



Year 10
Curriculum Guide
Autumn Term
2022-23

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Curriculum Guide 2022-23

Dear Parent/Guardian

Welcome to the Year 10 Curriculum Guide, the guide contains the outline of work that your child will be studying this year. Along with information about the important nationwide changes to the GCSEs.

The Chestnut Grove curriculum provides a rigorous, knowledge-rich, transformational education, encapsulated through our PROUD values, which prepares our students to succeed at university and lead fulfilling lives. It is the embodiment of our ethos of a creative learning community, which marries traditional values with dynamic approaches to teaching and learning

This booklet is designed to support you in understanding what is required of year 10 students to allow them to achieve their full potential in their GCSEs

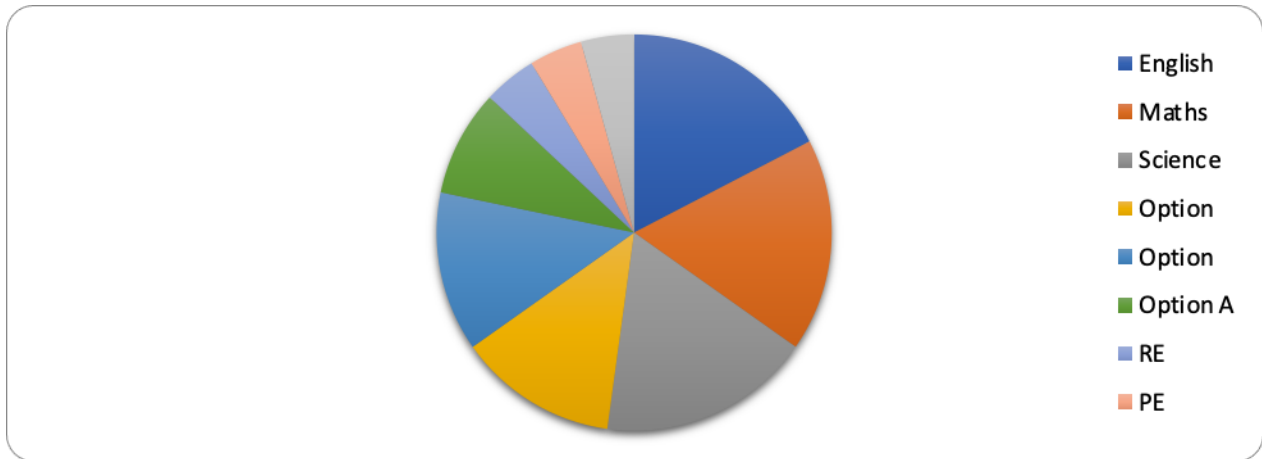
If you require any further support or information please contact your child's tutor in the first instance.

| Tutor Group | Tutor | Email Address |
|--------------------|----------------------------------|--|
| RSL – Y10 | Mr. Young | jyoung@chestnutgrove.org.uk |
| 10 Blake | Ms Lineham | llineham@chestnutgrove.org.uk |
| 10 Da Vinci | Ms Merritt | lmerritt@chestnutgrove.org.uk |
| 10 Hepworth | Ms Yiannarou | myiannarou@chestnutgrove.org.uk |
| 10 Kahlo | Mr Malik | smalik@chestnutgrove.org.uk |
| 10 Kapoor | Mr. Brady | cbrady@chestnutgrove.org.uk |
| 10 Turner | Mr Smith Ms Bessant (Tuesday) | dsmith@chestnutgrove.org.uk obessant@chestnutgrove.org.uk |

Yours Faithfully

Mr Young

Curriculum Map



Subject breakdown for the week.

Option A

Triple Science
English/Maths
History

Option B

French
Spanish
History
Product Design
Fine Art
Drama

Option C

Computer Science
Geography
History
Film
Music
Sport Studies

Option D

French

Fine Art
Geography
Btec Tech Enterprise

HOME LEARNING TIMETABLE

Time spent on home learning should be AT LEAST one hour per subject, per week. This should be doubled for English and Maths.

Students should also be revising topics throughout year 10 to help them prepare for their end of term assessments. This could be making notes, spider diagrams, cue cards, BBC bitesize online, working through revision books.

Where possible, please provide your child with a quiet space in which to complete home learning, with access to a desk or table.

Students are set work for every subject. If you are concerned that home learning is not in the diary please contact your child’s subject teacher or his/her tutor.

YEAR 10 HOMELEARNING TIMETABLE 2022-23

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|--|
| Maths Science Triple Science: Biology | English Triple Science: Chemistry | Maths | Science PBE(X) Triple science: Physics | English PBE(Y) |
| HEALTH <u>OPTION D</u> Fine Art <u>OPTION A</u> History | <u>OPTION B</u> French Spanish Fine Art Product Design Drama | <u>OPTION D</u> Geography Spanish | <u>OPTION C</u> Computer Science Film Geography History Music Sports Studies | <u>OPTION D</u> Btec Tech Enterprise French <u>OPTION B</u> History |

Literacy

Literacy is one of the most important skills that students require and it is embedded into curricula across all subjects. This means that all teachers address literacy through their teaching and marking. To support students' oral literacy all members of staff insist upon Standard English as the language of the classroom.

You can support the development of your child's literacy by:

- Supporting him or her with home learning, checking that they are writing extensively.
- Encouraging your child to read for 30 minutes every night.
- Checking that your child is proof reading work for grammar and spelling errors before considering it complete.
- Encouraging your child to speak in Standard English whenever appropriate.
- Promoting a love of reading at home and suggesting books from the reading list on the school website: the school library is also happy to help with this.

You can find useful advice for students on the BBC Bitesize website at <http://www.bbc.co.uk/education/subjects/z3kw2hv>

Numeracy

Increasingly, students are required to have strong numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects.

As with English it is a requirement that students still in the sixth form must have a Grade 5+ or are studying Maths to allow them to stay within the sixth form or college they would like to attend.

Library

The library, which has almost 6,000 books, is a very well used resource. Students can come in before and after school as well as breaks and lunchtimes for reading or home learning. Laptops are also available for school work. Various book groups, competitions and events take place throughout the year.

KEYDATES

- Autumn term assessment – interim exams. (Week Beginning 7th November)
- End of Year Exam (Week Beginning 12th June)

English

| | | |
|---|-------------------------------------|--|
| Exam Board: Edexcel | Syllabus Code: 1EN0 and 1ET0 | Website: https://qualifications.pearson.com |
| Staffing: <p style="text-align: center;">Head of Department: Charlotte Robinson, crobinson@chestnutgrove.org.uk</p> | | |
| Assessment: (<i>External assessment info/End Of Course</i>) English Language: <p>Paper 1: Fiction and Imaginative Writing - 40% - 1 Hour 45 Minutes - Exam Section A – Reading: questions on an unseen 19th-century fiction extract. Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract</p> <p>Paper 2: Non-fiction and Transactional Writing 60% - 2 Hours 5 minutes– Exam Section A - Reading: questions on two thematically linked, unseen non-fiction Extracts. Section B - Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.</p> English Literature: <p>Paper 1: Shakespeare and Post-1914 Literature – 50% - 1 Hour 45 Minutes – Exam Section A – Shakespeare (Romeo & Juliet): a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play. Section B - Post-1914 British play or novel (Animal Farm – George Orwell): ONE essay question.</p> <p>Paper 2: 19th-century Novel and Poetry since 1789 – 50% - 2 Hours 15 Minutes – Exam Section A - 19th-century novel (Great Expectations – Charles Dickens): a two part question, with the first part focused on an extract of approximately 400 words. The second part is an essay question exploring the whole text.</p> <p>Section B - Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper.</p> <p>Part 2: ONE question comparing two unseen contemporary poems.</p> | | |
| Assessment: (<i>This term</i>) Term 1a. A full English Language Paper 1 mock exam in the final week of half-term which will be marked using the GCSE criteria. Term 1b. A Great Expectations Literature mock exam. Week Beginning 7 th November | | |
| Course description/overview: Studying English allows students to imagine, discover and experience worlds without boundaries. At Chestnut Grove the English curriculum strives to embed in students a love of literature, as well as the means to express themselves using excellent standard English, thoroughly preparing them for the future of employment and further study. Our results at key stage 4 are consistently outstanding. KS4 is a challenging time for students, encompassing as it does the range of texts and skills demanded by the new GCSE curriculum. During Year 10 students will study the majority of the course content for | | |

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both their Language and Literature GCSE exams. The linear nature of these courses necessitates this so that there is a significant period of time available in Year 11 for exam preparation. The key skills of reading and writing are more important than ever in the new courses and will form the focus of each and every lesson and piece of home learning.

What can you do to support your child?

- ✓ Supporting your children with their home learning, by ensuring it is completed on time, and seeing whether it could be developed further.
- ✓ Encouraging your children to read for 30 minutes every night
- ✓ To ensure your children are proof-reading work for grammar and spelling errors.
- ✓ Encourage your children to read quality non-fiction texts eg/ the Guardian
- ✓ Encourage your children to speak in Standard English when appropriate
- ✓ Promote a love of reading at home, suggesting books from the reading lists on the school website
- ✓ Read and discuss the core texts with them
- ✓ Purchase revision guides for the core texts. E.g. York Notes

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

<http://www.bbc.co.uk/education/subjects/z3kw2hv>
www.sparknotes.com
www.schmoop.com
Reading lists on the school website
GCSEpod

Home learning:

Students will receive two extended and pieces of home learning per week. This may include practice essay questions, reading and analysing or creative writing tasks. Students will also be set revision work on Teams and are encouraged to look over these resources to keep up with the content in preparation for year 11.

Mathematics

| | | |
|---|----------------------------|--|
| Exam Board: Edexcel | Syllabus Code: 1MA1 | Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html |
| Head of Department: Mark Green, mgreen@chestnutgrove.org.uk | | |
| GCSE (Higher & Foundation tiers) GCSE Exams June 2024: 3 x 1hr 30min hour exams (1 x Non-Calculator 2 x Calculator Papers) | | |
| Year 10 Autumn Term Learning Goals: Teaching builds on learning from Year. Some students in the top two sets will be offered the opportunity to start studying for AQA Certificate Level 2 Further Mathematics (8365). The topics studied in the Autumn term are: Ratio and Proportion Sequences Vectors Simultaneous Equations Surds and Rational Numbers | | |
| Year 10 Autumn Term Interim Exam This assessment will take place on Wednesday 9 th November and will assess work in the first four units from this term and recall learning from Year 9. | | |
| What can you do to support your child? Provide a quiet place for your child to do their home learning. Encourage your child to work independently. However, it is often helpful to work by their side. Check their home learning diary and Teams each night to see what home learning is being recorded | | |
| Wider reading and useful web-sites or activities to support learning: We use www.drfrostmaths.com and GCSEPod. Students can also use the following sites, both of which offer revision videos and topic booklets, including solutions <ul style="list-style-type: none"> • www.mathsgenie.co.uk • www.corbettmaths.com | | |
| Home learning: Your child's teacher will set home learning either online, using Dr. Frost, GCSEPod or on paper each week. If your child has difficulty completing home learning because they do not understand the topic please encourage them to see their Maths teacher | | |

Combined Science

| | | |
|--|---------------------------------------|---|
| Exam Board: AQA | Syllabus Code: Trilogy 8464 | Website: http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464 |
| Staffing: Head of Department: Mr Gordon, agordon@chestnutgrove.org.uk In charge of Yr 9 & 10: Ms Holmes, sholmes@chestnutgrove.org.uk | | |
| Assessment: <i>(External assessment info End Of Course)</i> Biology paper 1; 1 hr 15 min; 16.7% Biology paper 2; 1 hr 15 min; 16.7% Chemistry paper 1; 1 hr 15 min; 16.7% Chemistry paper 2; 1 hr 15 min; 16.7% Physics paper 1; 1 hr 15 min; 16.7% Physics paper 2; 1 hr 15 min; 16.7% | | |
| Assessment: <i>(This term internal/external)</i> 1. Biology mid module test 2. Autumn term assessment (Week Beginning 9 th November) – Biology exam | | |
| Course description/overview: Combined Science is taught from Year 9 to 11. Students have 3 lessons a week in Year 9, increasing to 4 hours a week in Year 10 and 11. The qualification is graded based on a 17-point scale: 1-1 to 9-9 where 9-9 is the best grade. | | |
| What can you do to support your child? Ensure that your child has bought the relevant revision guides. These are available from the Science department at a discounted rate of £3.50 and can be paid for through ParentPay. Ensure that your child is completing the home learning set each week. Home learning will be set as per the whole school home learning timetable every week, without fail! Encourage your child to seek help from his or her teachers if needed. Ensure that they attend all intervention provided that is relevant for them | | |
| Wider reading and useful web-sites or activities to support learning: <ul style="list-style-type: none"> • http://www.chestnutgrove.wandsworth.sch.uk/Science • www.primrosekitten.com • www.s-cool.co.uk • www.bbc.co.uk/education/subjects • www.khanacademy.org • www.docbrown.info • www.mrsmillersblog.wordpress.com • www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes | | |
| Home learning: Science sets one hour of home learning a week, mostly exam paper questions. It is important that on top of this students are making revision notes on new content learnt each week to help prepare for examinations. | | |

Biology

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|--|----------------------------|--|
| Exam Board: AQA | Syllabus Code: 8461 | Website: http://www.aqa.org.uk/subjects/science/gcse/biology-8461 |
| Staffing: Head of Department: Mr Gordon, agordon@chestnutgrove.org.uk In charge of Yr 9 & 10: Ms Holmes, sholmes@chestnutgrove.org.uk | | |
| Assessment: (<i>External assessment info End Of Course</i>) <i>Biology paper 1; 1 hr 45 min; 50%</i> <i>Biology paper 2; 1 hr 45 min; 50%</i> | | |
| Assessment: (<i>This term internal/external</i>) <ol style="list-style-type: none"> Exam questions Bio, Chem & Phys Autumn term assessment (Week Beginning 9th November) – Biology end of topic exam | | |
| Course description/overview: <p>Biology is part of Triple Science. It is taught from year 9 to year 11. Students have 3 lessons a week in year 9, increasing to 6 hours a week in year 10 and 11, two hours of each Science. In addition to this students have one lesson after school on a Tuesday each week of either extra English or Science on a rotation. <i>This term it will be English.</i> The qualification is graded based on a 9-point scale: 1 to 9 where 9 is the best grade.</p> | | |
| What can you do to support your child? <ul style="list-style-type: none"> Ensure that your child has bought the relevant revision guides. These are available from the Science department at a discounted rate of £4 and can be paid for through ParentPay. Ensure that your child is completing the home learning set each week. Home learning will be set as per the whole school home learning timetable every week, without fail! Encourage your child to seek help from his or her teachers if needed. Ensure that they attend all intervention provided that is relevant for them | | |
| Wider reading and useful web-sites or activities to support learning: <ul style="list-style-type: none"> http://www.chestnutgrove.wandsworth.sch.uk/Science www.primrosekitten.com www.s-cool.co.uk www.bbc.co.uk/education/subjects www.khanacademy.org www.docbrown.info www.mrsmillersblog.wordpress.com www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes | | |
| Home learning: <p>Science sets one hour of home learning a week, mostly exam paper questions. It is important that on top of this students are making revision notes on new content learnt each week to help prepare for examinations.</p> | | |

Chemistry

| | | |
|---|----------------------------|---|
| Exam Board: AQA | Syllabus Code: 8462 | Website: http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 |
| Staffing: | | |
| <p>Head of Department: Mr Gordon, agordon@chestnutgrove.org.uk</p> <p>In charge of Yr 9 & 10: Ms Holmes, sholmes@chestnutgrove.org.uk</p> | | |
| Assessment: (External assessment info End Of Course) | | |
| Chemistry paper 1; 1 hr 45 min; 50% | | |
| Chemistry paper 2; 1 hr 45 min; 50% | | |
| Assessment: (<i>This term internal/external</i>) | | |
| <ol style="list-style-type: none"> Exam questions Bio, Chem & Phys Autumn term assessment – Chemistry end of topic exam | | |
| Course description/overview: | | |
| Chemistry is part of Triple Science. It is taught from year 9 to year 11. Students have 3 lessons a week in year 9, increasing to 6 hours a week in year 10 and 11, two hours of each Science. The qualification is graded based on a 9-point scale: 1 to 9 where 9 is the best grade. | | |
| What can you do to support your child? | | |
| <ul style="list-style-type: none"> Ensure that your child has bought the relevant revision guides. These are available from the Science department at a discounted rate of £4 and can be paid for through ParentPay. Ensure that your child is completing the home learning set each week. Home learning will be set as per the whole school home learning timetable every week, without fail! Encourage your child to seek help from his or her teachers if needed. Ensure that they attend all intervention provided that is relevant for them | | |
| Wider reading and useful web-sites or activities to support learning: | | |
| <ul style="list-style-type: none"> http://www.chestnutgrove.wandsworth.sch.uk/Science www.primrosekitten.com www.s-cool.co.uk www.bbc.co.uk/education/subjects www.khanacademy.org www.docbrown.info www.mrsmillersblog.wordpress.com www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes | | |
| Home learning: | | |
| Science sets one hour of home learning a week, mostly exam paper questions. It is important that on top of this students are making revision notes on new content learnt each week to help prepare for examinations. | | |

Physics

| | | |
|---|-------------------------------|--|
| Exam Board: AQA | Syllabus Code: 8463 | Website: http://www.aqa.org.uk/subjects/science/gcse/physics-8463 |
| Staffing: Head of Department: Mr Gordon, agordon@chestnutgrove.org.uk In charge of Yr 9 & 10: Ms Holmes, sholmes@chestnutgrove.org.uk | | |
| Assessment: (<i>External assessment info End Of Course</i>) <i>Physics paper 1; 1 hr 45 min; 50%</i> <i>Physics paper 2; 1 hr 45 min; 50%</i> | | |
| Assessment: (<i>This term internal/external</i>) 1. Exam questions Bio, Chem & Phys 2. Autumn term assessment – Physics end of topic exam 3. One additional piece of work specific to each class. | | |
| Course description/overview: Physics is part of Triple Science. It is taught from year 9 to year 11. Students have 3 lessons a week in year 9, increasing to 6 hours a week in year 10 and 11, two hours of each Science. In addition to this students have one lesson after school on a Tuesday each week of either extra English or Science on a rotation. <i>This term it will be English.</i> The qualification is graded based on a 9-point scale: 1 to 9 where 9 is the best grade. | | |
| What can you do to support your child? <ul style="list-style-type: none"> • Ensure that your child has bought the relevant revision guides. These are available from the Science department at a discounted rate of £4 and can be paid for through ParentPay. • Ensure that your child is completing the home learning set each week. Home learning will be set as per the whole school home learning timetable every week, without fail! • Encourage your child to seek help from his or her teachers if needed. Ensure that they attend all intervention provided that is relevant for them. | | |
| Wider reading and useful web-sites or activities to support learning: <ul style="list-style-type: none"> • http://www.chestnutgrove.wandsworth.sch.uk/Science • www.primrosekitten.com • www.s-cool.co.uk • www.bbc.co.uk/education/subjects • www.khanacademy.org • www.docbrown.info • www.mrsmillersblog.wordpress.com • www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes | | |
| Home learning: Science sets one hour of home learning a week, mostly exam paper questions. It is important that on top of this students are making revision notes on new content learnt each week to help prepare for examinations. | | |

Geography

| | | |
|---|-------------------------------|--|
| Exam Board: AQA | Syllabus Code: 8035 | Website: https://www.aqa.org.uk/subjects/geography/gcse/geography-8035 |
| Head of Department: Ms Rachael Robinson, rrobinson@chestnutgrove.org.uk | | |
| <p>GCSE</p> <p>Paper 1: Physical Geography – 1hr 30minute exam – The Challenge of Natural Hazards/ The Living World/ UK Physical Landscapes (35% of final grade)</p> <p>Paper 2: Human Geography – 1hr 30 minute exam - Urban Issues and Challenges/ The Changing Economic World and The Challenge of Resource Management (35% of final grade)</p> <p>Paper 3: Geographical skills and Issue Evaluation – 1hr 15mins (30% of final grade)</p> | | |
| <p>Course description/overview:</p> <p>In the AQA Geography GCSE course students have the opportunity to explore human and physical geography, and consider how natural and human phenomenon are interdependent. Students should be able to make links with their learning from KS3 from a number of units. At GCSE the exploration of the geography is more rigorous and students are expected to understand a number of different themes, use rigorous geographical skills and make judgments about local, regional and global issues.</p> <p>The subject content is divided into three papers as seen above in the assessment section.</p> <p>In the Autumn term students will start with a Paper 1 unit – UK Physical landscapes and cover some the following areas:</p> <ul style="list-style-type: none"> - Coastal processes including erosion, deposition and transportation - Formation of coastal landscapes - Coastal management - Fluvial processes including erosion, deposition and transportation - Formation of fluvial landscapes - Causes of flooding - Flood management <p>Students will also start to study a Paper 2 unit – Urban issues and challenges and cover the following areas:</p> <ul style="list-style-type: none"> - Pattern of urban change - Megacities - Case study of Rio de Janeiro to cover importance, opportunities and challenges of urban growth in a NEE country - Case study of London to cover importance, opportunities and challenges of urban change in a UK city - Urban regeneration - Urban sustainability | | |
| <p>What can you do to support your child?</p> <ul style="list-style-type: none"> • Discussions based on what students have learnt, encourage them to argue with you about the different issues covered, considering different sides of debates and viewpoints. ▪ Encourage them to read for pleasure, especially to improve their literacy to deal with the figures in the geography exam which assume a reading age of 16/17. ▪ Encourage them to start their revision early, purchase the revision guides and to have a clear plan of action. | | |

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- Encourage your child to do their Geography home learning. This will often be exam questions to consolidate their knowledge of what they have learnt in class, or another task related to extending their geographical knowledge.
- Test your child on key terms that they are learning in geography.
- Encourage your child to revise geography as they go using either the BBC Bitesize website, GCSE Pod, Seneca Learning or their own notes.
- Watching documentaries such as Planet Earth, Seven World One Planet and engaging in world news

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

- GCSE Pod
- www.bbc.co.uk/schools/gcsebitesize/geography/
CGP AQA GCSE Geography 9-1 revision guide
- Hodder education resources – AQA GCSE 9-1 My Revision Notes
- The Guardian - Environment Section
- BBC – Environment Section

Home learning:

- Set once a week
- Refer to Academy expectations for home learning

History

| | | |
|--|-------------------------------|--|
| Exam board: Edexcel | Syllabus Code: 1H10 | Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html |
| Head of Department: Ms L Adams, ladams@chestnutgrove.org.uk | | |
| <p>Assessment:</p> <p><u>Paper 1:</u> 13 Migrants in Britain c.800-present <i>and</i> Notting Hill c.1948-c.1970 Written examination: 1 hour and 15 minutes / 30% of the qualification / 52 marks</p> <p><u>Paper 2:</u> B1 Anglo-Saxon and Norman England, c1060-88 26/27 Superpower relations and the Cold War, 1941-91 Written examination: 1 hour and 45 minutes / 40% of the qualification / 64 marks</p> <p><u>Paper 3:</u> 31 Weimar and Nazi Germany, 1918–39 Written examination: 1 hour and 20 minutes / 30% of the qualification / 52 marks</p> <p>Marking of class work and assessment will be a mixture of book marking and home learning work on Teams. Class teachers will also use their professional judgement to evaluate whether specific students would make more progress through book marking or home learning marking on Teams.</p> | | |
| <p>Course description/overview:</p> <p>This GCSE course means that students now have the opportunity to explore medieval history as well as modern history at GCSE level. Students should be able to make links with their learning from KS3, particularly year 7 when they studied the Norman invasion and year 9 when they studied British Civil Rights. At GCSE the exploration of the history is more rigorous and students are expected to understand multi stranded causation, be critical about interpretation, make judgments about usefulness, consider change and continuity alongside similarity and difference and of course come to clear reasoned judgments about key historical debates.</p> <p>The subject content is divided into three papers as seen above in the assessment section.</p> <p>Autumn checklist: Anglo Saxon and Norman England</p> <p>Anglo Saxon society</p> <ul style="list-style-type: none"> • The king and the earls • Local government and law • The economy and social system • The power of the Godwins • Edward the Confessor • The rival claimants to the throne <p>Norman Invasion</p> <ul style="list-style-type: none"> • Gate Fulford and Stamford Bridge • The Battle of Hastings • William's victory <p>William in power: securing the kingdom, 1066-87</p> <ul style="list-style-type: none"> • Establishing control • Castles • Anglo Saxon resistance, 1068 • Anglo Saxon resistance, 1069-71 • The Harrying of the North | | |

- Landownership, 1066-87
- Maintaining Royal power
- The revolt of the Earls
- Features and effects of revolt

Norman England, 1066-88

- The feudal hierarchy
- The nature of feudalism
- The Church in England
- The extent of change
- Changes to government
- The sheriff and the forest
- The Domesday Book
- The Norman aristocracy
- Bishop Odo
- William's personality
- Ribert Curthose and revolt, 1077-80
- The defeat of Robert and Odo

What can you do to support your child in History?

- Discussions based on what students have learnt.
- Engaging with political, spiritual, social, cultural and moral issues.
- Visiting places of historical interest in the local area.
- Reading and watching the news and having an awareness of current issues around the world.
- Encourage reading for pleasure
- Watching films and TV programmes that have an historical focus
- All revision materials can be found here <https://padlet.com/ladams134/rzzfq4aet0urae6>

Wider reading and useful websites or activities to support learning:

- Hallie Rubenhold 'The Five' about the victims of Jack the Ripper
- Execution: A History of Capital Punishment in Britain, Simon Webb
- Hodder and Pearson education resources
- GCSE Pod
- <https://www.crimemuseum.org/>
- <https://www.memrise.com/course/90538/gcse-history-crime-and-punishment/>
- BBC Crime and Punishment - The Story of Capital Punishment, available on YouTube
- C4 Crime and Punishment documentary series, available on YouTube
- 'Rise of Evil' available on YouTube
- Dan Snow History Hit- podcasts on all our topics
- <https://padlet.com/ladams134/rzzfq4aet0urae6> there are links to more documentaries and podcasts on here

Home learning:

Home learning throughout GCSE will include exam practice and revision tasks. Individual class teachers will adapt home learning tasks for specific classes.

French

| | | |
|---|----------------------------|---|
| Exam Board: Edexcel | Syllabus Code: 1FR0 | Website: https://uk.pearson.com/secondary-educators/subjects/secondary-languages.html |
| Head of Department: Ms H Holding, <i>hholding@chestnutgrove.org.uk</i> | | |
| Assessment: (External assessment info End Of Course) Listening exam at the end of Year 11 25% Speaking exam at the end of Year 11 25% Reading exam at the end of Year 11 25% Writing exam at the end of Year 11 25% | | |
| Assessment: <ul style="list-style-type: none"> • Family & relationships Speaking booklet • Free time activities & when I was younger Writing assessment • Daily routine & food and drink customs Speaking booklet • Shopping, social media & technology writing assessment • Autumn term reading and listening exams during the Autumn term assessment week. | | |
| Course description/overview: The aims of the course are to enable students to: Develop their confidence in communicating in French in speech and writing Express and develop thoughts and ideas spontaneously and fluently Deepen their knowledge of how language works Develop awareness and understanding of the culture and the identity of the countries and communities where the language is spoken The aims of the course are to enable students to: <ul style="list-style-type: none"> • Develop their confidence in communicating in French in speech and writing • Express and develop thoughts and ideas spontaneously and fluently • Deepen their knowledge of how language works • Develop awareness and understanding of the culture and the identity of the countries and communities where the language is spoken | | |
| What can you do to support your child? <ul style="list-style-type: none"> • Test them frequently on new vocabulary covered in class • Make sure that they complete their home learning every week | | |
| Wider reading and useful web-sites or activities to support learning: <ul style="list-style-type: none"> • CGP revision guides • http://www.bbc.co.uk/education/subjects/zgdqxnbc BBC Bitesize • www.linguascope.com - Please ask your child's class teacher for the username and login | | |
| Home learning: Home learning will be set once a week and there will be a learning home learning (vocabulary) in addition to a reading or writing task. | | |

Spanish

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| Exam Board: Edexcel | Syllabus Code:2SP01 | Website: https://uk.pearson.com/secondary-educators/subjects/secondary-languages.html |
| Head of Department: Ms H Holding, hholding@chestnutgrove.org.uk | | |
| <p>Assessment: (<i>External assessment info End Of Course</i>)</p> <p><i>Listening exam at the end of Year 11 25%</i> <i>Speaking exam at the end of Year 11 25%</i> <i>Reading exam at the end of Year 11 25%</i> <i>Writing exam at the end of Year 11 25%</i></p> | | |
| <p>Assessment:</p> <ul style="list-style-type: none"> • Family & relationships Speaking booklet • Free time activities & when I was younger Writing assessment • Daily routine & food and drink customs Speaking booklet • Shopping, social media & technology writing assessment • Autumn term reading and listening exams Week Beginning 14th November | | |
| <p>Course description/overview:</p> <p>The aims of the course are to enable students to:</p> <p>Develop their confidence in communicating in Spanish in speech and writing Express and develop thoughts and ideas spontaneously and fluently Deepen their knowledge of how language works Develop awareness and understanding of the culture and the identity of the countries and communities where the language is spoken</p> | | |
| <p>What can you do to support your child?</p> <p>Test them frequently on new vocabulary covered in class Make sure that they complete their home learning every week</p> | | |
| <p>Wider reading and useful web-sites or activities to support learning:</p> <p>Wider reading and useful web-sites or activities to support learning: CGP revision guides</p> <p>http://www.bbc.co.uk/education/subjects/zgdqxn BBC Bitesize www.linguascope.com Please ask your child's class teacher for the username and login</p> | | |
| <p>Home learning:</p> <p>Home learning will be set once a week and there will be a learning home learning (vocabulary) in addition to a reading or writing task.</p> | | |

Computer Science

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| Exam Board: OCR | Syllabus Code: GCSE Computer Science | Website: https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/ |
| Head of Department: Mr Emmanuel Solate, esolate@chestnutgrove.org.uk | | |
| Assessment: Exams 100% of final grade Coursework to demonstrate practical programming skills | | |
| Course description/overview: The newly revised Computer Science qualification is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. | | |
| Curriculum breakdown: Component 01: Computer systems (50% - Exam) Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. Component 02: Computational thinking, algorithms and programming (50% - Exam) Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. Programming Project Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B). Students will be offered 20 hours timetabled time to complete their Programming Project. The Programming Project does not count towards a candidate's final grade but is a requirement of the course. | | |
| What can you do to support your child? Where possible, provide them with a computer, which has Python IDLE (software development environment) on it for them to practice programming. Ask questions about the programs they are developing both at school and independently. Ask about the components required for computers to work effectively and how they are interrelated. | | |
| Wider reading and useful websites or activities to support learning: Theory: <ul style="list-style-type: none"> • https://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html • YouTube Videos: https://www.youtube.com/playlist?list=PLCiOXwirraUAvkTPDWeeSqAKty3LAG37- • Programming: • www.codecademy.com • www.khanacademy.com | | |
| Home learning: | | |

Curriculum Guide 2022-23

Home learning will comprise written research assignments or past paper questions, which reinforce the teaching being done in class. It will be set weekly online and should be handed in by the agreed deadline, which can be up to a week.

Fine Art

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|---|--|--|---------------------|--|------------------------|--|---------------|--|------------------------------------|--|----------------|--|--------------|--|--------------------|--|-----------------|--|----------------|--|---------------|--|------------|--|---------------------|--|-----------|--|----------------------------|--|------------------------------|--|----------------------|--|--------------------------------|--|------------------|--|-----------------------|--|---------------------------|--|------------------------|--|-------------------------|--|-------------|--|----------------------------|--|--------------------------|--|
| Exam Board: Edexcel | Syllabus Code: 1FA0 | Website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Head of Department: Mr H Marx, hmarx@chestnutgrove.org.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment: Personal Portfolio (60% final grade): <ul style="list-style-type: none"> • Topic 1 – Consume (September – March of year 10) • Topic 2 – Distort, Distress, Decay (March of year 10 – January of year 11) Externally Set Assignment (40% of final grade): <ul style="list-style-type: none"> • Smaller coursework project including 10 hour exam around May time | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Description/Overview: For the Personal Portfolio, students work to create a visual body of work in response to the topics above. These topics are responded to in a way that is personal, unique and shows strong evidence of research, skill and the ability to reach a purposeful and thoughtful artistic journey in creating artwork that reflects the topic looked at. Fine-art work will demonstrate an understanding and application of formal elements and creative skills. Students will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions. The Externally Set Assignment is very similar to the Personal Portfolio, but is a shorter project that ends with a 10 hour exam 2 days. Students will also choose a topic from a list created by the exam board, and teachers are much more restricted in the support they can provide students during their investigation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What can you do to support your child? Ensure that Fine Art students are spending a minimum of 2 hours of independent study each week on their coursework creation. Students would also benefit from visiting as many art galleries and exhibitions in order to collect as much independent research as possible. Visiting exhibitions, is an excellent way to inspire, motivate and increase the cultural capital of GCSE students. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wider reading and useful web-sites or activities to support learning: <table> <tr> <td>New British Artists</td> <td>www.newbritishartists.co.uk</td> </tr> <tr> <td>Photographers' Gallery</td> <td>www.photonet.org.uk</td> </tr> <tr> <td>Royal Academy</td> <td>www.royalacademy.org.uk</td> </tr> <tr> <td>San Francisco Museum of Modern Art</td> <td>www.sfmoma.org</td> </tr> <tr> <td>Science Museum</td> <td>www.sciencemuseum.org</td> </tr> <tr> <td>The Artchive</td> <td>www.artchive.com</td> </tr> <tr> <td>The British Museum</td> <td>www.britishmuseum.org</td> </tr> <tr> <td>Centre Pompidou</td> <td>www.cnac-gp.fr</td> </tr> <tr> <td>Crafts Council</td> <td>www.craftscouncil.org.uk</td> </tr> <tr> <td>Design Museum</td> <td>www.designmuseum.org</td> </tr> <tr> <td>Guggenheim</td> <td>www.guggenheim.org</td> </tr> <tr> <td>Imperial War Museum</td> <td>www.iwm.org.uk</td> </tr> <tr> <td>The Lowry</td> <td>www.thelowry.com</td> </tr> <tr> <td>Metropolitan Museum of Art</td> <td>www.metmuseum.org</td> </tr> <tr> <td>Minneapolis Institute of Art</td> <td>www.artsmia.org</td> </tr> <tr> <td>Museum of Modern Art</td> <td>www.moma.org</td> </tr> <tr> <td>National Galleries of Scotland</td> <td>www.nationalgalleries.org</td> </tr> <tr> <td>National Gallery</td> <td>www.nationalgallery.org.uk</td> </tr> <tr> <td>National Media Museum</td> <td>www.nationalmediamuseum.org.uk</td> </tr> <tr> <td>National Portrait Gallery</td> <td>www.npg.org.uk</td> </tr> <tr> <td>Natural History Museum</td> <td>www.nhm.ac.uk</td> </tr> <tr> <td>New Art Gallery Walsall</td> <td>www.artatwalsall.org.uk</td> </tr> <tr> <td>Tate online</td> <td>www.tate.org.uk</td> </tr> <tr> <td>Victoria and Albert Museum</td> <td>www.vam.ac.uk</td> </tr> <tr> <td>Yorkshire Sculpture Park</td> <td>www.ysp.co.uk</td> </tr> </table> | | | New British Artists | www.newbritishartists.co.uk | Photographers' Gallery | www.photonet.org.uk | Royal Academy | www.royalacademy.org.uk | San Francisco Museum of Modern Art | www.sfmoma.org | Science Museum | www.sciencemuseum.org | The Artchive | www.artchive.com | The British Museum | www.britishmuseum.org | Centre Pompidou | www.cnac-gp.fr | Crafts Council | www.craftscouncil.org.uk | Design Museum | www.designmuseum.org | Guggenheim | www.guggenheim.org | Imperial War Museum | www.iwm.org.uk | The Lowry | www.thelowry.com | Metropolitan Museum of Art | www.metmuseum.org | Minneapolis Institute of Art | www.artsmia.org | Museum of Modern Art | www.moma.org | National Galleries of Scotland | www.nationalgalleries.org | National Gallery | www.nationalgallery.org.uk | National Media Museum | www.nationalmediamuseum.org.uk | National Portrait Gallery | www.npg.org.uk | Natural History Museum | www.nhm.ac.uk | New Art Gallery Walsall | www.artatwalsall.org.uk | Tate online | www.tate.org.uk | Victoria and Albert Museum | www.vam.ac.uk | Yorkshire Sculpture Park | www.ysp.co.uk |
| New British Artists | www.newbritishartists.co.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Photographers' Gallery | www.photonet.org.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Royal Academy | www.royalacademy.org.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| San Francisco Museum of Modern Art | www.sfmoma.org | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science Museum | www.sciencemuseum.org | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Artchive | www.artchive.com | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The British Museum | www.britishmuseum.org | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Centre Pompidou | www.cnac-gp.fr | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Crafts Council | www.craftscouncil.org.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Design Museum | www.designmuseum.org | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Guggenheim | www.guggenheim.org | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Imperial War Museum | www.iwm.org.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Lowry | www.thelowry.com | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Metropolitan Museum of Art | www.metmuseum.org | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Minneapolis Institute of Art | www.artsmia.org | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Museum of Modern Art | www.moma.org | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National Galleries of Scotland | www.nationalgalleries.org | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National Gallery | www.nationalgallery.org.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National Media Museum | www.nationalmediamuseum.org.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National Portrait Gallery | www.npg.org.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Natural History Museum | www.nhm.ac.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| New Art Gallery Walsall | www.artatwalsall.org.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tate online | www.tate.org.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Victoria and Albert Museum | www.vam.ac.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yorkshire Sculpture Park | www.ysp.co.uk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Music

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| Exam Board: Eduqas | Syllabus Code: | Website: www.eduqas.co.uk |
| Head of Department: Ms K Striesow, kstriesow@chestnutgrove.org.uk | | |
| <p>GCSE</p> <p>Performance Coursework = 30%</p> <p>Composition Coursework = 30%</p> <p>Appraising - 1hr 15min written exam = 40%</p> | | |
| <p>Year 10 Autumn Term Learning Goals:</p> <p><u>Performance</u></p> <p>To prepare their solo performance for their assessment in December.</p> <p><u>Composition</u></p> <p>To complete a composition brief and completed composition using Logic ProX or Sibelius based on Blues Music, due end of November 2020.</p> <p><u>Appraising</u></p> <p>To understand and apply the elements of music, including demonstrating an understanding of music notation.</p> <p>To understand the historical context and development of Popular Music since 1950.</p> <p>To understand the historical context and key features of Toto's 'Africa' and apply this to exam-style questions.</p> <p>To know the key words in the music glossary and be able to use them when discussing and writing about music.</p> | | |
| <p>Year 10 Assessment & Marking:</p> <p>Work is continually assessed to ensure development of musical skills and understanding. A formative assessment is carried out at the end of December on each of the three skill areas:</p> <p>Performing – solo piece marked using exam criteria.</p> <p>Composing – Logic ProX or Sibelius composition final edit marked using exam criteria</p> <p>Appraising – Exam questions and knowledge test on work covered over the term.</p> | | |
| <p>Year 10 Home learning:</p> <p>Students are expected to practice their instrument for 20 minutes every day.</p> | | |

Weekly home learning tasks are set to consolidate and extend their classroom learning. These will be listening and written tasks.

What can you do to support your child?

- **Watch and listen to as much music as possible.** This can be at live events or through television or other media. It is important for students to listen to a wide range of music of all different genres and styles to expand and deepen their musical knowledge and understanding.
- **Encourage your child to do his/her Music home learning.** In Y10 students will receive home learning once a week. These tasks are often theory or wider listening based and backup the practical elements of music completed in lesson times.
- **Encourage your child to practice their instrument every day.** Performance accounts for 30% of their GCSE and in addition by being better players they will develop their composition and their appraising skills.

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

Encourage your child to complete additional research and engage in wider listening.

YouTube has a plethora of tutorials and guides for learning to play pieces or work on particular aspects of technique.

Spotify is useful in allowing access to a broad range of music for listening to.

Radio stations are a way into broadening musical listening – *BBC6 Music, Radio 3, Classic FM, Jazz FM* as well as *Radio 1, Kiss FM* and *Absolute Radio* will provide a good range of styles and artists for students to listen to.

Websites such as and www.bbc.co.uk/schools/gcsebitesize/music/ are great for building independent learning skills.

*Illuminate Publishing: WJEC/Eduqas GCSE Music Revision Guide ISBN-13: 978-1911208419

*Rhinegold Education: Step Up to GCSE Music: Get Up to Speed with Stave Notation and the Core Requirements in Just Two Weeks ISBN-13: 978-1785581755

DRAMA

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| Exam Board: Eduqas | Syllabus Code: C690 | Website: www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/ |
| Head of Department: L Merritt, mmerritt@chestnutgrove.org.uk | | |
| GCSE OVERVIEW: 70% written (portfolio, evaluation and written exam), 30% practical (devised piece and scripted performance) | | |
| <u>Autumn Term:</u> | | |
| <u>Theatre Practitioners:</u> | | |
| Students will develop their understanding of seminal theatre practitioners and devising techniques in a series of workshops. Students will explore the practitioners works and theories practically developing their physical, vocal skills and interpretive skills | | |
| Year 10 Assessment & Marking: | | |
| There will be no formal assessments but after completion of each component, the component will be marked and moderated. | | |
| Year 10 Home Learning: | | |
| Drama home learning will be set weekly, tasks will include research, lesson reflections and theatre analysis. | | |
| What can you do to support your child? | | |
| To help students gain a wider experience in drama, it is great if students have the opportunity to see live drama at the theatre. This could be a variety of different performances ranging from plays to musicals. Explore your local areas' theatres; Wandsworth and Lambeth have some great smaller venues including: Battersea Arts Centre, Ovalhouse and Stockwell Playhouse. Also, both The Royal Court and the National Theatre are excellent venues for live theatre that provide a range of different performances throughout the year. Tickets can be purchased for as little as £12. | | |
| The Victoria and Albert Museum has performance related exhibitions and is an excellent place to visit to extend students' knowledge of theatre. In addition, the National Theatre has an excellent website where students can discover online the backstage workings of the theatre. | | |
| Wider reading and useful web-sites or activities to support learning: | | |
| <ul style="list-style-type: none"> • BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zbckjxs • National Theatre: http://www.nationaltheatre.org.uk/ • Royal Court Theatre: https://royalcourttheatre.com/ • Soho Theatre: https://sohotheatre.com/ • Victoria and Albert Museum: http://www.vam.ac.uk/page/t/theatre-and-performance/. • CGP, New Grade 9-1 GCSE Drama Revision Guide. Product code: DMR41 ISBN: 9781782949626 | | |

BTEC Business

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| Exam Board: Pearson | Syllabus Code: 603/7063/4 | Website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html |
| Head of Department: Mr Emmanuel Solate, esolate@chestnutgrove.org.uk | | |
| Assessment: <ul style="list-style-type: none"> • Component 1: Exploring Enterprises <ul style="list-style-type: none"> ○ Assessment type: Internal; Percentage of qualification: 30% • Component 2: Planning and Presenting a Micro-Enterprise Idea <ul style="list-style-type: none"> ○ Assessment type: Internal; Percentage of qualification: 30% • Component 3 - Marketing and Finance for Enterprise <ul style="list-style-type: none"> ○ External assessment set and marked by Pearson, completed under exam conditions; 2 hours, 60 marks; Percentage of qualification: 40% | | |
| <u>Assessment in Year 10:</u> <p><u>Component 1: Exploring Enterprises</u></p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of monitored preparation and 5 hours of supervised assessment. 60 marks.</p> <p>Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.</p> <p><u>Component 3 - Marketing and Finance for Enterprise</u></p> <p>External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.</p> <p>Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.</p> | | |
| Course description/overview: <p>Tech Award in Enterprise (603/7063/4) is for learners who want to acquire sector-specific applied knowledge and practices through vocational contexts by studying enterprises, entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance as part of their Key Stage 4 learning. The qualification enables learners to develop their transferable skills, such as researching, planning, making decisions and judgements, and financial literacy using realistic vocational contexts, and personal skills, such as creativity and innovation, time management, reviewing, communication and planning through a practical and skills-based approach to learning and assessment.</p> | | |

Curriculum breakdown:

| Component number | Component title | Percentage | How assessed | Year to complete |
|------------------|---|------------|--------------|---|
| 1 | Exploring Enterprises | 30% | Internal | Year 10 |
| 2 | Planning for and Presenting a Micro-Enterprise Idea | 30% | Internal | Year 11 |
| 3 | Marketing and Finance for Enterprise | 40% | External | Year 10 (Retake opportunity in Year 11) |

What can you do to support your child?

1. Encourage your child to take an interest in Business matters; in the news and online. Reading Business related publications such as the Economist, New Statesman and daily publications such as the Financial Times. Daily columns in mainstream daily papers will also help broaden student's appreciation of the impact of their subject on not only society but directly on their own lives and circumstances.
2. Encourage your child to complete work outside of the lesson at home. The nature of the BTEC course strongly lends itself to completing coursework assignments from anywhere there is internet access. Using online resources provided, students should be able to download helpful resources to support work outside of the lesson.

Wider reading and useful websites or activities to support learning:

Encourage your child to complete additional research. Websites such as www.forbes.com and www.times100.co.uk are beneficial for building independent learning skills.

Home learning:

Students will be provided with home learning deadlines every other week whilst performing their coursework tasks. During preparation for their exam home learning will be provided each week to ensure retention of knowledge.

BTEC Digital Information Technology

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| Exam Board: Pearson | Syllabus Code: 603/2740/6 | Website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html |
| Head of Department: Mr Emmanuel Solate, esolate@chestnutgrove.org.uk | | |
| <p>Assessment:</p> <ul style="list-style-type: none"> • Component 1: Exploring User Interface Design Principles and Project Planning Techniques <ul style="list-style-type: none"> ○ Assessment type: Internal; Percentage of qualification: 30% • Component 2: Collecting, Presenting and Interpreting Data <ul style="list-style-type: none"> ○ Assessment type: Internal; Percentage of qualification: 30% • Component 3 - Effective Digital Working Practices <ul style="list-style-type: none"> ○ External assessment set and marked by Pearson, completed under exam conditions; 1 hour 30 minutes, 60 marks; Percentage of qualification: 40% | | |
| <p><u>Assessment in Year 10:</u></p> <p><u>Component 1: Exploring User Interface Design Principles and Project Planning Techniques</u> As digital technologies and organisations continue to evolve, each new development offers new and exciting ways of completing tasks and interacting with our hardware devices. Each new development opens up a new project with a new set of user requirements that needs to be solved. In this component, you will learn different project planning techniques that can be used to both plan and deliver a project that meets a set of user requirements.</p> <p>User interfaces allow individuals and individuals in organisations to interact with digital technologies. The design of the user interface is crucial in ensuring that users are able to interact positively with their hardware devices. In this component, you will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements.</p> <p>This component will build on Key Stage 3 where you have learned about computer systems and software applications. You will learn how effective design and planning has a major impact on the user experience. This component will help you to progress to further vocational or academic qualifications. It will also enable you to develop transferable project planning skills that can be used across all areas of study and employment.</p> <p><u>Component 3 - Effective Digital Working Practices</u></p> <p>This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.</p> <p>You will analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that you are able to make reasoned judgements on the systems. This component builds on Key Stage 3 where you will have learned how to use technology responsibly. In this component, you will learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation.</p> <p>The knowledge and skills you develop in this unit will give you a basis for further study in a range of subject areas, including computing, IT, engineering, creative and scientific, or you may go on to an apprenticeship or entry-level employment where your understanding of technology will be relevant.</p> | | |

Course description/overview:

This qualification is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, learners who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.

Curriculum breakdown:

| Component number | Component title | Percentage | How assessed | Year to complete |
|------------------|--|------------|--------------|---|
| 1 | Exploring User Interface Design Principles and Project Planning Techniques | 30% | Internal | Year 10 |
| 2 | Collecting, Presenting and Interpreting Data | 30% | Internal | Year 11 |
| 3 | Component 3 - Effective Digital Working Practices | 40% | External | Year 10 (Retake opportunity in Year 11) |

What can you do to support your child?

- **Encourage your child to research characteristics of data.** Students must be able to investigate the role and impact of using data on individuals and organisations, create a dashboard using data manipulation tools, draw conclusions and review data presentation methods.
- **Encourage your child to practice exam skills.** Students are provided with all the topics covered in exam component. Encourage your child to independently study outlined content ahead of the class. Reference points listed below.

Wider reading and useful websites or activities to support learning:

Encourage your child to complete additional research. Websites such as <https://www.bbc.co.uk/bitesize/guides/zwb4jxs/revision/3> and http://teach-ict.com/2016/GCSE_Computing/Edexcel/edexcel_home.html are great for building independent learning skills.

Home learning:

Students will be provided with home learning deadlines every other week whilst performing their coursework tasks. During preparation for their exam home learning will be provided online each week to ensure retention of knowledge.

Design and Technology

| | | |
|--|----------------------------|--|
| Exam Board: AQA | Syllabus Code: 8552 | Website: aqa.org.uk |
| Head of Department: Mr J Wildman, jwildman@chestnutgrove.org.uk | | |
| Assessment: 2 hour written exam = 50% Controlled assessment (NEA) = 50% | | |
| Assessment: 1. Section 1 of practice-controlled assessment (investigating the design context). 2. Section 2 of practice-controlled assessment (development of design ideas). 3. Section 3 of practice-controlled assessment (making final proposal – this includes flow diagrams, plans of making and cutting lists for materials). 4. Practice exam papers based on theory covered within the first term of GCSE D&T (Design & Technology). | | |
| Course description/overview: Design & Technology at GCSE is a fluid progression from what is taught at Key Stage 3. Students work independently and are guided by their teacher through a practice coursework assignment ending in a final Controlled Assessment in Year 11. All Key Stage 4 students currently follow the AQA GCSE Design and Technology course. | | |
| Curriculum breakdown: Theory: students spend 1 hour a week studying core and specialist topics for their exam in 2024 Units covered are: Unit 1: new and emerging technologies Unit 2: energy, materials, systems and devices Unit 3: Materials Unit 4: common specialist technical principles Unit 5b: timber based materials Unit 5c: Metals Unit 5d: polymers Unit 6: designing principles Unit 7: making principles Practice Controlled Assessment: Students spend 40 hours of work designing and making a product(s) from a chosen AQA Product Design brief. This coursework has four elements to it: 1. Investigating the design possibilities (10 marks) 2. producing a design brief and specification (10 marks) 3. Generating ideas (20 marks) 4. Developing ideas (20 marks) 5. Realising design ideas (20 marks) 4. Analysing and evaluating (20 marks) | | |

What can you do to support your child?

- **Visit exhibitions and galleries** which would keep your child informed of current and past design movements, designers, architects and illustrators.
- **Encourage your child to do their D&T home learning.** In Key Stage 3 students will receive home learning once every two weeks and once a week in Key Stage 4. These home learnings are often theory based and backup the practical elements of D&T completed in lesson times.
- **Encourage your child to attend intervention sessions (KS4).** D&T interventions enrich what is taught in lessons and runs every Friday 3.05pm-4pm. Intervention sessions run at the same time for year 10 and 11 students in order for them to achieve the highest possible grade for their GCSE in Design and Technology.
- **Read over the theory notes made in class.** There are a lot of theory units (listed above) to cover in the two year course. It would be extremely useful to read through the notes written in class with your son/daughter to consolidate their knowledge and further prepare them for their exam in 2024.

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

Encourage your child to complete additional research. Websites such as www.technologystudent.com and www.bbc.co.uk/schools/gcsebitesize/design/ are great for building independent learning skills.

Home learning:

For home learning this term there will be a focus on theory which prepares students for their exams in 2024.

OCR Cambridge Nationals Sport Science Level 2

| | | |
|---|----------------------------|--|
| Exam Board: OCR | Syllabus Code: J828 | Website: https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/ |
| Head of Department: Mr J Tobin, jtobin@chestnutgrove.org.uk | | |
| <p>Assessment:</p> <p>Must complete 3 units.</p> <p>R180: reducing the risk of sports injuries and dealing with common medical conditions. Written exam paper 70 Marks 1hour 15mins, externally set and marked. Must be the final unit to be taken. Assessment in June 2024</p> <p>R181: Applying the principles of training; fitness and how it affects skill performance. This is the mandatory coursework unit. 80 marks. To be submitted May 2023. OCR set task, center assessed and moderated by OCR.</p> <p>R182: The body's response to physical activity and how technology informs this. 40 marks. To be submitted May 2023. OCR set task, center assessed and moderated by OCR.</p> | | |
| <p>Course description/overview:</p> <p>Cambridge National in sport will encourage students to think about the scientific world of sport, while putting theories and concepts into practice in theoretical and practical situations. Students will cover;</p> <ul style="list-style-type: none"> • Preparing for sports and reducing the risk of injury. • Fitness testing, planning and delivering fitness tests. • Analysing ng fitness data to improve performance. • How bodies provide us with energy and the ability to exercise for longer periods of time. • How our bodies become more efficient and stronger. | | |
| <p>Curriculum breakdown:</p> <p>Unit R181: Applying the principles of training: fitness and how it affects skill performance</p> <p>Topic Area 1: Components of fitness applied in sport</p> <p>1.1 Relevance of components of fitness to different sports</p> <p>1.2 Assess components of fitness</p> <p>1.3 Application of components of fitness to skill performance</p> <p>Topic Area 2: Principles of training in sport</p> <p>2.1 Principles of training and goal setting in a sporting context</p> <p>2.2 Methods of training and their benefit</p> <p>Topic Area 3: Organising and planning a fitness training programme</p> <p>3.1 Factors when designing a fitness training programme</p> <p>3.2. Planning a fitness based training programme</p> <p>3.3 Recording results from fitness training programme</p> <p>Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme</p> <p>4.1 Effectiveness of a fitness training programme</p> | | |

Unit R182: The body's response to physical activity and how technology informs this
Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities

1.1 Components, function and role of cardio-respiratory system during exercise

1.2 Cardio-respiratory sports technology

Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements

2.1 The components and role of the musculo-skeletal system in producing movement

2.2 Musculo-skeletal sports technology

Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculoskeletal systems

3.1 The different short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculoskeletal systems

4.1 The long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

What can you do to support your child?

Parents can help and support learning by:

- Encouraging physical activity as part of a healthy lifestyle.
- Encourage to play competitive team sport outside of school
- Ensure that your child is completing the home learning set each week.
- Encourage your child to seek help from his or her teachers if needed.
- Ensure that they attend all intervention provided that is relevant for them
- Watching high level sporting competition live or on television is beneficial to understand the rules conventions and appreciate high level performance.
- Reading sporting biographies and keeping up to date with sporting current affairs.

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

OCR National level 2 Sport science(J828) Student Book ISBN: 9781398350298

Sports rule books and coaching guides

Sports Biographies/Autobiographies Journals

Journal of Sports Sciences • Journal of Sport & Social Issues

All sports magazines will offer a view on performing, coaching, science, current issues or history of sport(s). They are therefore valuable wider reading material

National newspapers. The sports pages report global events and the biggest issues TV Sky sports news

Live sport – watch local, national and global events.

Sports biographies and 'day in the life of' programs give an excellent insight into the world of the elite athlete

Websites

<https://www.olympic.org/ioc>

<https://www.sportanddev.org/>

<https://www.sportengland.org/>

<http://www.ocr.org.uk/Images/68551-resources-links.pdf>

Home learning:

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1 hour of home learning is expected to be completed each week in both units. This may take the form of research tasks, preparing notes for assessments, and completing presentations and exam questions.

FILM

| | | |
|---|-------------------------------------|---|
| Exam Board: Eduqas | Syllabus Code: 603/0889/8 | Website: https://www.wjec.co.uk/qualifications/film-studies/eduqas-film-studies-gcse-from-2017/ |
| HOD: Ms Charlotte Robinson | | |
| Email: crobinson@chestnutgrove.wandsworth.sch.uk | | |
| Assessment: | | |
| <i>Component 1: Key Developments in US Film</i> | | |
| <i>Exam 35% (1 hour and 30 minutes)</i> | | |
| In Section A students analyse, evaluate and compare <i>A Rebel Without A Cause</i> and <i>Ferris Bueller's Day Off</i> across three questions. In Section B, candidates answer short questions based on key developments in film and film technology. In Section C, candidates analyse and evaluate the film <i>Juno</i> in light of a piece of critical writing. | | |
| <i>Component 2: Global Film: Narrative, Representation and Film Style</i> | | |
| <i>Exam 35% (1 hour and 30 minutes)</i> | | |
| In Section A students answer one stepped question on narrative in <i>Slumdog Millionaire</i> . In Section B students answer one stepped question on representation in <i>Tsotsi</i> . In Section C students answer one stepped question on film style in <i>Attack the Block</i> . | | |
| <i>Coursework 30%</i> | | |
| Candidates produce either an independent film extract of 2 minutes length on a specified genre, or a screenplay with accompanying shooting script of 1000 words in length (20%). Then, they must write an evaluation exploring with reference to other films in the named genre. | | |
| Year 10 Autumn Term Learning Goals: | | |
| <i>Units covered are:</i> | | |
| <i>Component 1: Ferris Bueller's Day Off and Comparison to Rebel Without A Cause</i> | | |
| <i>Revision</i> | | |
| Year 10 Assessment & Marking: | | |
| Term 1a. Stepped question practice on <i>Attack the Block</i> (marked to the GCSE marked scheme) | | |

Term 1b. A full Attack the Block stepped question paper. Week beginning 7th November

Year 10 Home learning:

There will be weekly home learning tasks set, with a mixture of extended writing, research and creative tasks related to the course content.

What can you do to support your child?

Encourage them to engage in discussions about representation in film and the media as a whole- particularly surrounding gender and the role of women.

Encourage them make uses of the resources and activities below

Help them to learn key terminology by making use of the vocabulary lists provided – this is incredibly important as it is one of the key aspects that students are assessed on

Support them with home learning tasks set

Wider reading and useful websites or activities to support learning:

Watching a range of Horror films and identifying how the microelements (camera work, editing, mise en scene and sound) create meaning

Using key word glossaries provided in class to revise terminology

Use YouTube film analysis channels such as ‘Every Frame and Painting’

<https://www.youtube.com/user/everyframeapainting>

Philosophy, Beliefs and Ethics (PBE)

| | | |
|--|----------------------------|--|
| Exam Board: AQA | Syllabus Code: 8062 | Website: http://www.aqa.org.uk/subjects/religious-studies/gcse |
| Head of Department: Ms Jo Taylor-Campbell, jtaylor-campbell@chestnutgrove.org.uk | | |
| Assessment: Paper 1 (8062/1A): Christianity and Islam, 1 hour 45 minutes, 50% of final grade Paper 2 (8062/2A): Philosophy and Ethics, 1 hour 45 minutes, 50% of final grade | | |
| Assessment: 1. Detailed marking on origin of the universe 2. Exam on religion and life 3. Autumn term assessment Week Beginning 14 th November | | |
| Course description/overview: England is a multi-cultural and multi-faith society, a fact that brings great benefits, but can also lead to misunderstandings and conflict. Prejudices are easily formed; if students are not to misunderstand different beliefs and attitudes, they must be well-informed. Philosophy, Beliefs and Ethics (PBE) allows students time to reflect on themselves and the world around them. Students learn about politics, philosophy, religions and other beliefs systems, the media, ethical issues and, most importantly, about themselves. Students in Year 10 continue with the GCSE so that they all have the opportunity to take the exam at the end of Year 11. Since so many students do well at the GCSE, which is regarded favorably by colleges and universities alike, students benefit from taking the final exam. | | |
| Curriculum breakdown: Term 1a: Science and religion, including the study of evolution Term 1b: The value of the world, including the study of environmental ethics Term 2a: The value of human life, including the study of abortion and euthanasia Term 2b: Peace and conflict, including the study of nuclear warfare Term 3a: Peace and conflict, including the study of <i>jihad</i> Term 3b: Preparing for the end-of-year assessment / PPE Exams | | |
| What can you do to support your child in PBE? ○ Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work. | | |

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- Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.
- Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whatever the argument is about!

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

Harris, Gemma E. **Big Questions from Little People... Answered By Some Very Big People**

Law, S. **The Philosophy Gym**

Vardy, P. & Arliss, J. **Thinker's guide to God**

Dawkins, R. **The God Delusion**

Armstrong, K. **The Case for God**

Cave, P. **Humanism: A Beginner's Guide (Beginner's Guides)**

Dawkins, R. **The Greatest Show on Earth: The Evidence for Evolution**

Ruthven, M. **Islam: A Very Short Introduction (Very Short Introductions)**

Davies, B. **An Introduction to the Philosophy of Religion (3rd edition)**

Parry et al. **AQA Religious Studies Specification A**

Vardy, P. **The Puzzle of God**

Home learning:

Students will either be set a piece of home learning every fortnight or a project that will span between 3 and 6 weeks.

Health

Head of Department: Ms J Taylor-Campbell, *jtaylor-campbell@chestnutgrove.org.uk*

All tutors

Subject Description:

Studies show that students who engage in good PSHE lessons are more likely to achieve good results and go on to be safer and happier in later life. At Chestnut Grove, we take Health seriously for this reason. It is a subject that allows students to reflect on their own lives and the world around them. It gives them the opportunity to investigate current affairs, issues that might affect their safety and wellbeing as well as local, national and global concerns. The subject is focused on Human Rights and the values of law, democracy, freedom and tolerance for others. Lessons also promote Social, Moral, Spiritual and Cultural (SMSC) development of students and citizenship education.

Topics this term:

Term 1a: Human rights, including the right to asylum and the right to a name.

Term 1b: The 'ideal' body, including masculinity and the body positivity movement

What can you do to support your child in Health?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current affairs
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) to find out more about relevant issues
- Practise debating with your child and encourage them to think critically
- Report any concerns you might have to your child's tutor or the safeguarding officers, Ms Jackson or Ms Jolley

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

www.youngminds.org.uk
www.samaritans.org
www.mind.org.uk
www.nhs.uk
www.teenlineonline.org/

Home learning:

Students will either be set a piece of home learning every fortnight or a project that will span between 3 and 6 weeks.