

# Sydenham School

Curriculum Information for Parents

Autumn Term 2023

Year 10



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## Assessment Calendar

Year 10 Parents' Evening	13 <sup>th</sup> December
Year 10 Assessment Fortnight 1	Commencing 30 <sup>th</sup> October
Year 10 Invited Parents' Evening	17 <sup>th</sup> April
Year 10 Mock Exams	Commencing 10 <sup>th</sup> June
Year 10 Speaking Mocks (Languages)	Commencing 3 <sup>rd</sup> June

## Year 10 English Curriculum Guide

**Staffing:** Hannah Bornstein, Curriculum Leader English and Media Faculty

**Email:** [h.bornstein@sydenham.lewisham.sch.uk](mailto:h.bornstein@sydenham.lewisham.sch.uk)

**Exam Board:** AQA

### **Assessment Overview:**

#### **AQA English Language (8700)**

Paper 1: Explorations in Creative Reading and Writing

- 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.

Paper 2: Writers' Viewpoints and Perspectives

- 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.

#### **AQA English Literature (8702)**

Paper 1: Shakespeare and the 19th-century novel

- 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.

Paper 2: Modern Texts and Poetry

- 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.

**Subject Curriculum Intent:**

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.

**Curriculum Content Overview:**

<b>Autumn Term 1:</b>	<b>Spring Term 1:</b>	<b>Summer Term 1:</b>
GCSE English Literature Paper 1: Dickens' <i>A Christmas Carol</i>	GCSE English Literature Paper 2: Love and Relationships Poetry Anthology, focusing on Desire and Loss cluster	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> ).
<b>Autumn Term 2:</b>	<b>Spring Term 2:</b>	<b>Summer Term 2:</b>
GCSE English Literature Paper 2: Love and Relationships Poetry Anthology, focusing on Family Relationships cluster	GCSE English Literature Paper 2: Love and Relationships Poetry Anthology, focusing on Fulfilment cluster	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 Autumn Term?**

Knowledge checks

Exam-style questions

Formal assessment using GCSE exam questions

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

GCSE English Literature Paper 1, Section B (*A Christmas Carol*)

GCSE English Literature Paper 2, Section C (Unseen Poetry using Anthology)

**What can you do to support your child in English?**

Encourage your child to read for pleasure every day and to re-read *A Christmas Carol* and *An Inspector Calls*

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:**

- Oak National Academy resources: [English lessons for Key Stage 4 students - Oak National Academy \(thenational.academy\)](https://www.thenational.academy/subjects/english/ks4/)
- 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

<b>Curriculum Leader: Amanda Bown</b> <b>Email: a.bown@sydenham.lewisham.sch.uk</b>		
<b>Exam Board: Edexcel</b>		
<b>Assessment Overview:</b> <b>Exam assessed</b>		
<b>Subject Curriculum Intent</b>  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.		
<b>Curriculum Content Overview:</b>		
<b>Autumn Term 1:</b>  Higher: Geometry Foundation: Number, Ratio and Proportion	<b>Spring Term 1:</b>  Higher: Advanced Algebra Foundation: Percentages and Pythagoras	<b>Summer Term 1:</b>  Higher: Data and Probability Foundation: Number Skills
<b>Autumn Term 2:</b>  Higher: Shapes and Measures Foundation: Algebra	<b>Spring Term 2:</b>  Higher: Advanced Trigonometry Foundation: Data and Geometry	<b>Summer Term 2:</b>  Higher: Advanced Geometry Foundation: Shapes and Measures
<b>How will your child be assessed in the Autumn Term?</b> Formal 90 minutes GCSE style in class test		
<b>Autumn Term Assessment Revision Topics</b> Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability and Statistics		
<b>What can you do to support your child in Mathematics?</b> Make sure your child is completing their Homework  They should be aiming for 100% on their Sparx tasks  If they need extra help they can come to Maths Clinic		
<b>Wider reading and useful web-sites or activities to support learning:</b> <a href="#">Sparx Maths</a>  <a href="#">Videos and Worksheets – Corbettmaths</a>		

## Year 10 Science Curriculum Guide

<b>Staffing:</b> <b>Amy Vickers, Curriculum Leader Science (<a href="mailto:a.vickers@sydenham.lewisham.sch.uk">a.vickers@sydenham.lewisham.sch.uk</a>)</b> <b>Sapna Reuben, Head of KS4 Science (<a href="mailto:s.reuben@sydenham.lewisham.sch.uk">s.reuben@sydenham.lewisham.sch.uk</a>)</b>			
<b>Exam Board:</b> Pearson Edexcel GCSE (9-1)			
<b>Assessment Overview:</b> Exam assessed			
<b>Subject Curriculum Intent:</b> <p>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.</p> <p>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.</p>			
<b>Curriculum Content Overview:</b> <b>Note:</b> All classes will be completing the Combined Science course until Year 11. All classes are taught on rotation, while they will cover the content listed below, they may complete it in a different order.			
<b>AUTUMN TERM 1</b>		<b>AUTUMN TERM 2</b>	
<b>Unit</b>	<b>Title</b>	<b>Unit</b>	<b>Title</b>
<b>CB5</b>	Health, disease and the development of medicines	<b>CC13</b>	Groups in the Periodic Table
<b>CB6</b>	Plant structures and their functions	<b>CC14</b>	Rates of reactions
<b>CC10</b>	Electrolytic processes	<b>CC15</b>	Heat energy changes in chemical reactions
<b>CC11</b>	Obtaining and using metals	<b>CP7</b>	Energy – Forces doing work
<b>CC12</b>	Reversible reactions	<b>CP8</b>	Forces and their effects
<b>CP6</b>	Radioactivity		
<b>SPRING TERM 1</b>		<b>SPRING TERM 2</b>	
<b>Unit</b>	<b>Title</b>	<b>Unit</b>	<b>Title</b>
<b>CB7</b>	Animal coordination, control and homeostasis	<b>CC16</b>	Fuels
<b>CB8</b>	Exchange and transport in animals	<b>CC17</b>	Earth and atmospheric science
<b>CP9</b>	Electricity and circuits	<b>CP10</b>	Magnetism and the Motor Effect
		<b>CP11</b>	Electromagnetic induction



SUMMER TERM 1		SUMMER TERM 2	
Unit	Title	Unit	Title
CB9	Ecosystems and material cycles	CC1-9	Reteach chemistry units
CP12	Particle model	<b>Mock exams</b>	
CP13	Forces and matter	<b>WEX</b>	

**How will your child be assessed in the Autumn Term?**

- 3 X Written exams (one for each science)
- Duration of each: 1 hour 10 minutes

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

Biology Paper 1                      Chemistry Paper 1                      Physics Paper 1  
 CB1, CB2, CB3, CB4, CB5      CC1-2, CC3-4, CC5-7, CC8, CC9, CC10-12      CP1-2, CP3, CP4, CP5, CP6

**What can you do to support your child in Science?**

- 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.
- Encourage your child to read Science articles and news stories along with documentaries on platforms such as BBC iPlayer.

**Wider reading and useful websites or activities to support learning:**

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

## Year 10 Latin Curriculum

<p><b>Staffing:</b> Andrea Bauer  <b>Email:</b> <a href="mailto:a.bauer@sydenham.lewisham.sch.uk">a.bauer@sydenham.lewisham.sch.uk</a></p>		
<p><b>Exam Board:</b> eduqas</p>		
<p><b>Assessment Overview:</b> Assessed formatively throughout learning using vocabulary tests, online independent work through <a href="https://quizlet.com">https://quizlet.com</a> and past papers. These are carried out in regular intervals.</p>		
<p><b>Subject Curriculum Intent</b>          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.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p>Autumn Term 1:  <b>Re-visit Grammar and Vocabulary from Y7 – Y9</b></p>	<p>Spring Term 1:  <b>Revision Grammar and Vocabulary from Y7 – Y9</b></p>	<p>Summer Term 1:  <b>Exam period</b></p>
<p>Autumn Term 2:  <b>Revision Grammar and Vocabulary from Y7 – Y9</b></p>	<p>Spring Term 2:  <b>Revision Grammar and Vocabulary from Y7 – Y9</b></p>	<p>Summer Term 2:  <b>Exam period</b></p>
<p><b>How will your child be assessed in the Autumn Term?</b>          They will be assessed through vocabulary tests and exam style questioning,</p>		
<p><b>Autumn Term Assessment Revision Topics</b>          All assessments will have content from all topics.</p>		
<p><b>What can you do to support your child in Languages?</b>          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><b>Wider reading and useful web-sites or activities to support learning:</b>  <a href="#">Quizlet</a>  <a href="#">Eduqas GCSE Latin (9-1)</a></p>		

## Year 10 German Curriculum

<p><b>Staffing: Andrea Bauer, Danielle Walker,</b></p> <p><b>Email: <a href="mailto:a.bauer@sydenham.lewisham.sch.uk">a.bauer@sydenham.lewisham.sch.uk</a>, <a href="mailto:d.walker@sydenham.lewisham.sch.uk">d.walker@sydenham.lewisham.sch.uk</a></b></p>		
<p><b>Exam Board: AQA</b></p>		
<p><b>Assessment Overview:</b></p> <p>Assessed formatively throughout learning using vocabulary tests, online independent work through <a href="https://quizlet.com/">https://quizlet.com/</a> on different topics. Reading and listening past papers, writing assessments. These are carried out once a term.</p>		
<p><b>Subject Curriculum Intent</b></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><b>Curriculum Content Overview:</b></p>		
<p>Autumn Term 1:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• School Uniform – opinions</li> <li>• Talking in more than three tenses</li> </ul>	<p>Spring Term 1:</p> <ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Personal relationships</li> <li>• Using modal verbs</li> <li>• Adjectives</li> <li>• Adjective endings</li> </ul>	<p>Summer Term 1:</p> <ul style="list-style-type: none"> <li>• Jobs, careers and ambitions</li> <li>• Talking about the future</li> <li>• Using future tense</li> <li>• Using conditional tense</li> </ul>
<p>Autumn Term 2:</p>	<p>Spring Term 2:</p>	<p>Summer Term 2:</p> <p>Revision</p>

<ul style="list-style-type: none"> <li>• Feedback from Assessment</li> <li>• Festivals Customs and traditions</li> <li>• Talking in more than three tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Home and local environment</li> <li>• Talking about my town</li> <li>• Where I live</li> <li>• Describing what you do in your town</li> </ul>	Preparation for mock exams Mock exams
<p><b>How will your child be assessed in the Autumn Term?</b></p> <p>They will be assessed through reading, listening, writing, speaking.</p>		
<p><b>Autumn Term Assessment Revision Topics</b></p> <p>All assessments will have content from all topics.</p>		
<p><b>What can you do to support your child in Languages?</b></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><b>Wider reading and useful web-sites or activities to support learning:</b></p> <p><a href="https://quizlet.com/">https://quizlet.com/</a></p> <p><a href="https://www.thenational.academy/">German lessons for Key Stage 4 students - Oak National Academy (thenational.academy)</a></p> <p><a href="https://www.memrise.com/">https://www.memrise.com/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/z426n39">https://www.bbc.co.uk/bitesize/subjects/z426n39</a></p>		

## Year 10 French Curriculum

<p><b>Staffing: Sarah Waddingham</b></p> <p><b>Email: <a href="mailto:s.waddingham@sydenham.lewisham.sch.uk">s.waddingham@sydenham.lewisham.sch.uk</a></b></p>		
<p><b>Exam Board: AQA</b></p>		
<p><b>Assessment Overview:</b></p> <p>Assessed formatively throughout learning using vocabulary tests, online independent work through <a href="https://quizlet.com">https://quizlet.com</a> and past papers. These are carried out in regular intervals.</p>		
<p><b>Subject Curriculum Intent</b></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><b>Curriculum Content Overview:</b></p>		
<p><b>Autumn Term 1:</b></p> <ul style="list-style-type: none"> <li>• School</li> <li>• School Uniform – opinions</li> <li>• Talking in more than three tenses</li> </ul>	<p><b>Spring Term 1:</b></p> <ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Personal relationships</li> <li>• Using modal verbs</li> <li>• Adjectives</li> <li>• Adjective endings</li> </ul>	<p><b>Summer Term 1:</b></p> <ul style="list-style-type: none"> <li>• Jobs, careers and ambitions</li> <li>• Talking about the future</li> <li>• Using future tense</li> <li>• Using conditional tense</li> </ul>
<p><b>Autumn Term 2:</b></p> <ul style="list-style-type: none"> <li>• Feedback from Assessment</li> <li>• Festivals Customs and traditions</li> <li>• Talking in more than three tenses</li> </ul>	<p><b>Spring Term 2:</b></p> <ul style="list-style-type: none"> <li>• Home and local environment</li> <li>• Talking about my town</li> <li>• Where I live</li> <li>• Describing what you do in your town</li> </ul>	<p><b>Summer Term 2:</b></p> <p>Revision Preparation for mock exams Mock exams</p>
<p><b>How will your child be assessed in the Autumn Term?</b></p> <p>Formal assessment following the board of examination specification in all abilities</p>		

**Autumn 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/z4dqxnbn> (Choose AQA specification and start revising!)
- <https://languagesonline.org.uk/Hotpotatoes/index.html>

## Year 10 Spanish Curriculum

<p><b>Staffing: Gina Ossa, Yolanda Arteaga, Nora Landaluce</b></p> <p><b>Email:</b> <a href="mailto:g.ossa@sydenham.lewisham.sch.uk">g.ossa@sydenham.lewisham.sch.uk</a> <a href="mailto:y.arteaga@sydenham.lewisham.sch.uk">y.arteaga@sydenham.lewisham.sch.uk</a>  <a href="mailto:n.landaluce@sydenham.lewisham.sch.uk">n.landaluce@sydenham.lewisham.sch.uk</a></p>		
<p><b>Exam Board: AQA</b></p>		
<p><b>Assessment Overview:</b> Assessed formatively throughout learning using vocabulary tests, online independent work through <a href="https://quizlet.com">https://quizlet.com</a> and past papers. These are carried out in regular intervals.</p>		
<p><b>Subject Curriculum Intent</b></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><b>Curriculum Content Overview:</b></p>		
<p><b>Autumn Term 1:</b>  <b>Talk about places and directions</b>  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><b>Spring Term 1:</b>  <b>Talk about different jobs</b>  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><b>Summer Term 1:</b>  <b>Talk about typical foods</b>  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><b>Autumn Term 2:</b> <b>Talk about typical foods</b> <b>Passive</b> 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><b>Spring Term 2:</b> 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><b>Summer Term 2:</b> Revision and exams</p>
<p><b>How will your child be assessed in the Autumn Term?</b> Formal assessment following the board of examination specification in all abilities</p>		
<p><b>Autumn Term Assessment Revision Topics: please note that some of the topics have been done in Y9 and 10</b> <b>Theme 1: Identity and culture</b> 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 <b>Theme 2: Local, national, international and global areas of interest</b> Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism <b>Theme 3: Current and future study and employment</b> 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/z4dqxnbn> (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

<p><b>Curriculum Leader Rachel Wylie,</b>  <b>Email: <a href="mailto:R.Wylie@sydenham.lewisham.sch.uk">R.Wylie@sydenham.lewisham.sch.uk</a></b></p>		
<p><b>Exam Board: EDEXCEL</b></p>		
<p><b>Assessment Overview:</b>            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</p>		
<p><b>Subject Curriculum Intent</b>            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.</p>		
<p><b>Curriculum Content Overview:</b></p>		
Autumn Term 1: Medicine C1250 - present	Spring Term 1: Medicine & Treatment on the Western Front / Early Elizabethan England	Summer Term 1: Early Elizabethan England
Autumn Term 2: Medicine C1250 - present	Spring Term 2: Early Elizabethan England	Summer Term 2: Early Elizabethan England / Revision / Introduction to Germany
<p><b>How will your child be assessed in the Autumn Term?</b>            Exam Style questions            General knowledge tests</p>		
<p><b>Autumn Term Revision Topics (students will be given detailed checklists):</b>            Medieval Medicine</p>		
<p><b>What can you do to support your child?</b>            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.</p>		
<p><b>Wider reading and useful web-sites or activities to support learning:</b>  <a href="#">Medicine through time - Video only - GCSE History Revision - BBC Bitesize</a>            The Black Death by John Hatcher            Time Travellers Guide to Elizabethan England by Ian Mortimer            The Coming of the Third Reich by Richard Evans</p>		

## Year 10 Geography Curriculum

<p><b>Staffing:</b> George Ranson, Adam Dallimore-Levinson, Catherine Bennett, Aaron George  <b>Head of Geography:</b> George Ranson  <b>Email:</b> <a href="mailto:g.ranson@sydenham.lewisham.sch.uk">g.ranson@sydenham.lewisham.sch.uk</a></p>		
<p><b>Exam Board:</b> AQA</p>		
<p><b>GCSE Assessment Overview:</b></p> <p><b>Paper 1:</b> Living with the Physical Environment (1hr 30 mins)  <b>Paper 2:</b> Challenges in the Human Environment (1hr 30 mins)  <b>Paper 3:</b> Geographical Applications (1hr 30 mins)</p>		
<p><b>Subject Curriculum Intent</b></p> <p>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.</p> <p>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.</p> <p>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><b>Curriculum Content Overview:</b></p>		
<p><b>Autumn Term 1:</b> <i>Urban Issues and Challenges – Rio de Janeiro</i></p>	<p><b>Spring Term 1:</b> <i>The Changing Economic World – the Changing UK Economy</i></p>	<p><b>Summer Term 1:</b> <i>Physical Landscapes in the UK – Rivers</i></p>
<p><b>Autumn Term 2:</b> <i>The Changing Economic World - Nigeria</i></p>	<p><b>Spring Term 2:</b> <i>Physical Landscapes in the UK - Coasts</i></p>	<p><b>Summer Term 2:</b> <i>Revision and Work Experience</i></p>
<p><b>How will your child be assessed in the Autumn Term?</b></p> <ul style="list-style-type: none"> <li>Between September and December, students will complete an end of unit assessment on Urban Issues and Challenges – Rio, and on The Changing Economic World – Nigeria.</li> </ul>		

- These assessments will be a mixture of resource-based and extended writing questions

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

Urban Issues and Challenges – Rio de Janeiro

- Location of Rio de Janeiro
- Regional, national and international importance of Rio de Janeiro
- Social, economic and environmental challenges in Rio
- Solutions to social, economic and environmental challenges in Rio
- Case study of Favela Barrio Project

The Changing Economic World – Nigeria

- Location of Nigeria
- Nigeria's changing economy
- Role of TNCs in Nigeria
- How have aid and economic development improved Nigeria?
- Environmental impacts of development in Nigeria

**What can you do to support your child in Geography?**

- 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

<b>Staffing:</b> Abigail Thirunavukarasu, Eleanor George <b>Subject/Faculty Leader:</b> Abigail Thirunavukarasu <b>Email:</b> <a href="mailto:a.thirunavukarasu@sydenham.lewisham.sch.uk">a.thirunavukarasu@sydenham.lewisham.sch.uk</a>		
<b>Exam Board:</b> EDUQAS		
<b>Assessment Overview:</b> Paper 1: Christians Teachings and Beliefs 25% Paper 2: Islamic Teachings and Belief 25% Paper 3: Religion, Philosophy & Ethics (Relationships, Life and Death) 50%		
<b>Subject Curriculum Intent:</b> 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.		
<b>Curriculum Content Overview:</b>		
Autumn Term 1: Muslim Beliefs and Teachings	Spring Term 1: Muslim Beliefs and Teachings	Summer Term 1: Relationships (Christianity and Islam)
Autumn Term 2: Muslim Beliefs and Teachings	Spring Term 2: Relationships (Christianity and Islam)	Summer Term 2: Life and death (Christianity and Humanism)
<b>How will your child be assessed in the Autumn Term?</b> 15 mark question		
<b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b> <ul style="list-style-type: none"> <li>• Prophethood</li> <li>• Quotes to support</li> </ul>		
<b>What can you do to support your child?</b> <ul style="list-style-type: none"> <li>• Use your child's glossary at the back of their books to support quizzing on key religious terms.</li> <li>• Encourage your child to read the news on topics focused to religion as it could help them with their link to life</li> <li>• Have conversations with your child about how religion affects everyday life.</li> <li>• Use knowledge organiser to test key knowledge and religious questions</li> </ul>		
<b>Wider reading and useful web-sites or activities to support learning:</b> <a href="#">Relationships and lifestyle - GCSE Religious Studies Revision - BBC Bitesize</a> <a href="#">Islam - GCSE Religious Studies Revision - Eduqas - BBC Bitesize</a>		

## Year 10 PSHE Curriculum

<b>Staffing:</b> Halicon Virgo-Furrs, Deborah Gostling and Fay Nkrumah <b>Email:</b> <a href="mailto:h.virgo-furrs@sydenham.lewisham.sch.uk">h.virgo-furrs@sydenham.lewisham.sch.uk</a>		
<b>Exam Board:</b> N/A		
<b>Assessment Overview:</b> Effort Grades		
<b>Subject Curriculum Intent :</b> <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>		
<b>Curriculum Content Overview:</b>		
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: <b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography
Autumn Term 2:  <b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	Spring Term 2: <b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Summer Term 2: Work experience.
<b>How will your child be assessed in the Autumn Term?</b> Classwork		
<b>AutumnTerm Assessment Revision Topics (students will be given detailed checklists): NA</b>		
<b>What can you do to support your child?</b>  <p style="text-align: center;">Discuss relationship challenges and abuse</p>		
<b>Wider reading and useful web-sites or activities to support learning:</b>		

- **Newsround:** [Watch Newsround - CBBC Newsround](#)
- **BBC Bitesize:** [KS3 PSHE and Citizenship - BBC Bitesize](#)

## Year 10 Business Studies Curriculum

<b>Staffing:</b> H. Heidari <b>Email:</b> <a href="mailto:h.heidari@sydenham.lewisham.sch.uk">h.heidari@sydenham.lewisham.sch.uk</a>		
<b>Exam Board:</b> Edexcel		
<b>Assessment Overview:</b>  <b>Autumn 1:</b> Understanding External Influences on Business <b>Autumn 2:</b> : Understanding External Influences on Business <b>Spring 1:</b> Growing the Business  <b>Assessment Week: Component 1 Exam Paper (short version)</b> <b>Spring 2:</b> Growing the Business <b>Summer 1:</b> Making Marketing Decision  <b>Note:</b> Growing the business is a larger topic and requires more teaching time.  <b>Assessment Week: Theme 1 Exam Paper (longer version)</b> <b>Summer 2:</b> Making operational Decisions		
<b>Subject Curriculum Intent:</b>  Business will help you to develop understanding of: <ul style="list-style-type: none"> <li>• Business concepts</li> <li>• Business terminology</li> <li>• Business objectives</li> <li>• The integrated nature of business activity</li> <li>• The impact of business on individuals and wider society</li> </ul> <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>		
<b>Curriculum Content Overview:</b>		
Autumn Term 1:  <b>Theme 1:</b> Understanding External Influences on Business - (Business Legislation, The Economy & Business)	Spring Term 1: <b>Theme 2:</b> Growing the Business – (Business Growth , Changes in Business aims and objectives)	Summer Term 1: <b>Theme 2:</b> Making Marketing Decision - (Product, Price, Promotion & place)

Autumn Term 2: <b>Theme 1:</b> Understanding External Influences on Business – (The Economy & Business, External influences)	Spring Term 2: <b>Theme 2:</b> Growing the Business – ( Business & Globalisation, Ethics, the environment & Business)	Summer Term 2: <b>Theme 2:</b> Making Operational Decisions – (Business Operations, Managing Stock)
<b>How will your child be assessed in the Autumn Term?</b>		
<b>Theme 2: End of unit tests</b>		
<b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b>		
<b>Theme 1:</b> Understanding External Influences on Business Business Legislation, The Economy & Business The Economy & Business, External influences)		
<b>What can you do to support your child?</b>		
Ask your child to summarise the key ideas from a lesson; ask them to teach you a key idea/concept.		
<ul style="list-style-type: none"> <li>• Watch news about business and world affairs</li> <li>• Read newspapers including The Financial Times (will help your child to get into the habit of gathering detailed analysis of business news).</li> </ul>		
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.		
<b>Wider reading and useful web-sites or activities to support learning:</b>		
<a href="#">GCSE Business - Edexcel - BBC Bitesize</a>		
BBC News (Business News)		
Yahoo Finance		
Financial Times (copies should be available in the library)		



## Year 10 Art Curriculum

<p><b>Staffing:</b> C. Henderson, S. Bailey, M.Edwards, K.Slipper, L.Griffiths  <b>Email:</b> C.Henderson@sydenham.lewisham.sch.uk</p>		
<p><b>Exam Board:</b> OCR</p>		
<p><b>Assessment Overview: Fine Art</b>  <b>Assessment Objective 1 Develop</b>          Develop a diverse range of ideas through investigations informed by artists' work and other sources, demonstrating analytical and cultural understanding.  <b>Assessment Objective 2 Refine</b>          Refine work through experimenting and selecting appropriate resources, media, materials, techniques and processes.  <b>Assessment Objective 3 Record</b>          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.  <b>Assessment Objective 4 Present</b>          A personal and meaningful final outcome showing knowledge and understanding to realise intentions. Connections made between visual and other elements.</p>		
<p><b>Subject Curriculum Intent</b>          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><b>Curriculum Content Overview:</b></p>		
<p><b>Autumn Term 1:</b>          Urban environment – an exploration of the city, shops and people. Skills development through ICT, drawing, painting, colour mixing and lino printing.</p>	<p><b>Spring Term 1:</b>          Urban environment – Lino printing basics and pen drawings skills.</p>	<p><b>Summer Term 1:</b>          Urban environment – Working towards a final outcome.</p>
<p><b>Autumn Term 2:</b>          Urban environment – an exploration of the city, shops and people around us.           Composing artworks and developing themes. Photography and Pen drawing skill development.           Critical and contextual study of artists.</p>	<p><b>Spring Term 2:</b>          Urban environment – Developing personalised ideas and compositions. Revisiting portrait painting.</p>	<p><b>Summer Term 2:</b>          Urban environment – Realising ideas through refined personalised outcome.</p>
<p><b>How will your child be assessed in the Autumn Term?</b>          Urban drawings and paintings. A personalised, Fanzine collage homework booklet outcome, with independent photography works and drawings.</p>		
<p><b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b></p>		

Students will be taught new skills in painting from the urban landscape in lesson and be expected 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 \(office.com\)](#)

[The PAINTING Exercise That Will HELP You the MOST - Bing video](#)

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

## Year 10 Drama Curriculum

<p><b>Staffing: Maylene Catchpole and Sian Morrison</b></p> <p><b>Subject/Faculty Leader: Maylene Catchpole</b></p> <p><b>Email: <a href="mailto:m.catchpole@sydenham.lewisham.sch.uk">m.catchpole@sydenham.lewisham.sch.uk</a></b></p>		
<p><b>Exam board: Pearson Edexcel</b></p>		
<p><b>Subject Curriculum Intent:</b></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><b>Curriculum Content Overview:</b></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><b>Autumn Term 1 and 2:</b></p> <p><b>Component 2 exploration Text in Performance</b></p> <ul style="list-style-type: none"> <li>• In depth character analysis exploring motivation and status.</li> <li>• Interpretation of a range of play texts suitable for component 2 exploring historical and social context.</li> <li>• Performance skills looking at audience impact.</li> </ul>	<p><b>Spring Term 1 and 2:</b></p> <p><b>Component 3 – LIVE theatre analysis preparation</b></p> <ul style="list-style-type: none"> <li>• In depth analysis of a range of LIVE productions</li> <li>• Interpretation of a range of play texts suitable for component 2 exploring historical and social context.</li> <li>• Performance skills looking at audience impact.</li> </ul>	<p><b>Summer Term 1 and 2:</b></p> <p><b>Devising Plays</b></p> <ul style="list-style-type: none"> <li>• Selection of Stimuli for final performance</li> <li>• Research of key themes and topics</li> <li>• Designer or performance options</li> <li>• Portfolio preparation and notes</li> </ul> <p><b>Throughout the Year</b></p> <ul style="list-style-type: none"> <li>• Component 3</li> <li>• Set text study with key examination practice questions</li> </ul>
<p><b>How will your child be assessed in the Autumn Term?</b></p>		

- Students are assessed against the examination marking scheme for Component 2 and will complete a range of online and practical assessments

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

- Practice questions relating to component 3 set text using exemplar material.
- Play terminology and character interpretation for component 2.

**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 your 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](http://www.edu.digitaltheatreplus.org) ( productions as well as education resources and interviews)

**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

Exemplar material and student support guides on Teams

Playwrights [\(2\) Playwrights Series: Process - YouTube](#)

[\(2\) Playwrights Series: Narrative - YouTube](#)

[\(2\) Playwrights Series: Dialogue - YouTube](#)

[\(2\) Playwrights Series: Character - YouTube](#)

## Year 10 Food Curriculum

<p><b>Staffing:</b> Ms. Gordon  <b>Email:</b> a.gordon@sydenham.lewisham.sch.uk  <b>Exam Board:</b> WJEC Eduqas (course code 601/8093/6)</p>		
<p><b>Assessment Overview:</b>          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><b>Subject Curriculum Intent:</b>          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><b>Curriculum Content Overview:</b></p>		
<p>Autumn Term 1:  <b>Food commodities</b>  <b>Review Food Commodities</b>          Fruits and Vegetables-          provenance and growth</p> <ul style="list-style-type: none"> <li>Fruits and Vegetables-              provenance and growth</li> <li>Variety and Nutrition of              Fruit and Vegetables –              Seasonality</li> <li><b>Food Science-</b> Enzymatic              Browning</li> <li><b>Introducing practice</b>  <b>NEA 1- Raising Agents</b> - A              scientific food investigation              which will assess students’              knowledge, skills and              understanding in relation to              scientific principles              underlying the preparation              and cooking of food.</li> </ul>	<p>Spring Term 1:</p> <ul style="list-style-type: none"> <li>GCSE Model question –              Link to Where Food comes              from in GCSE specification-</li> <li><b>Food Science-</b> Foams-              Meringues</li> <li>Writing a time plan-  <b>Review</b></li> <li>Writing a time plan - NEA              2</li> <li><b>Introducing practice</b>  <b>NEA 2-</b> Prepare, cook and              present a menu which              assesses students’              knowledge, skills and              understanding in relation to              the planning, preparation,              cooking and presentation of              food.</li> <li>GCSE Model question –              Link to Principles of nutrition              in GCSE-</li> <li>Cooking Food/ Heat              Transfer</li> <li>Technical skills</li> <li>Practical – Meringues</li> </ul>	<p>Summer Term 1:  <b>Milk and Cheese Review</b></p> <ul style="list-style-type: none"> <li>Choosing, storing and              using</li> <li>Processing, preservation,              gelatinization and food              safety</li> </ul> <p><b>Practice NEA 2 – Student Task</b>          NEA2 Practice booklet 2  <b>Assessment – Food &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>Diet and good health</li> <li>Plan balanced diets</li> <li>Functions of Ingredients              -Working characteristics of              ingredients</li> </ul>

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

**How will your child be assessed in Autumn Term?**

50 % Practical and Experimental work.

50% written test on Core topics.

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

- Principles of Nutrition
- Diet and Good Health
- Commodities

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](http://www.BBCbitesize.co.uk/foodpreparation)

[www.nutrition.org.uk](http://www.nutrition.org.uk)

[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

[www.nutrition.training](http://www.nutrition.training)

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

## Year 10 Media Curriculum

<p><b>Staffing: L Marcus</b></p> <p><b>Email: <a href="mailto:l.marcus@sydenham.lewisham.sch.uk">l.marcus@sydenham.lewisham.sch.uk</a></b></p>		
<p><b>Exam Board: Eduqas (part of WJEC)</b></p>		
<p><b>Assessment Overview:</b></p> <p><b>Autumn 1:</b> Media Industries and Audiences questions on No Time To Die (film regulation) and The Archers (audience targeting)</p> <p><b>Autumn 2:</b> Analysis of Media Industries in relation to Fortnite (video games) and/or newspapers (The Sun)</p> <p><b>Spring 1:</b> Media Language analysis of a situation comedy text</p> <p><b>Spring 2:</b> Representation of Gender in a situation comedy text</p> <p><b>Summer 1:</b> Media Industries and Media Audiences questions on situation comedy texts</p> <p><b>Summer 2:</b> Component 1 Exam Paper and Component 2 Exam Paper (short version)</p>		
<p><b>Subject Curriculum Intent</b></p> <p>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.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p>Component 1: Section B – Media Industries and Media Audiences: film marketing and radio.</p>	<p>Spring Term 1:</p> <p>Component 2: Section A – Television, Situation Comedy</p>	<p>Summer Term 1:</p> <p>Component 2: Section A – Television, Situation Comedy</p>
<p>Autumn Term 2:</p> <p>Component 1: Section B – Media Industries (newspapers) and Media Audiences (video games).</p> <p>Component 2: Section A – Television, Situation Comedy</p>	<p>Spring Term 2:</p> <p>Component 2: Section A – Television, Situation Comedy</p>	<p>Summer Term 2:</p> <p>Component 2: Section A – Television, Situation Comedy</p> <p>Component 3: NEA (Coursework) Film Marketing: research and planning</p>



**How will your child be assessed in the Autumn Term?**

Assessment task based on Media Industries (film marketing).

Year 10 Assessment Week: Assessment of knowledge and understanding of Media Industries and Media Audiences.

Assessment task based on Media Audiences (video games).

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

Media Industries: film marketing – No Time To Die and radio – The Archers

Media Audiences: video games - Fortnite

**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.eduqas.co.uk/qualifications/media-studies-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_overview)

[https://www.youtube.com/results?search\\_query=mrs+fisher+gcse+media](https://www.youtube.com/results?search_query=mrs+fisher+gcse+media)

## Year 10 Health and Social Care Curriculum

<p><b>Staffing:</b> Ms Napp &amp; Ms Altinok  <b>Email:</b> <a href="mailto:m.napp@sydenham.lewisham.sch.uk">m.napp@sydenham.lewisham.sch.uk</a>, <a href="mailto:h.altinok@sydenham.lewisham.sch.uk">h.altinok@sydenham.lewisham.sch.uk</a></p>		
<p><b>Exam Board:</b> 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><b>Autumn 1:</b> Supporting Individuals to Maintain Their Rights (Mini assessment L01)          The Life stages of development from young people to adolescence (Coursework)  <b>Autumn 2:</b> The Life stages of development from adolescence to adulthood (coursework)  <b>Spring 1:</b> R025 The ageing process (Coursework)          Assessment Week: R021 ( L01/ L02 assessment paper)  <b>Spring 2:</b> Application of values (Coursework)  <b>Summer 1:</b> Legislation and Impact on care settings          Medical Conditions (Coursework)          Assessment Week: R021 L03-L04 Exam Paper  <b>Summer 2:</b> Personal Hygiene Safety and Security Measures to protect Individuals</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p><b>Autumn Term 1:</b>          R021: L01 Supporting Individuals to Maintain Their Rights (Mini assessment L01)          R025: L01 The Life stages of development from young people to adolescence (Coursework)</p>	<p><b>Spring Term 1:</b>          R021: L02- The importance of the values of care          R025: L02-The ageing process in older adulthood</p>	<p><b>Summer Term 1:</b>          R021: L03-Legislation and the Impact on care settings          R025: L03- Medical Conditions that affect progress through the life stages</p>
<p><b>Autumn Term 2:</b>          R021: L01 Supporting Individuals to maintain their rights (part 2)          R025: L01 The Life stages of development from adolescence to adulthood (coursework)</p>	<p><b>Spring Term 2:</b>          R021: L02- The importance of the values of care (Application)          R025: L02-The ageing process in older adulthood</p>	<p><b>Summer Term 2:</b>          R021: L04-Personal Hygiene, safety and security measures to protect individuals          R025: L04- Creating Support Plan</p>
<p><b>How will your child be assessed in the Autumn Term?</b>          R021: Short assessment on Learning outcome 1 (Supporting Individuals to maintain their rights)          R025: Report on the stages of development</p>		
<p><b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b>          Rights of Individuals in Health and Social Care (Timed written assessment)          The Life stages of Development from young people to adulthood</p>		
<p><b>What can you do to support your child?</b>          ➤ 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](http://www.ageuk.org.uk)

[www.alzheimers.org.uk](http://www.alzheimers.org.uk)

[www.autism.org.uk](http://www.autism.org.uk)

[www.banardos.org.uk](http://www.banardos.org.uk)

[www.mencap.org.uk](http://www.mencap.org.uk)

[www.nhs.uk](http://www.nhs.uk)

[www.nhs.uk/conditions](http://www.nhs.uk/conditions)

[www.mind.org.uk](http://www.mind.org.uk)

[www.makaton.org](http://www.makaton.org)

[www.rnib.org.uk](http://www.rnib.org.uk)

BooksFisher, A Blackmore, C., McKie, S Riley, M., Seamons, S. and Tyler, M (2012) Applied AS Health & Social Care Student Book for OCR. Oxford

Butler, S. J. (2004) Hearing and sight loss-A Handbook for Professional Carers, Age Concern England.

Moss, B. (2015) Communication Skills in Health and Social Care (3rd edition), Sage Publications Ltd

Moonie, N., Aldworth, Billingham, M. and Talman, H (2010) BTEC Level 3 National Health & Social Care Book 1. Pearson.

Lindon, J. (2012) Equality and Inclusion in Early Childhood (2nd edition), Linking Theory and Practice

## Year 10 Sociology Curriculum

**Staffing: Ms Khan and Ms Harbon**

**Email: [n.khan@sydenham.lewisham.sch.uk](mailto:n.khan@sydenham.lewisham.sch.uk) and [c.harbon@sydenham.lewisham.sch.uk](mailto:c.harbon@sydenham.lewisham.sch.uk)**

**Exam Board: AQA**

**Assessment Overview:**

- **Autumn 1:** Education
- **Autumn 2:** Education

**Assessment Week: Exam Paper (short version)**

- **Spring 1:** Education
- **Spring 2:** Crime and deviance

**Assessment Week: Exam Paper on Families and Education**

- **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**

- 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**

- 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 Autumn Term?**

Education - End of unit assessment

Year 9 content of research methods and families – revisited in end of term assessment

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

- Education (**students to be given specific breakdown of the topics**)
- Research methods
- Families

**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 e.g.

contemporary media, suggestions from reading lists

**Wider reading and useful websites or activities to support learning:**

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

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)

[READING LIST FOR GCSE SOCIOLOGY.docx](#)



## Year 10 Textiles Curriculum

<p><b>Staffing:</b> Ms Winters</p> <p><b>Email:</b> <a href="mailto:a.winters@sydenham.lewisham.sch.uk">a.winters@sydenham.lewisham.sch.uk</a></p>		
<p><b>Exam Board:</b> AQA (course code 8552)</p>		
<p><b>Assessment Overview:</b></p> <p>Low-stakes quizzes and tests</p> <p>Mock exam (theory assessment becomes more rigorous than in Year 9)</p> <p>Design work being assessed by the teacher at the end of the design process.</p> <p>Practical activities being monitored by the teacher and assessed on criteria of skills shown, working safely, quality control and quality of finish.</p>		
<p><b>Subject Curriculum Intent:</b></p> <p>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 textiles workroom. The focus is on experimentation and analysis of successes and mishaps, leading to improved products and more independent learning of knowledge and skills.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p>Autumn Term 1:</p> <p><b>Project: Technical dressmaking</b></p> <ul style="list-style-type: none"> <li>• Anthropometrics</li> <li>• Selection of materials and components</li> <li>• Material management</li> <li>• Standard material stock forms, types and sizes.</li> <li>• Darts, zip, facings</li> <li>• Fibre properties</li> </ul>	<p>Spring Term 1: <b>Project: Interior design</b></p> <ul style="list-style-type: none"> <li>• Systems approach – electronics</li> <li>• Primary and secondary market research</li> <li>• Product analysis – Ergonomics and anthropometrics</li> <li>• Investigating the work of other designers &amp; companies: William Morris, Zara, Primark</li> </ul>	<p>Summer Term 1: <b>Project: Continuation of Interior design</b></p> <ul style="list-style-type: none"> <li>• Realising design ideas</li> <li>• Computer aided design</li> <li>• Manufacturing log and specification</li> <li>• Energy storage</li> </ul>
<p>Autumn Term 2:</p> <p><b>Continuation of Technical dressmaking project</b></p> <ul style="list-style-type: none"> <li>• Continue project</li> <li>• Seams</li> <li>• 3D modelling</li> <li>• Production techniques and systems</li> </ul>	<p>Spring Term 2: <b>Continuation of Interior design</b></p> <p>Continue project</p> <ul style="list-style-type: none"> <li>• Design briefs</li> <li>• Testing and evaluating</li> <li>• Design strategies</li> <li>• 2D and 3D communication</li> </ul>	<p>Summer Term 2:</p> <p><b>Starting NEA</b></p> <ul style="list-style-type: none"> <li>• Exploring three contexts set by the exam board.</li> <li>• Choose context</li> <li>• Investigate context through client</li> </ul>

<ul style="list-style-type: none"> <li>• Specialist tools and equipment</li> <li>• Risk assessment</li> <li>• Ecological and social footprint</li> <li>• Technical fabrics</li> </ul>	<ul style="list-style-type: none"> <li>• Obsolescence</li> <li>• Iterative design process</li> </ul>	<p>investigation and market research.</p>
<p><b>How will your child be assessed in the Autumn Term?</b></p> <p>50% practical: Processes, accuracy, safety and independence 50% short test on Textiles theory</p>		
<p><b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b></p> <p>Seams, Production techniques and systems, Specialist tools and equipment, Risk assessment, Ecological and social footprint, Technical fabrics</p>		
<p><b>How will your child be assessed in the <u>Spring</u> Term?</b></p> <p>50% design assessment: Creativity, design strategies, 2D and 3D communication, annotation 50% short test on Textiles theory</p>		
<p><b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b></p> <p>Electronics, market research, Ergonomics and anthropometrics, obsolescence</p>		
<p><b>What can you do to support your child in Textiles Design?</b></p> <p>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 ontact Ms Winters if you have any queries or concerns</p>		
<p><b>Wider reading and useful web-sites or activities to support learning:</b></p> <p><b>Websites</b></p> <p><b>Error! Hyperlink reference not valid.</b></p> <p>BBC bitesize Seneca learning</p>		





## Year 10 Product Design Curriculum

<p><b>Staffing:</b> Ms Easington</p> <p><b>Email:</b> <a href="mailto:r.easington@sydenham.lewisham.sch.uk">r.easington@sydenham.lewisham.sch.uk</a></p>		
<p><b>Exam Board:</b> AQA (course code 8552)</p>		
<p><b>Assessment Overview:</b></p> <p>Low-stakes quizzes and tests</p> <p>Mock exam (theory assessment becomes more rigorous than in Year 9)</p> <p>Design work being assessed by the teacher at the end of the design process.</p> <p>Practical activities being monitored by the teacher and assessed on criteria of skills shown, working safely, quality control when working and quality of finish.</p>		
<p><b>Subject Curriculum Intent:</b></p> <p>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.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p>Autumn Term 1:</p> <p><b><u>Project: Mechanical Grabber</u></b></p> <ul style="list-style-type: none"> <li>Review material properties (mechanical &amp; physical)</li> <li>Ergonomics, Anthropometrics and 5<sup>th</sup> – 95<sup>th</sup> percentile of population</li> <li>Types of movement</li> <li>Types of mechanisms (levers, bell crank, linkages etc)</li> <li>Classes of Levers</li> <li>Creating a specification</li> <li>Intro to 3D CAD</li> <li>Sketching: crating, bluing, technical annotation</li> <li>6Rs &amp; carbon footprint</li> <li>QC: templates and jigs</li> </ul>	<p>Spring Term 1:</p> <p><b><u>Project: Mini-Skateboard</u></b></p> <ul style="list-style-type: none"> <li>Materials: Review woods overview</li> <li>Materials: Textiles overview</li> <li>CAD/CAM: Vinyl cutter for board decoration</li> <li>Scales of Production</li> <li>QC: working to tolerances</li> <li>Review offset lithography</li> <li>Die-cutting: tessellation &amp; wastage</li> </ul>	<p>Summer Term 1:</p> <p><b><u>Project: Pewter Jewellery</u></b></p> <ul style="list-style-type: none"> <li>Area &amp; volume revisited</li> <li>Materials: metals overview</li> <li>Fuels and power sources</li> <li>Review H&amp;S risk assessment</li> <li>Fairtrade &amp; ethical design/manufacture</li> <li>Technology Push vs Market Pull</li> <li>QA: Continuous Improvement</li> <li>Scale</li> </ul>
<p>Autumn Term 2:</p> <p>Continue project</p> <ul style="list-style-type: none"> <li>Injection Moulding</li> <li>Extrusion</li> </ul>	<p>Spring Term 2:</p> <p>Continue project</p> <ul style="list-style-type: none"> <li>Sustainability: Planned obsolescence</li> </ul>	<p>Summer Term 2:</p> <p><b>Continue Pewter Jewellery (&amp; packaging if time allows)</b></p>

<ul style="list-style-type: none"> <li>• CNC routing</li> <li>• CNC using co-ordinates on 2D grid</li> <li>• Materials: Modern</li> <li>• Materials: Composites</li> <li>• Materials: Smart</li> <li>• Review biomimetics (from Yr 9 speaker)</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability: Right to repair</li> <li>• Research: <ul style="list-style-type: none"> <li>Client interview/profile</li> <li>Product analysis</li> <li>Market/ 3<sup>rd</sup>-party research</li> </ul> </li> </ul>	<p><b>Begin Yr 11 NEA if possible</b> (depending on available lessons after exams and work experience)</p>
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**How will your child be assessed in the Autumn Term?**

Assessment will be based on a mock exam as well as teacher assessment of all design work and skills shown in manufacturing in the project so far

**Autumn 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](http://www.technologystudent.com)

BBC bytesize

## Year 10 Child Development Curriculum

**Staffing: Sinead Shirfield**

**Email: [s.shirfield@sydenham.lewisham.sch.uk](mailto:s.shirfield@sydenham.lewisham.sch.uk)**

**Exam Board: OCR Cambridge National**

**Assessment Overview:**

**3 units over 3 years**

Unit 1 – RO57: Health and well-being for child development (exam)

Unit 2 – RO58: Understand the equipment and nutritional needs of children from birth to five years (coursework and practical)

Unit 3 – RO59: Understand the development of a child from birth to five years (coursework and practical)

**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 3: Planning of play activities	Spring Term 1: Unit 2: Plan for preparing a feed/meal	Summer Term 1: Unit 1: Pre-conception health and reproduction Unit 1: Antenatal care and preparation for birth
Autumn Term 2: Observe, record and evaluate play activities	Spring Term 2: Unit 2: Evaluate planning and preparation of a feed/meal	Summer Term 2: Unit 1: Postnatal checks, postnatal care and the conditions for development Unit 1: Childhood illnesses and a child safe environment <b>Unit 1: Summer Mock Exam</b>

**How will your child be assessed in the Autumn Term?**

Your child will be assessed through undertaking a practical play activity and a written assignment.

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

**RO59:**

- 1. Observation and recording**
- 2. Plan and evaluate play activities**

**What can you do to support your child?**

- 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).

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

- [Learn About Child Development | CDC](#)
- [Baby and toddler safety - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [Child Accident Prevention Trust \(capt.org.uk\)](http://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

**Staffing:** Joe Mathers and Ayesha Akkari

**Email:** [j.mathers@sydenham.lewisham.sch.uk](mailto:j.mathers@sydenham.lewisham.sch.uk) [a.akkari@sydenham.lewisham.sch.uk](mailto:a.akkari@sydenham.lewisham.sch.uk)

**Exam Board:** Eduqas

**Assessment Overview:**

Component 1: Performing

Internally assessed, externally moderated 30% of qualification A

Component 2: Composing

Non-exam assessment: internally assessed, externally moderated 30% of qualification

Component 3: Appraising Written examination

1 hour 15 minutes (approximately) 40% of qualification

**Subject Curriculum Intent**

GCSE in Music offers a broad and coherent course of study which encourages learners to:

- 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.

**Curriculum Content Overview:**

<p><b>Autumn Term 1</b></p> <p><u>Popular Music and composition (AOS4)</u></p> <p>Students will work as a group to perform a piece of Popular Music. Students will explore rehearsal techniques and typical band set up. Exploring the set work of 'Africa' by Toto.</p> <p>Students will continue to develop their composition skills and commence their free composition.</p> <p><b>Autumn Term 2</b></p> <p><u>Musical Forms and Devices (AOS1)</u></p> <p>In this area of study, learners place music within a broad historical context. The area of study focuses on 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><b>Spring Term 1</b></p> <p><u>Film Music and Composition (AOS 3)</u></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 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><b>Spring Term 2</b></p> <p><u>Music for Ensemble and Composition (AOS 2)</u></p> <p>Students will learn to perform in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests.</p> <p>Composing using texture and Sonority.</p>	<p><b>Summer Term 1</b></p> <p><u>Revision</u></p> <p>Learning key revision skills and how to approach the listening paper. Revisiting all topics covered throughout the year.</p> <p><b>Summer Term 2</b></p> <p><u>Composition and Performance</u></p> <p>A focus on consolidating skills from the first two terms to work on performance and composition coursework.</p> <p>Preparing for Year 11 performance coursework and completing the free composition.</p>
<p><b>How will your child be assessed in the Autumn Term?</b></p> <p>Students will be assessed with a short listening paper on topics covered. They will also be required to submit a 2 minute solo performance and a free composition first draft.</p>		
<p><b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b></p> <p><b>Main concepts</b></p> <p>Forms and Devices: Key terminology</p> <p>Popular Music: Key terminology</p>		



Africa 'Toto' - Set work

Badinerie – Set Work

Solo Performance

Free composition

### **What can you do to support your child in Music GCSE?**

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.

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.

Listen to your child performing their solo piece and help them to develop confidence performing in front of others.

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

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

<b>Staffing: Schakara Notice</b> <b>Email: <a href="mailto:s.notice@sydneyham.lewisham.sch.uk">s.notice@sydneyham.lewisham.sch.uk</a></b>		
<b>Exam Board: Edexcel</b>		
<b>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</b>		
<b>Subject Curriculum Intent</b> <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>		
<b>Curriculum Content Overview:</b>		
Autumn Term 1: <u>Unit 1: Fitness for Sport and Exercise</u> Unit 2: practical performance in Sport (theory and practical)	Spring Term 1: Unit 1: Fitness for Sport and Exercise Unit 2: practical performance in Sport (theory and practical)	Summer Term 1: Unit 1: Fitness for Sport and Exercise Unit 2: practical performance in Sport (practical) Unit 3: Applying the principles of Personal Training
Autumn Term 2: <u>Unit 1: Fitness for Sport and Exercise</u> Unit 2: practical performance in Sport (practical) Unit 3: Applying the principles of Personal Training	Spring Term 2: <u>Unit 2: practical performance in Sport (practical)</u> Unit 6: Leading Sports Activities	Summer Term 2: Unit 2: practical performance in Sport (practical) Unit 6: Leading Sports Activities
<b>How will your child be assessed in the Autumn Term?</b> Low stake quizzes, coursework, and assessments.		
<b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b> 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&hvrnd=2033233865448603028&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9045879&hvtargid=pla-1064507553520&psc=1&th=1&psc=1](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&hvrnd=2033233865448603028&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9045879&hvtargid=pla-1064507553520&psc=1&th=1&psc=1)

## Year 10 Computer Science Curriculum

<b>Staffing:</b> Mrs Warner , Ms Forrest <b>Email:</b> <a href="mailto:m.warner@sydenham.lewisham.sch.uk">m.warner@sydenham.lewisham.sch.uk</a>		
<b>Exam Board:</b> Edexcel		
<b>Assessment Overview:</b> Paper 1 – written examination – 1hr 30mins – 50% qualification Paper 2 – onscreen examination – 2hrs – 50% qualification		
<b>Subject Curriculum Intent:</b> 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.		
<b>Curriculum Content Overview:</b> Principles of Computer Science: - Computational Thinking, Data, Computers, Networks, and Issues and Impact. Application of Computational Thinking: - Computational Thinking and Problem solving with programming.		
<b>Autumn Term 1:</b> Programming with Python Binary Binary Arithmetic	<b>Spring Term 1:</b> Programming with Python Operating Systems	<b>Summer Term 1:</b> Programming with Python Network
<b>Autumn Term 2:</b> Programming with Python Hardware	<b>Spring Term 2:</b> Programming with Python Cybersecurity	<b>Summer Term 2:</b> Revision and exam preparation
<b>How will your child be assessed in the Autumn Term?</b> A written and onscreen test during lesson		
<b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b> Topic 1: Computational Thinking Topic 2: Data - Binary Topic 3: Computers - Hardware Topic 6: - Problem solving with programming		
<b>What can you do to support your child in Computer Science?</b> 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		
<b>Wider reading and useful websites or activities to support learning:</b> Videos: <a href="https://student.craigndave.org/gcse-edexcel-videos">https://student.craigndave.org/gcse-edexcel-videos</a> Learning Tool and flash cards: <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a> BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb">https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb</a>		

## Year 10 Dance Curriculum

<b>Staffing: A.Hemstead H Redfern</b> <b>Email: <a href="mailto:A.Hemstead@sydenham.lewisham.sch.uk">A.Hemstead@sydenham.lewisham.sch.uk</a></b>
<b>Exam Board: Pearson</b>
<b>Assessment Overview:</b> <b>3 Components over 2 years</b> 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)
<b>Subject Curriculum Intent</b>  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"><li>• development of key skills that prove your aptitude in Dance such as reproducing repertoire or responding to stimuli</li><li>• process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance</li><li>• attitudes that are considered most important in the Performing Arts, including personal management and communication</li><li>• knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.</li></ul>
<b>Curriculum Content Overview:</b>  Component 1 <ul style="list-style-type: none"><li>▶ 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.</li><li>▶ You will study three professional works each of a different style both theoretically and practically.</li><li>▶ You will present a written report to show your findings from your research.</li></ul> Component 2 <ul style="list-style-type: none"><li>▶ 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.</li><li>▶ This unit also requires you to study an already existing piece of work in the chosen dance style to replicate.</li><li>▶ You will focus on your physical and interpretive skills, setting yourself targets and reviewing these regularly to understand and improve your performance.</li><li>▶ You will apply these skills in a final performance to a live audience.</li></ul> 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: Component 1: Exploring the Performing Arts Practical exploration of a professional work and choreography.	Spring Term 1: Component 1: Exploring the Performing Arts Written report preparation linking to the theme. Exploring the interrelationships between constituent features of existing performance material	Summer Term 1: Preparation for Component 2: Developing Skills and Techniques in the Performing Arts
Autumn Term 2: Component 1: Exploring the Performing Arts Written report preparation Research and interpretation.	Spring Term 2: Component 1: Exploring the Performing Arts Final submission of written report coursework.	Summer Term 2: Preparation for Component 2: Developing Skills and Techniques in the Performing Arts

**How will your child be assessed in the Autumn Term?**

Practical Assessment based on performance of professional work and choreography.

Written Assessment: Written report preparatory coursework.

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

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

Christopher Bruce: Swansong

**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:**

Christopher Bruce research

Watch Swansong

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