming with Python Networks
How will your child be assessed in the Summer Term? A written and onscreen test during lesson		
Summer Term Assessment Revision Topics (students will be given detailed checklists): Topic 1: Computational Thinking Topic 2: Data - Binary Topic 3: Computers – Hardware and Software Topic 6: - Problem solving with programming		
What can you do to support your child in Computer Science? Ensure access to a suitable device with internet access Encourage completion of all class work in OneNote Notebook Support completion of all homework to deadline For missed lessons, ensure independent completion of all missed classwork and homework		
Wider reading and useful websites or activities to support learning: Videos: https://student.craigndave.org/gcse-edexcel-videos Learning Tool and flash cards: https://quizlet.com/en-gb BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb		

Year 10 Citizenship Studies Curriculum

<p>Staffing: Halicon Virgo-Furrs and Fay Nkrumah Email: h.virgo-furrs@sydenham.lewisham.sch.uk f.nkrumah@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: Edexcel</p>		
<p>Assessment Overview: AO1 - knowledge & understanding (30% final mark) AO2 – application of knowledge & understanding to examples/actions (30% final mark) AO3 – analyse and evaluation evidence to develop reasoned arguments (40% final mark)</p>		
<p>KS4 students can also choose Citizenship as an option and undertake the Edexcel GCSE exam. It is the intent of the Citizenship curriculum to create well rounded and confident citizens able to engage with the wider world, engage with the democratic process, understand the role of law and value diversity and tolerance. The study of Citizenship is about enabling students to make their own decisions; to take responsibility for their own lives and their communities. This subject encourages active citizenship and empowers students to consider local, national and international issues.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: Theme C Law and Justice (Part1)</p> <ul style="list-style-type: none"> • The role of law in everyday life in dealing with complex problems • Why we need laws in society • Principles and sources of law • The purposes of criminal law 	<p>Spring Term 1: Theme D Power and influence (part 1)</p> <ul style="list-style-type: none"> • Citizen participation in politics and society • The role of groups and organisations in democratic society • The role of the media and a free press • Rights and responsibilities of the media 	<p>Summer Term 1: Theme E Taking Citizenship Action</p> <ul style="list-style-type: none"> • Identify an issue, form a team and carry out initial research • Undertake primary research • Represent your own and different points of view
<p>Autumn Term 2: Theme C Law and Justice (Part2)</p> <ul style="list-style-type: none"> • The justice system in England and Wales • Courts and tribunals • Youth justice 	<p>Spring Term 2: Theme D Power and influence</p> <ul style="list-style-type: none"> • The UK’s role and relations with the rest of Europe • The UK’s role in the rest of the world • Rights and responsibilities in challenging global situations 	<p>Summer Term 2: Theme E Taking Citizenship Action</p> <ul style="list-style-type: none"> • Plan the action • Apply skills of collaboration, negotiation and influence as you deliver the activity <p>Revision and exam prep</p>
<p>How will your child be assessed in the Summer Term?</p> <p>Extended writing tasks Short Answers</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): Theme E Taking Citizenship Action Identify an issue, form a team and carry out initial research</p>		

Undertake primary research
Represent your own and different points of view

What can you do to support your child?

Use your child's knowledge organiser to support quizzing on key Citizenship terms and core knowledge

Watch [Prime Minister's Questions - UK Parliament](#)

Read up on Human Rights issues

Wider reading and useful web-sites or activities to support learning:

Edexcel GCSE Citizenship Student's Book 4th edition (Collins Citizenship Today)

[Citizenship in the UK - GCSE PSHE and Citizenship Revision - BBC Bitesize](#)

Newsround,

Newspapers

Year 10 Dance Curriculum

Staffing: A.Hemstead T.Walker Email: A.Hemstead@sydenham.lewisham.sch.uk
Exam Board: Pearson
Assessment Overview: 3 Components over 2 years Component 1 – Exploring the Performing Arts (Coursework) Component 2 - Developing Skills and Techniques in the Performing Arts (coursework) Component 3 – Responding to a Brief (Exam)
Subject Curriculum Intent The BTEC Level 1/Level 2 Tech Award in Performing Arts is for learners who want to acquire technical knowledge and technical skills through dance. The qualification recognises the value of learning skills and knowledge covering the <ul style="list-style-type: none">• development of key skills that prove your aptitude in Dance such as reproducing repertoire or responding to stimuli• process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance• attitudes that are considered most important in the Performing Arts, including personal management and communication• knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.
Curriculum Content Overview: Component 1 <ul style="list-style-type: none">▶ This unit gives you a broad understanding of performance work and influences, looking at how practitioners create their work and the process they take from creation, developments and performance.▶ You will study three professional works each of a different style both theoretically and practically.▶ You will present a written report to show your findings from your research. Component 2 <ul style="list-style-type: none">▶ This unit assesses your ability as a dancer and your technical and interpretive skills. You will explore a chosen style of dance and participate in regular technique and creative classes in this style.▶ This unit also requires you to study an already existing piece of work in the chosen dance style to replicate.▶ You will focus on your physical and interpretive skills, setting yourself targets and reviewing these regularly to understand and improve your performance.▶ You will apply these skills in a final performance to a live audience.

Component 3

- ▶ This unit is externally marked by the exam board.
- ▶ You will be able to work in small groups of 3 – 7 dancers.
- ▶ The exam board will provide you with a stimulus on which you must choreograph a group performance lasting between 10-15 minutes.
- ▶ Your performance must respond appropriately to the given stimulus and communicate your ideas clearly to a target audience of your choice.
- ▶ You will evaluate your creative process which will be completed in controlled assessment conditions.

Autumn Term 1: Performance Supports with Component 2: Developing Skills and Techniques in the Performing Arts	Spring Term 1: Component 1: Exploring the Performing Arts Practical exploration and Written report Part 1	Summer Term 1: Component 1: Exploring the Performing Arts Practical exploration and Written report Part 3
Autumn Term 2: Choreography Supports with Component 3: Responding to a Brief	Spring Term 2: Component 1: Exploring the Performing Arts Practical exploration and Written report Part 2	Summer Term 2: Component 1: Exploring the Performing Arts Written report Exploring the interrelationships between constituent features of existing performance material Preparation for Component 2: Developing Skills and Techniques in the Performing Arts

How will your child be assessed in the Summer Term?

Written Assessment: Written reports x3

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Professional practitioners' performance work and the interrelationships between constituent features of existing performance material

Bob Fosse: All That Jazz

Christopher Bruce: Swansong

Jerome Robbins: West Side Story

What can you do to support your child?

Encourage your child to meet deadlines when submitting homework.

Ask your child to explain the work they are doing and evaluate their success and areas for development.

Encourage your child to practise their work at home.

Encourage your child to watch live Dance performances either at an outside venue or online.

Encourage your child to participate in Dance Curriculum Enrichment Activities including clubs and the annual Dance Show.

Encourage your child to attend Dance classes outside of school or to learn dances via online tutorials.

Wider reading and useful websites or activities to support learning:

Bob Fosse / Christopher Bruce/ Jerome Robbins research

Watch Chicago / Swansong / West Side Story

Glossary of subject specific vocabulary [AQA | Subject specific vocabulary](#)