

Gosfield School

Curriculum Outline

Subject: AQA GCSE Science: BIOLOGY

Year: 10 Triple & Trilogy

General Information: Year 10 will continue the AQA GCSE Individual Science course (Biology, Chemistry and Physics) or Trilogy (Double Science) with a view to increasing and consolidating the practical skills and key concepts that form the basis for each subject.

Internally set and marked topic tests will take place throughout the year, but the terminal examinations for the course will not take place until the end of Year 11.

(You'll find all the content of Combined Science: Trilogy, including the 21 required practicals, in the separate sciences. This means that this specification is fully co-teachable with the separate GCSE sciences).

Autumn Term

4.4 Bioenergetics

In this section we will explore how plants harness the Sun's energy in photosynthesis in order to make food. This process liberates oxygen which has built up over millions of years in the Earth's atmosphere.

Both animals and plants use this oxygen to oxidise food in a process called aerobic respiration which transfers the energy that the organism needs to perform its functions. Conversely, anaerobic respiration does not require oxygen to transfer energy.

During vigorous exercise the human body is unable to supply the cells with sufficient oxygen and it switches to anaerobic respiration. This process will supply energy but also causes the build-up of lactic acid in muscles which causes fatigue.

SpringTerm

4.5 Homeostasis and response

Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors which sense changes and effectors that bring about changes. In this section we will explore the structure and function of the nervous system and how it can bring about fast responses.

We will also explore the hormonal system which usually brings about much slower changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility.

Summer Term

4.6 Inheritance, variation and evolution

In this section we will discover how the number of chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring.

Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant. These mutations may be damaging and lead to a number of genetic disorders or death. Very rarely a new mutation can be beneficial and consequently, lead to increased fitness in the individual.

Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve. An understanding of these processes has allowed scientists to intervene through selective breeding to produce livestock with favoured characteristics.

Once new varieties of plants or animals have been produced it is possible to clone individuals to

		<p>produce larger numbers of identical individuals all carrying the favourable characteristic.</p> <p>Scientists have now discovered how to take genes from one species and introduce them into the genome of another by a process called genetic engineering.</p> <p>In spite of the huge potential benefits that this technology can offer, genetic modification still remains highly controversial.</p>
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Gosfield School
Curriculum Outline

Subject: GCSE Business

Year: 10

General Information: Students will be learning the Edexcel examination course (1BS0). There are two written examinations which will be taken at the end of Year 11: Theme 1 Investigating a Small Business and Theme 2 Building a Business. Both papers are 1 hour 30 minutes long, 90 marks and are worth 50% of the qualification each. Both papers are divided into three sections and consist of calculations, multiple-choice, short-answer and extended-writing questions.

During Year 10 students will learn the material and develop the required skills for Theme 1. This theme concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

During Year 11 students will learn the material and develop the required skills for Theme 2. This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

Autumn Term 1

Theme 1: Investigating a small business

- Topic 1.1: Enterprise and entrepreneurship
- Topic 1.2: Spotting a business opportunity

Autumn Term 2

Theme 1: Investigating a small business

- Topic 1.3: Putting a business idea into practice

Spring Term 1

Theme 1: Investigating a small business

- Topic 1.4: Making the business effective

Spring Term 2

Theme 1: Investigating a small business

- Topic 1.5: Understanding external influences on business

Summer Term 1

Theme 1: Investigating a small business

- Topic 1.5: Understanding external influences on business continued
- Mock exam

Summer Term 2

Theme 2: Growing the business

- Topic 2.1: Growing the business

Gosfield School

Curriculum Outline

Subject: AQA GCSE Science: CHEMISTRY

Year: 10 Triple & Trilogy

General Information: Year 10 will continue the AQA GCSE Individual Science course (Biology, Chemistry and Physics) or Trilogy (Double Science) with a view to increasing and consolidating the practical skills and key concepts that form the basis for each subject.

Internally set and marked topic tests will take place throughout the year, but the terminal examinations for the course will not take place until the end of Year 11.

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Autumn Term

5.5 Energy changes Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds.

Reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications. Some interactions between ions in an electrolyte result in the production of electricity.

Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way.

Spring Term

5.6 The rate and extent of chemical change Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down.

Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximise the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process.

In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimisation processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way

Summer Term

5.3 Quantitative chemistry Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. Given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions.

Chemical reactions can be classified in various ways. Identifying different types of chemical reaction allows chemists to make sense of how different chemicals react together, to establish patterns and to make predictions about the behaviour of other chemicals.

Chemical equations provide a means of representing chemical reactions and are a key way for chemists to communicate chemical ideas

Gosfield School

Curriculum Outline

Subject: GCSE English Language and Literature

Year:10

General Information:

The specifications followed are AQA GCSE English Language (Specification 8700) and AQA GCSE English Literature (Specification 8702).

Each GCSE builds towards two exams at the end of the course, assessing the skills built during Years 10 and 11. The course planned integrates teaching and learning in both Language and Literature, with frequent crossover in the application of skills developed between the two subjects. A grade between 9 and 1 will be awarded at the end of the course based on exam performance for each subject.

Additionally, GCSE English Language has a compulsory 'endorsed' Spoken Language component with skills such as presenting and responding to questions assessed separately, graded either as Pass, Merit or Distinction.

Autumn Term 1	Autumn Term 2	Spring Term 1
<p>English Literature Paper 2</p> <ul style="list-style-type: none"> • <i>AQA Power and Conflict Poetry Anthology</i> <p>Assessment Reading - comparison of two poems studied from the AQA Anthology</p> <p>English Language Paper 1</p> <ul style="list-style-type: none"> • Section A: Reading • Section B: Writing <p>Assessment Reading - series of short and long answer questions on a literary fiction text in style of Paper 1</p> <p>Writing - descriptive or narrative writing in style of Paper 1</p> <p>Covid Catch Up: Revision of poetic techniques. Frequent opportunities for analytical and creative writing.</p>	<p>English Literature Paper 2</p> <ul style="list-style-type: none"> • <i>AQA Power and Conflict Poetry Anthology</i> <p>Assessment Reading - comparison of two poems studied from the AQA Anthology</p> <p>English Language Paper 1</p> <ul style="list-style-type: none"> • Section A: Reading • Section B: Writing <p>Assessment Reading - series of short and long answer questions on a literary fiction text in style of Paper 1</p> <p>Writing - descriptive or narrative writing in style of Paper 1</p> <p>Covid Catch Up: To be planned in response to needs identified in Autumn Term 1. Frequent opportunities for analytical writing to monitor skills.</p>	<p>English Literature Paper 1</p> <ul style="list-style-type: none"> • <i>A Christmas Carol</i> by Charles Dickens <p>Assessment Reading - essay question using an extract from the novel, focused on a theme or character</p> <p>English Language Paper 2</p> <ul style="list-style-type: none"> • Section A: Reading • Section B: Writing <p>Assessment Reading - series of short and long answer questions based on two non-fiction texts in style of Paper 2</p> <p>Writing - writing for specific purpose and audience in style of Paper 2</p> <p>Covid Catch Up: To be planned in response to needs identified in Autumn Term. Targeted group intervention. Frequent opportunities for long and short answer question practice.</p>

<p>Spring Term 2</p> <p>English Literature Paper 1</p> <ul style="list-style-type: none"> • <i>A Christmas Carol</i> by Charles Dickens <p>Assessment Reading - essay question using an extract from the novel, focused on a theme or character</p> <p>English Language Paper 2</p> <ul style="list-style-type: none"> • Section A: Reading • Section B: Writing <p>Assessment Reading - series of short and long answer questions based on two non-fiction texts in style of Paper 2</p> <p>Writing - writing for specific purpose and audience in style of Paper 2</p> <p>Covid Catch Up: To be planned in response to needs identified in Spring Term 1. Continued focus on analytical reading skills and writing for purpose.</p>	<p>Summer Term 1</p> <p>English Literature Paper 1 and Mock Exams</p> <ul style="list-style-type: none"> • <i>Unseen Poetry</i> <p>Assessment Reading - analysis of an unseen poem, exploring the effect of language and structural techniques</p> <p>Mock Exams - English Language Paper 1 and English Literature Paper 2 (Poetry sections only)</p> <p>Covid Catch Up: To be planned in response to needs identified in Spring Term. Targeted group intervention and differentiated tasks in class.</p>	<p>Summer Term 2</p> <p>English Literature Paper 1</p> <ul style="list-style-type: none"> • Revision • Introduction to <i>Macbeth</i> by William Shakespeare <p>Assessment Reading - essay question using an extract from the play, focused on a theme or character</p> <p>English Language Spoken Language - preparation for Spoken Language assessment in Year 11</p> <p>Covid Catch Up: Frequent opportunities for comprehension and analytical writing. Range of revision strategies.</p>
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Gosfield School

Curriculum Outline 2020-21

Subject: GCSE Food Preparation and Nutrition

Year: 10

General Information:

The specification followed is the AQA GCSE Food (Specification 8585).

The Food Preparation and Nutrition GCSE focuses on the knowledge, understanding and skills required to cook and application of the principles of food science, nutrition and healthy eating.

The majority of the course is delivered through preparation and making activities. Students must make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Topics and themes have been grouped: Food, nutrition and health, Food Science, Food Safety, Food Choice and Food Provenance.

The GCSE will be examined in a 1 hour 45 minute written exam at the end of Year 11 worth 100 marks and 50% of the GCSE. It will also be assessed on two Non-exam assessments (NEAs). The first task is a Food Investigation worth 30 marks and the second is a Food Preparation assessment worth 70 marks. NEA 1 is assessed through a written or electronic report (1500-2000 words) including photographic evidence of the practical investigation. NEA 2 is assessed through a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

<p>Autumn Term 1</p> <p>3.2 FOOD, NUTRITION AND HEALTH – 3.2.1 Macronutrients 3.2.2 Micronutrients & water</p> <p>Skill for NEA - Nutritional analysis – diet and recipe</p>	<p>Autumn Term 2</p> <p>3.2 FOOD, NUTRITION AND HEALTH – 3.2.3 Nutritional needs and health</p> <p>Skill for NEA - Nutritional analysis – diet and recipe</p>	<p>Spring Term 1</p> <p>3.4 FOOD SAFETY – 3.4.1 Food spoilage and contamination 3.4.2 Principles of food safety</p> <p>Skill for NEA – Timing plan – working safely, hygienically and professionally</p>
<p>Spring Term 2</p> <p>3.3 FOOD SCIENCE 3.3.1 Cooking of food and heat transfer 3.3.2 Functional and chemical properties of food</p> <p>Skill for NEA – EVALUATION</p>	<p>Summer Term 1</p> <p>3.6 FOOD PROVENANCE 3.6.1 Environmental impact and sustainability of food 3.6.2 Food production and processing</p>	<p>Summer Term 2</p> <p>3.5 FOOD CHOICE 3.5.1 Factors affecting food choice 3.5.2 British and International cuisine 3.5.3 Sensory evaluations 3.5.4 Food labeling and marketing</p> <p>NEA 1 & 2 PRACTICE NEA skill – sensory analysis Practice Food Science</p>

		Investigation
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Gosfield School

Curriculum Outline

Subject: GCSE Geography

Year: 10

General Information: *AQA GCSE Course* – This includes a physical paper, a human paper and a controlled assessment.

Fieldwork is essential in order to equip pupils with the skills for Paper 3.

Autumn Term 1

Hazards

- What are hazards?
- Tectonic hazards
- Earth's Structure
- Plate Tectonics
- Volcanoes and Earthquakes
- Weather hazards

To continue to practise their geography skills- through classwork- ton increase confidence.

Autumn Term 2

Climate Change

- Factors causing it
- How to prevent it

Ecosystems

- Different types-What are they?
- Tropical rainforests
- Impact on tropical rainforests
- How to manage them sustainably

To continue to practise their geography skills- through classwork- ton increase confidence.

Spring Term 1

Hot Environments

- What are they?
- How they are created?
- Why they are now at risk?

UK Physical landscape

- Rivers and their processes
- Landforms
- Flooding and management

Spring Term 2

Coasts

- Processes
- Landforms
- Case studies
- Management and at risk areas

Autumn Term 1

Urban issues and challenges

- Growing cities
- Factors affecting rate of growth
- LIC case study
- Uk case study
- Sustainability

Autumn Term 2

Fieldwork for the skills paper

- River investigation techniques
- Settlement investigation techniques
- Presentation ideas

Gosfield School
Curriculum Outline

Subject: History

Year: 10

General Information: In History, students develop the skills to understand past events, analyse cause and effect, recognise patterns and evaluate sources with increasing confidence and sophistication. The GCSE course is from the Edexcel board. There will be three written papers (all in May/June of Year 11).

<p>Autumn Term 1</p> <p>Medicine in Britain 1250-Present</p> <ul style="list-style-type: none"> • Theory of the four humours • Influence of Hippocrates and Galen • Medieval approach to hospital care • Black Death 1348 • Medical Renaissance in Britain • William Harvey • Great Fire of London • Industrial Revolution • Louis Pasteur and the Germ Theory <p>To recap causation and importance skills by introducing exam questions.</p>	<p>Autumn Term 2</p> <p>Medicine in Britain 1250-Present</p> <ul style="list-style-type: none"> • Florence Nightingale • Jenner and Snow • Modern Britain • Magic Bullet • Creation of the NHS • Fleming, Florey and Chain. • Improvements in technology. <p>Exam skills - mind mapping, analysing cartoons, using sources. What to revise? Types of exam question</p> <p>To recap causation and importance skills by introducing exam questions.</p>	<p>Spring Term 1</p> <p>Medicine –British Sector of the Western Front</p> <ul style="list-style-type: none"> • Ypres, Somme, Arras and Combrai • Conditions requiring treatment, rifle shots and explosions • Work of RAMC and FANY • Significance of medicine on the Western Front, Thomas splint, mobile x-rays and blood banks etc • Source Work <p>To build on and improve on source skills.</p>
<p>Spring Term 2</p> <p>Superpower relations and the Cold War</p> <ul style="list-style-type: none"> • Early tensions between East and West • -The development of the Cold War • -Cold war Intensifies- Hungarian Uprising • -Cold War Crises, 1958-70, Berlin, Cuba and Czechoslovakia 	<p>Summer Term 1</p> <p>Superpower relations and the Cold War</p> <ul style="list-style-type: none"> • Attempts to reduce tension between East and West • Flashpoints –invasion of Afghanistan • The Collapse of Soviet Control- Gorbachev, fall of the Berlin Wall and Collapse of the Soviet Union 	<p>Summer Term 2</p> <p>Anglo Saxon and Norman England, 1060-88</p> <ul style="list-style-type: none"> • Anglo –Saxon Society and Economy. • Edward the Confessor • Law and Order

Gosfield School
Curriculum Outline

Subject: Mathematics

Year: 10 Foundation

General Information

Students in years 9-11 follow a 3-year GCSE course. The current resource used is the Collins GCSE Maths textbook. At the end of the course, there are 3 x 1.5 hour examinations.

Students will complete various assessments on key topics throughout the year to check and consolidate their learning. Formal assessments will be sat at the end of each topic, when appropriate in the Scheme of Work, and students will always be given advanced notice of any assessment with dates and information set on Show My Homework. In addition, students sit an End of Year exam that is graded and compared to their targets to check progress made.

COVID CATCH UP: Class teachers will frequently assess prior knowledge prior to a new topic. This may be in various forms including, but not limited to, in class strategies, the use of online programmes and homework. This knowledge will form part of our internal review of all learning opportunities. Consequently, each class may work faster or slower than the outline below.

<p>Autumn Term 1</p> <ul style="list-style-type: none"> • Rectangles • Compound shapes • Area of a triangle, parallelogram, trapezium • Circles • Symmetry • Transformations 	<p>Autumn Term 2</p> <ul style="list-style-type: none"> • Calculating probabilities • Mutually exclusive and exhaustive outcomes • Experimental probability • Expectation • 3D shapes • Volume and surface area 	<p>Spring Term 1</p> <ul style="list-style-type: none"> • Solving linear equations • Brackets • Variable on both sides
<p>Spring Term 2</p> <ul style="list-style-type: none"> • Equivalent FDPs • Percentages • Percentage increase/decrease • Compound measures • Compound interest • Reverse percentages • Direct and inverse proportion 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Sampling • Pie charts • Scatter diagrams • Grouped data and averages • Constructing triangles • Bisectors • Loci 	<p>Summer Term 2</p> <ul style="list-style-type: none"> • Consolidation/Revision • End of Year exams

Gosfield School
Curriculum Outline

Subject: Mathematics

Year: 10 Higher

General Information

Students in years 9-11 follow a 3-year GCSE course. The current resource used is the Collins GCSE Maths textbook. At the end of the course, there are 3 x 1.5 hour examinations.

Students will complete various assessments on key topics throughout the year to check and consolidate their learning. Formal assessments will be sat at the end of each topic, when appropriate in the Scheme of Work, and students will always be given advanced notice of any assessment with dates and information set on Show My Homework. In addition, students sit an End of Year exam that is graded and compared to their targets to check progress made.

COVID CATCH UP: Class teachers will frequently assess prior knowledge prior to a new topic. This may be in various forms including, but not limited to, in class strategies, the use of online programmes and homework. This knowledge will form part of our internal review of all learning opportunities. Consequently, each class may work faster or slower than the outline below.

<p>Autumn Term 1</p> <ul style="list-style-type: none"> • Prime Factorisation • Factors and Multiples • Pythagoras' theorem, including in 3D • Trigonometry • Similarity 	<p>Autumn Term 2</p> <ul style="list-style-type: none"> • Experimental probability • Mutually exclusive and exhaustive outcomes • Expectation • Two-way tables • Venn diagrams • Powers (indices) • Standard form 	<p>Spring Term 1</p> <ul style="list-style-type: none"> • Linear equations • Simultaneous equations • Linear inequalities • Graphical inequalities • Trial and improvement • Reciprocals, recurring decimals • Negative/fractional powers • Surds • Limits of accuracy
<p>Spring Term 2</p> <ul style="list-style-type: none"> • Quadratic graphs • Solving quadratic equations • Completing the square • Solving linear and non-linear equations • Sampling data • Frequency polygons • Cumulative frequency graphs • Box plots • Histograms 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Addition rule for outcomes • Combined events • Tree diagrams • Independent events • Conditional probability 	<p>Summer Term 2</p> <ul style="list-style-type: none"> • Consolidation/Revision • End of Year exams

Gosfield School

Curriculum Outline

Subject: GCSE Physical Education

Year: 10

General Information:

GCSE PE students have three sixty-minute theory lessons per cycle where students are taught the syllabus, and two 120-minute practical lessons per cycle. Students are assessed at the end of each half term on their theory work and at the end of each practical sport unit. They are awarded an effort grade and achievement grade in line with the Gosfield format. They are marked out of 35 for each practical sport undertaken as per the Pearson specification.

At the end of year 10, students sit a theory paper. At the end of year 11 students sit two theory papers which accounts for 60% of the overall grade awarded. Students also have a practical exam where they perform in 3 sporting activities which contributes 30% of the final grade. The final 10% is made up by a performance exercise programme coursework element.

Autumn Term 1	Autumn Term 2	Spring Term 1
<p>Theory</p> <p>Physical training</p> <ul style="list-style-type: none">• PARQ's• Warm up and cool downs• Components of fitness <p>Socio-cultural Influences</p> <ul style="list-style-type: none">• Factors impacting on participation• Data interpretation• Commercialisation and the media <p>Anatomy & Physiology</p> <ul style="list-style-type: none">• Bones, joints• Muscles• Muscle movements• Ligaments, tendons <p>Practical:</p> <ul style="list-style-type: none">• Students participate in a range of individual and team sports	<p>Physical Training</p> <ul style="list-style-type: none">• Long term training effects on the muscular- skeletal system• Long term training effects on the cardio respiratory system• Injury types, treatment and prevention• Performance enhancing drugs – types, advantages and disadvantages <p>Anatomy & Physiology</p> <p>Cardiovascular system</p> <p>Practical:</p> <ul style="list-style-type: none">• Students participate in a range of individual and team sports	<p>Theory</p> <p><u>Socio-cultural Influences</u></p> <ul style="list-style-type: none">• Advantages and disadvantages of commercialisation• Sporting behaviours• Deviance in sport <p>Anatomy & Physiology</p> <ul style="list-style-type: none">• Cardiorespiratory system <p>Practical:</p> <ul style="list-style-type: none">• Students participate in a range of individual and team sports

Spring Term 2	Summer Term 1	Summer Term 2
<p data-bbox="167 197 263 232">Theory</p> <p data-bbox="167 268 375 304">Physical training</p> <ul data-bbox="167 309 550 526" style="list-style-type: none"> <li data-bbox="167 309 375 344">• Fitness tests <li data-bbox="167 349 550 448">• Principles of training and applying the principles to a PEP <li data-bbox="167 452 550 526">• Methods of training and applying to a PEP ng <p data-bbox="167 562 295 598">Practical:</p> <ul data-bbox="167 602 518 705" style="list-style-type: none"> <li data-bbox="167 602 518 705">• Students participate in a range of individual and team sports 	<p data-bbox="587 197 683 232">Theory</p> <p data-bbox="587 268 798 304">Sport Psychology</p> <ul data-bbox="587 309 1013 414" style="list-style-type: none"> <li data-bbox="587 309 1013 344">• Goal setting and SMART targets <li data-bbox="587 349 885 385">• Classification of skills <li data-bbox="587 389 837 414">• Forms of practice <p data-bbox="587 517 702 553">Practical:</p> <ul data-bbox="587 557 1005 627" style="list-style-type: none"> <li data-bbox="587 557 1005 627">• Students participate in a range of individual and team sports 	<p data-bbox="1042 197 1137 232">Theory</p> <p data-bbox="1042 268 1252 304">Sport Psychology</p> <ul data-bbox="1042 309 1332 448" style="list-style-type: none"> <li data-bbox="1042 309 1308 344">• Types of guidance <li data-bbox="1042 349 1332 385">• Mental preparation <li data-bbox="1042 389 1204 414">• Feedback <li data-bbox="1042 418 1228 448">• Use of data <p data-bbox="1042 557 1157 593">Practical:</p> <ul data-bbox="1042 598 1436 701" style="list-style-type: none"> <li data-bbox="1042 598 1436 701">• Students participate in a range of individual and team sports

Gosfield School

Curriculum Outline

Subject: AQA GCSE SCIENCE PHYSICS

Year: 10 Triple & Trilogy

General Information: Year 10 will continue the AQA GCSE Individual Science course (Biology, Chemistry and Physics) or Trilogy (Double Science) with a view to increasing and consolidating the practical skills and key concepts that form the basis for each subject.

Internally set and marked topic tests will take place throughout the year, but the terminal examinations for the course will not take place until the end of Year 11.

(You'll find all the content of Combined Science: Trilogy, including the 21 required practicals, in the separate sciences. This means that this specification is fully co-teachable with the separate GCSE sciences).

Autumn Term	SpringTerm	Summer Term
<p>6.2 Electricity</p> <p>Electric charge is a fundamental property of matter everywhere. Understanding the difference in the microstructure of conductors, semiconductors and insulators makes it possible to design components and build electric circuits.</p> <p>Many circuits are powered with mains electricity, but portable electrical devices must use batteries of some kind. Electrical power fills the modern world with artificial light and sound, information and entertainment, remote sensing and control.</p> <p>The fundamentals of electromagnetism were worked out by scientists of the 19th century. However, power stations, like all machines, have a limited lifetime. If we all continue to demand more electricity this means building new power stations in every generation – but what mix of power stations can promise a sustainable future?</p>	<p>6.5 Forces</p> <p>Engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes. Anything mechanical can be analysed in this way.</p> <p>Recent developments in artificial limbs use the analysis of forces to make movement possible.</p>	<p>6.6 Waves</p> <p>Wave behaviour is common in both natural and man-made systems. Waves carry energy from one place to another and can also carry information.</p> <p>Designing comfortable and safe structures such as bridges, houses and music performance halls requires an understanding of mechanical waves.</p> <p>Modern technologies such as imaging and communication systems show how we can make the most of electromagnetic waves.</p>

Gosfield School

Curriculum Outline

Subject: PSHEE

Year: 10

General Information: PSHEE at Gosfield School is taught to all students from Years 7 – 11. The core themes taught under the PSHEE umbrella are:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the Wider World

The aims of PSHEE are to:

- Improve students' knowledge of local and global issues and issues that have an effect over their lives
- Help students to gain skills and personal qualities that will help them in life after Gosfield School
- Help build students' understanding of a wide range of issues
- Help students build confidence and self-esteem
- Help students become more effective learners
- Help students develop an awareness of risk, and making appropriate choices based on this awareness
- To help raise the students' awareness and appreciation of British Values in today's society

The topics covered will change to address current issues and the needs and requests of the students.

<p>Autumn Term 1</p> <p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> • Managing tough times: change, grief and bereavement • Managing social anxiety • Social media and self-esteem • Screen time 	<p>Autumn Term 2</p> <p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> • Tattoos and piercings • Binge drinking • Signs of mental ill health 	<p>Spring Term 1</p> <p>Living in the Wider World</p> <ul style="list-style-type: none"> • The right career for me • Employability skills-CV • Careers in STEM • Preparing for Work Experience • Rights and Responsibilities • International Womens' Day
<p>Spring Term 2</p> <p>Living in the Wider World</p> <ul style="list-style-type: none"> • The Criminal Justice System • Anti-Social Behaviour • Money Laundering • Terrorism and Holy War • Fake News and Critical Thinking 	<p>Summer Term 1</p> <p>Relationships</p> <ul style="list-style-type: none"> • Conflict Management • Harassment and Stalking • Revenge Porn • Relationships with Role Models 	<p>Summer Term 2</p> <p>Relationships</p> <ul style="list-style-type: none"> • Same Sex Relationships • Sexism • Parenting

Gosfield School
Curriculum Outline

Subject: GCSE Spanish

Year: 10

General Information: Students follow the AQA examination course. Based on the GCSE requirements there are four components to the exam. Students sit exams in reading (25%), listening (25%), writing (25%) and speaking (25%) at the end of Year 11. A Spanish/English dictionary is required for use at home.

As part of our Covid Catch Up strategies, we will use each half term to focus on specific skills: checking for understanding and providing platforms for extension. Interventions will usually be carried out within the class setting with differentiated work and targeted support, monitored by the teacher.

First Half Term Topics	Second Half Term Topics	Third Half Term Topics
<ul style="list-style-type: none"> • Talking about yourself and others • Discussing relationships • Talking about your future plans <p>Grammar</p> <ul style="list-style-type: none"> • Revision of present tense verbs • Reflexive verbs • Adjective agreements • Comparisons and superlatives • The future tense • Adverbs <p>Covid Catch up: Frequent opportunities to revise Grammar, Listening and Speaking skills in response to remote learning.</p>	<ul style="list-style-type: none"> • Talking about hobbies and sports • Talking about sports • Talking about weekend plans <p>Grammar</p> <ul style="list-style-type: none"> • Present tense (irregular verbs) • Radical changing verbs • Using two verbs together • Future tense • Opinion words <p>Covid Catch up: Frequent opportunities to check all 4 skills. Targeted group interventions within class if necessary. Unit test this half term to assess all skills.</p>	<ul style="list-style-type: none"> • Talking about eating out • Discussing special occasions • Talking about uses of technology • Talking about advantages and disadvantages of social media <p>Grammar</p> <ul style="list-style-type: none"> • Adverbs • Using para and por • The perfect tense • Verbs with prepositions • Present continuous tense <p>Covid Catch Up: To be planned in response to the needs identified from the Autumn Term.</p>

<p>Fourth Half Term Topics</p> <ul style="list-style-type: none"> • Talking about local and Spanish customs • Talking about Latin American festivals and customs <p>Grammar</p> <ul style="list-style-type: none"> • Preterite tense • Use of preterite and perfect tenses together <p>Covid Catch Up: Unit test to take place this half term to check progress. Specific skills tbc.</p>	<p>Fifth Half Term Topic Topics</p> <ul style="list-style-type: none"> • Talking about your house • Talking about your area • Advantages and disadvantages of the town and countryside <p>Grammar</p> <ul style="list-style-type: none"> • Prepositions • Using quantifiers • Revision of all tenses • Demonstrative adjectives and pronouns • Possessive pronouns <p>Covid Catch Up: To be planned in response to the needs identified from the Spring Term.</p>	<p>Sixth Half Term Topics</p> <ul style="list-style-type: none"> • Discussing voluntary work • Talking about charities • Discussing healthy lifestyle <p>Grammar</p> <ul style="list-style-type: none"> • Negatives • Using deber / hay que • Present subjunctive • The Gerund <p>Covid Catch Up: Unit test to take place this half term to check progress. Specific skills tbc.</p>
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