



All Saints

Church of England Academy

Year 10

Curriculum Guide

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Welcome

Dear Parents and Carers,

At All Saints, we believe that family engagement is crucial in providing the best possible educational experience for our young people. Through parental and academy cooperation, we are able to work with your child to help them reach their God-given potential and go on to live life to the full.

Over the last academic year, we have been conducting a comprehensive review of our curriculum - through ensuring that what our young people learn is intentionally challenging, correctly sequenced, and appropriately assessed we ensure that pupils' time is spent purposefully in lessons and around the academy.

In order to ensure that parents and carers are kept informed of these developments, we have introduced a range of communication pathways aimed to ensure you are equipped to help support your child. This year guide is one of those routes.

In the pages of this guide, you will find detailed information about:

- the aim of each subjects for this academic year;
- the topics that your child will be studying;
- how you can support with the development in that subjects; and
- a list of suggested reading (with a mix of fiction and non-fiction) specifically recommended for each subject.

The hope is that this information is useful in informing supportive conversation at home, and help you in discussing your child's academic development throughout the year.

We hope you find this information useful. If you have any questions, or would like further detail, please consult the website for details of our Information Evenings (where you will have a chance to hear from and ask questions to academic leaders), and Consultation Evenings (where you will speak directly to your child's teachers).

We look forward to working with you throughout this academic year.

Yours Sincerely,



Mr P Oxborrow

Vice Principal for Standards

English

Year 10

Pupils enjoy nine periods of English per fortnight reflecting that they will finish year 11 by taking GCSE English Literature and GCSE English Language. All lessons include a holistic range of knowledge, content and skills, delivered in a way that is designed to engage, motivate and challenge pupils, whilst preparing them for their GCSE examinations at the end of year 11.

As part of the Study of English, the department uses common 'set texts' as a basis for learning; these are used across the department to provide consistency to pupils. These texts will also be used to inspire both fiction and non-fiction writing over the course of a pupils' experience. Pupils will study a novel, a play, a poetry anthology and a Shakespeare text.

The texts in each year group are chosen thematically so pupils can see how similar themes can appear in texts across the ages and make links between them. The set texts at GCSE are Romeo and Juliet, A Christmas Carol, An Inspector Calls and the AQA Power and conflict poetry cluster.

We recommend that if pupils want to study these texts at home that they buy their own copies, where they can add their own notes as they see fit.

Topics Covered

- An Inspector Calls – Modern Play
- A Christmas Carol – 19th Century Novel
- Power and Conflict – Poetry Anthology
- Writer's Viewpoints and Perspectives – Non-fiction reading and writing
- Spoken Language Endorsement – Formal speech on a chosen topic

Parents & Carers Can Help By....

- Encouraging your child to read around the set texts studied
- Talking to your child about the topics studied – ask them to share their opinions on what they have studied
- Encouraging revision through note taking, using Bitesize and revision quizzing on Tassomai

Useful Websites

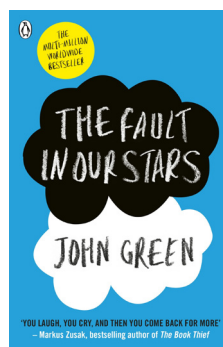
- Suggested Reading for Year 10
<https://schoolreadinglist.co.uk/reading-lists-for-ks4-school-pupils/suggested-reading-list-year-10-pupils-ks4-age-14-15/>

- BBC Bitesize, GCSE English Language
<https://www.bbc.co.uk/bitesize/subjects/zr9d7ty>
- BBC Bitesize, GCSE English Literature
<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>
- Online self-quizzing
<https://www.tassomai.com>

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for English, Mrs Matthews, via mrsmatthews@allsaints-academy.co.uk

Recommended Reading



The Fault in Our Stars

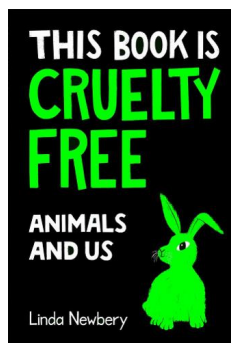
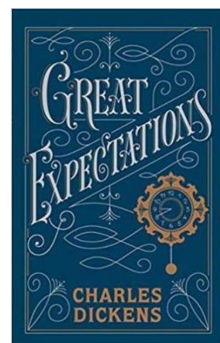
John Green

A story of love in the face of desperate adversity. When terminally ill Hazel meets Augustus the short time she has left to live changes course in ways she could never have imagined.

Great Expectations

Charles Dickens

The life of Pip is explored in this timeless saga filled with memorable characters about one boy's self-discovery and drive to become a man, despite unrelenting adversity.



This Book is Cruelty Free

Linda Newbery

An ideal primer to familiarise children with key themes in the animal rights debate, this book will both inspire and help pupils form their own opinions.

Mathematics

Year 10

Year 10 pupils will demonstrate a deeper understanding of mathematical concepts learnt in key stage 3. Pupils will be more confident, secure and fluent in interpreting diagrams and solutions, selecting the appropriate method to break down and solve problems and reason geometrically. They will be able to independently apply, interpret and evaluate their solution to complex problems. They will leave the Academy confident in their ability to relate their knowledge to real-life contexts, from personal finances to managing their own business, solving every-day problems and prepared for further mathematical studies and/or the modern workplace.

Topics Covered: Higher

- 3D forms and volume, cylinders, cones and spheres
- Accuracy, Bounds and Error Intervals
- Unit Conversion and Compound Measures
- Indices, Standard Form and Surds
- Sequences
- Linear Graphs and Co-ordinate Geometry
- Quadratic graphs
- Expanding, Factorising and Algebraic Fractions
- Forming and Solving Quadratics
- Solving Quadratics
- Inequalities
- Simultaneous Equations
- Counting Strategies and Probability
- Collecting Data and Capture-Recapture
- Cumulative frequency, box plots and histograms
- Multiplicative Reasoning
- Compound Measures
- Plans and Elevations, Constructions, Loci, Scale
- Drawings and Bearings
- Transformations of graphs (Recap basic transformations)
- Similarity and Congruence

Topics Covered: Foundation

- Averages and Range (incl. Frequency Tables)
- Representing & Interpreting Data
- Scatter Graphs
- Indices
- Algebraic Manipulation & Forming Equations
- Substitution
- Rearranging Formulae
- Inequalities
- Linear Graphs and Coordinate Geometry
- Coordinate Geometry
- Fractions, FDP and Percentages
- Probability (incl. frequency trees and Venn diagrams)
- Area and Volume Prisms
- Perimeter, Area and Volume (incl. circles and cylinders)
- Transformations
- Transformations
- Similarity and congruence
- Pythagoras
- Angles and Polygons
- Ratio and proportion

Parents & Carers Can Help By....

- Ensuring that your child has the correct equipment for every lesson including the Casio FX991 scientific calculator.
- Supporting your child with their weekly Hegarty Maths and knowledge organiser activities.
- Attending parent's evenings to discuss your child's progress in their maths learning.
- Talk about and embrace the maths that surrounds us in everyday life.

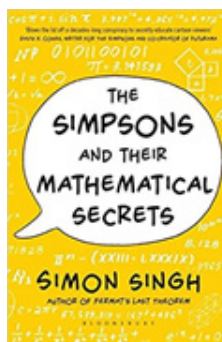
Useful Websites

- Hegarty Maths
<https://hegartymaths.com/>
- Online Exam Practice Questions
<https://corbettmaths.com/contents/>
<https://www.onmaths.com/>
- Info-Graphics of Real-Life Time Series Data
<https://www.gapminder.org>

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for maths, Mr Jennings, via mrjennings@allsaints-academy.co.uk

Recommended Reading



The Simpsons and Their Mathematical Secrets

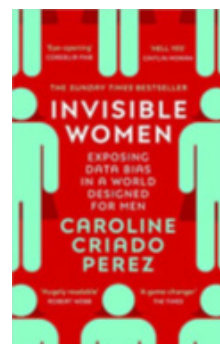
Simon Singh

This book explains how the brilliant writers, some of the mathematicians, have smuggled in mathematical jokes throughout the cartoon's twenty-five year history.

Invisible Women: Exposing Data Bias in a World Designed for Men

Caroline Criado-Perez

A book about data on bias, a catalogue of the facts and figures that document persistent gender inequalities in society.



Science

Year 10

We will help all pupils to achieve their potential in Science in order to leave secondary education with the tools they need to lead a fulfilling life: from maximising their understanding of healthy living and how the body works in Biology; the background in Chemistry required to understand the reactions, medicines and technological developments they encounter; and to be inspired by the forces, waves, energy and particulate nature of life in Physics.

We hope that many will want to study Science further at some time in their lives and have the platform and access to do so.

Topics Covered

All trilogy and separate science pupils cover a grounding in the underlying principles of biology, chemistry & physics in year 10.

- For biology this includes cells, tissues, organs, control mechanisms & reproduction.
- For Chemistry, this includes atoms, bonding, structure, calculation, energy & electrolysis.
- For Physics, this includes particles, energy, electricity & forces.

Parents & Carers Can Help By....

- Discussing with their children the work covered in lessons along with experiments that have been performed.
- Discussing knowledge organisers from pupil books with their children.
- Encouraging pupils to meet their daily goals on Tassomai
- Supporting independent study and revision through the year.

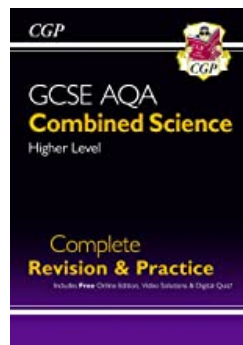
Useful Websites

- Kerboodle - digital access to the course textbook
<http://www.kerboodle.com/>
- Tassomai - online self-quizing
<http://www.tassomai.com/>
- YouTube - high-quality resources
www.youtube.com/primrosekitten
www.youtube.com/freescienceguy
www.youtube.com/gorillaphysics

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for science, Mr Stradling, via mrstradling@allsaints-academy.co.uk

Recommended Reading



CGP Revision Guide

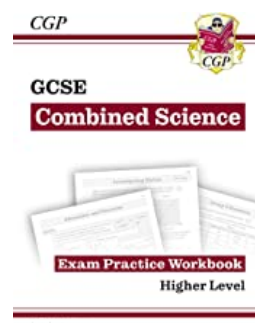
CGP

Comprehensive revision guide containing concept explanations and accompanying GCSE practice questions.

CGP Work Booklet

CGP

Pages of GCSE practice questions for each topic, along with practice exam papers.



Geography

Year 10

In year 10, those pupils who have opted for the Geography GCSE will build on their learning from years 7 to 9.

Year 10 Geographers study a variety of human and physical topics. This enables them to make complex links and to use specialist vocabulary fluently; 'to speak like a geographer'. Pupils acquire knowledge grounded in located examples. They develop their points to describe processes in detail and provide case study detail.

Fieldwork takes place in the summer term as pupils visit Brewery Square in Dorchester and gather evidence to answer the question 'Is Brewery Square a good example of urban regeneration?'. Pupils carry out a variety of data collection methods, then present and analyse the data to draw informed conclusions.

Pupils continue to hone the geographical skills that they developed throughout years 7 to 9. Their ability to interpret geographical data improves and they are able to understand how the world changes over time and how this can be managed.

In this way, pupils continue to acquire knowledge and skills which will serve them well in their exams, in future studies and in their adult life.

Topics Covered

- Weather Hazards
- Urban issues and challenges
- Ecosystems
- Cold Environments
- The changing economic world
- Nigeria's changing economy
- Glacial landscapes in the UK
- Urban regeneration fieldwork

Parents & Carers Can Help By....

If you ask your child about the topic they are studying and encourage them to explain it to you, they will be actively embedding their understanding, particularly if you ask follow-up questions. You may be able to relate topics to experiences that you, or members of your family have; please share these details with your child as this will deepen their understanding and add relevance.

Geography is the study of our world and therefore the topics your child is studying are likely to link to events in the news and to documentaries, films and places you visit. By reflecting on these with your child you will support their learning.

Finally, geography is all about asking questions and looking at different views, so it is always helpful to encourage an enquiring approach to local, national and international events.

Encourage your child to ask questions, seek out different views, look for evidence and draw their own conclusions!

As your child starts their GCSE studies it will be useful to support them as they revise using knowledge organisers, revision guides, relevant websites and their own notes.

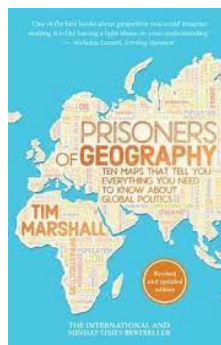
Useful Websites

- BBC Bitesize, Geography – search for topics (AQA)
<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>
- Extra information and videos related to Key Stage 4 topics
<https://www.coolgeography.co.uk/>
- World Bank Open Data - up-to-date country data
<https://data.worldbank.org/>

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for geography, Mrs Roberts, via mrsroberts@allsaints-academy.co.uk

Recommended Reading



Prisoners of Geography

Tim Marshall

This book gives great insights into the way in which the physical world has influenced the development of societies and events.

History

Year 10

In Key Stage 4, pupils build on what they have already learnt and increasing connections between period, place, people and events. Pupils develop their skills in using evidence, building opinions, interrogating sources and hunting for the truth. Their writing skills will also develop until they see themselves more like a lawyer, someone who uses evidence to defend their hypothesis.

We will start Year 10 with a thematic study of Migrants to Britain, how they have shaped our country and their contributions. We start in the Middle Ages and end the course by looking at migration today.

After Christmas we will begin our study of The Elizabethans; this is a depth study. Pupils will become specialists in the late Tudor period, looking at all aspects of society and gaining an understanding of how this period has links to other places in time, not least Nazi Germany. We look at Elizabeth's leadership, her struggle against terrorism and her ideological war on Catholicism. We also look at the culture of the day, high and popular, witchcraft, football, Shakespeare, architecture and Elizabethan attitudes to the poor.

The next unit of study is Making of America. This is our World study unit. We begin this course with some lessons in the geography and political structure of America. We will look at the impact of cotton and slavery on the indigenous people of America, culminating in the American Civil War and Reconstruction. We also learn about the first European settlers west and on to the Plains, the ensuing Plains Wars and the Native American struggle for survival.

Our final study of Year 10 includes a trip to Sherborne Castle whose history draws on the solid understanding pupils will have of Norman, Tudor and Early Modern history in Dorset.

Topics Covered

- Migrants To Britain
- The Elizabethans
- The Making of America
- History Around Us: Sherborne Castle

Parents & Carers Can Help By....

Visiting to historical sources – this could include looking at archives, historical memorials or museums,

but also include talking and listening to the older generation retell stories of yesteryear.

Encouraging discussions about the origins of the things we take for granted. Engage in some 'history chasing' of guessing and origins, researching and then seeing who was closest.

Engaging with historical based media, including not just TV adaptations and docudramas, but also video games and board games! Games like Risk and Castles of Burgundy can provoke a keen interest in history

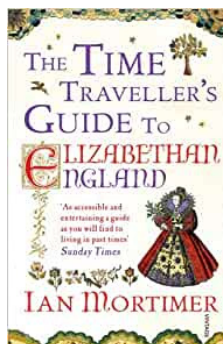
More Information

For more details about this curriculum, please contact our Curriculum Area Leader for history, Ms Forrester, via missforrester@allsaints-academy.co.uk

Useful Websites

- National Historical Archives
<https://www.nationalarchives.gov.uk/>
- Historical board games for family play
<https://www.wargamer.com/historical-board-games>
- BBC History magazine, with articles and podcasts
<https://www.historyextra.com/>

Recommended Reading



Time Travellers Guide to Elizabethan England

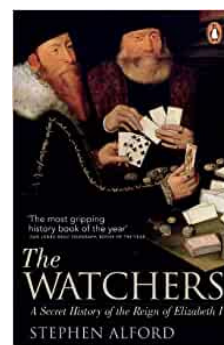
Ian Mortimer

This good introduction to Elizabethan England is accessible, and can be read in sections.

The Watchers

Stephen Alford

An enthralling account into the murky world of Elizabethan espionage.



Religious Studies

Year 10

In Year 10 we will look at Christian/Islam beliefs and teachings and practices in depth. This then develops onto origins of the universe from Christian, Islamic and Humanist viewpoint developing further to the Sanctity of life, stewardship of humans and the world.

Topics Covered

1. The Nature of God

- Beliefs about the nature of God.
- Concept of God as Trinity of persons
- The problem of evil and suffering and a loving righteous God
- Interpretations about creation
- The afterlife
- Jesus Christ: Incarnation, Crucifixion, Resurrection and Ascension
- The concept of sin and salvation

2. Worship and Festivals

- Concept of worship
- Sacraments
- The role and purpose of pilgrimage and celebrations to Christians
- The role of the church in the local community and living practices
- The role of the church in the wider world incl. persecution

3. Islam: Beliefs and Teachings

- The Oneness of God
- Sunni & Shi'a Islam
- The nature of God
- Angels
- Predestination
- Life after death
- Prophethood and Adam
- Ibrahim
- Muhammad and the Imamate
- The holy books

4. Islam: Practices

- Five Pillars and Obligatory Acts
- Jihad
- Id-ul-Fitr and Id-ul-Adha
- Festival of Ashura

5. Religion and Life (Christian and Muslim traditions. Secular perspectives)

- Origins of the Universe

- Origins of the World
- Origins of Human Life
- Value of Human Life
- The relationships between Scientific and Religious understandings of the world and humanity.

6. Stewardship

- Religious teachings relating to environmental issues.
- Responses to environmental issues
- Animal Ethics
- Sanctity of Life
- Attitudes to abortion and reasons for different attitudes
- Attitudes to euthanasia and reasons for different attitudes.
- End of Life
- Concept of life after death
- Beliefs about Heaven, Hell, Purgatory, Soul, Reincarnation.

Parents & Carers Can Help By....

Discussing different views with pupils, understanding that pupils will question morality and the wider concepts of life.

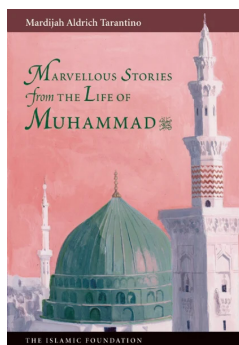
More Information

For more details about this curriculum, please contact our Curriculum Area Leader for RS, Mrs Randell, via mrsrandell@allsaints-academy.co.uk

Useful Websites

- BBC Bitesize, AQA Religious Studies
<https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

Recommended Reading



Marvellous Stories from the Life of Muhammad

Mardijah Aldrich Tarantino

A nice way to understand and connect with the similarities between Islam and Christianity. Understanding of Islamic text about Muhammad.

French

Year 10

In year 10, pupils begin studying towards a GCSE in French, following the AQA GCSE (9-1) specification, with the intention of completing either a Foundation tier (grades 1-5) or Higher tier (grades 4-9) exam at the end of year 11. Pupils develop their existing listening, speaking, reading and writing skills, whilst also focusing on specific skills such as translation from and into French, understanding authentic material, writing extended passages and speaking spontaneously in French.

All topic areas studied are linked to three overarching themes: 'identity and culture', 'local, national, international and global areas of interest' & 'current and future study and employment'. By using new language learnt in class and recycling language covered in previous topics, pupils become more confident communicating in three time frames (past, present and future) and justifying their opinions in French. They are also exposed to new cultural content from French-speaking countries, providing a purpose to their language learning and bringing it to life. Weekly independent learning tasks for completion at home also help reinforce what they are learning in lesson time.

At the end of each term, pupils' progress is monitored through short assessments in two of the main skills areas (listening, speaking, reading or writing). These are similar to those completed at the end of the GCSE course, providing some familiarity with the GCSE examination requirements. With approximately 50% of the GCSE course completed by the end of year 10, all pupils will complete a set of GCSE-style Foundation Tier papers for their end of year 10 exams.

In addition, those aiming to complete Higher tier papers at the end of year 11 also have the opportunity to attempt higher tier questions. By the summer of year 10, pupils should feel more confident using the French language and have a deeper insight into many aspects of the French-speaking world.

Topics Covered

The topics covered in year 10 French include:

- My identity
- Leisure time
- Celebrations
- Local area
- Holidays and travel

Parents & Carers Can Help By....

- Checking with your child what vocabulary their weekly learning homework consists of and testing them on it before it is due. You don't need to have any knowledge of the language to do this – a list of all the words covered for each term are found in pupils' termly knowledge organiser. They could even teach you!
- Testing your child on their answers to possible end-of-unit speaking and writing questions, as shown in the termly knowledge organisers.
- Encouraging the use of courses on online MFL platforms, such as 'memrise.com' and 'quizlet.com', to practise the key vocabulary covered in class.

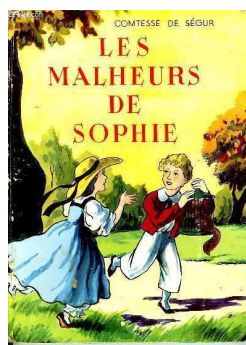
Useful Websites

- Flashcard-based Vocabulary Practice
www.memrise.com
- Online Flashcards and Self-Quizzing
www.quizlet.com
- Free language tuition with daily practice via app
www.duolingo.com
- Online Language Dictionaries
www.wordreference.com

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for MFL, Mr Razzell, via mrrazzell@allsaints-academy.co.uk

Recommended Reading



Les Malheurs de Sophie

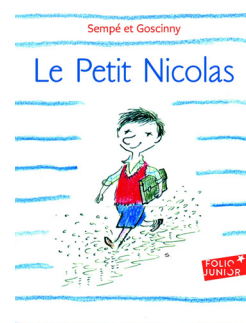
Comtesse de Ségur

This children's book about a naughty, curious and adventurous girl named Sophie who keeps getting herself into trouble.

Le Petit Nicolas

René Goscinny & Jean-Jacques Sempé

This is a popular series of French children's books which have also been made into films. It is about a young boy's humorous view of the adult world



German

Year 10

In year 10, pupils begin studying towards a GCSE in German, following the AQA GCSE (9-1) specification, with the intention of completing either a Foundation tier (grades 1-5) or Higher tier (grades 4-9) exam at the end of year 11. Pupils develop their existing listening, speaking, reading and writing skills, whilst also focusing on specific skills such as translation from and into German, understanding authentic material, writing extended passages and speaking spontaneously in German.

All topic areas studied are linked to three overarching themes: 'identity and culture', 'local, national, international and global areas of interest' & 'current and future study and employment'. By using new language learnt in class and recycling language covered in previous topics, pupils become more confident communicating in three time frames (past, present and future) and justifying their opinions in German. They are also exposed to new cultural content from German-speaking countries, providing a purpose to their language learning and bringing it to life. Weekly independent learning tasks for completion at home also help reinforce what they are learning in lesson time.

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In addition, those aiming to complete Higher tier papers at the end of year 11 also have the opportunity to attempt higher tier questions. By the summer of year 10, pupils should feel more confident using the German language and have a deeper insight into many aspects of the German-speaking world.

Topics Covered

The topics covered in year 10 German include:

- School life
- Leisure time
- Relationships
- Life at home
- Travel and tourism

Parents & Carers Can Help By....

- Checking with your child what vocabulary their weekly learning homework consists of and testing them on it before it is due. You don't need to have any knowledge of the language to do this – a list of all the words covered for each term are found in pupils' termly knowledge organiser. They could even teach you!
- Testing your child on their answers to possible end-of-unit speaking and writing questions, as shown in the termly knowledge organisers.
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Useful Websites

- Flashcard-based Vocabulary Practice
www.memrise.com
- Online Flashcards and Self-Quizzing
www.quizlet.com
- Free language tuition with daily practice via app
www.duolingo.com
- Online Language Dictionaries
www.wordreference.com

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for MFL, Mr Razzell, via mrrazzell@allsaints-academy.co.uk

Recommended Reading



Liebe auf Deutsch

David Fermer

Available via the Goethe Institut's website, this is a fun, interactive story with comic-book style illustrations, where the reader determines the outcome of the story by selecting their own answers to a number of questions.

Kimo - Der Gute Freund

Goethe Institut

Accessed via the Goethe Institut's website, Kimo's blog contains articles on a range of topical issues, which provide an interesting challenge to both GCSE pupils and more confident Key Stage 3 learners.



Art, Craft & Design

Year 10

In Year 10 pupils will build upon the practical skills taught at KS3. There will be more emphasis on pupils developing their own individual ideas, undertaking their own research, and responding to a range of resources independently.

Pupils opting for Art, Craft and Design will have the opportunity to explore a range of processes, techniques, and materials to generate different kinds of visual outcomes. Pupils will explore drawing, painting, mixed media, graphic communication, and three-dimensional design.

The GCSE consists of two components; a **portfolio** (60%) and an **externally set assignment** (40%) at the end of the course (Year 11) which involves preparatory time followed by a timed 10-hour exam. Following the GCSE assessment criteria pupils will need to provide evidence of contextual artist research, experimenting with materials, recording their own ideas and drawings and a final outcome (final piece) in response to the topics/themes covered.

Topics Covered

- Pupils will cover a range of themes/topics throughout the GCSE course and will be given the opportunity to choose these for themselves in Year 11.
- **Pop Art and Popular Culture** – pupils will begin Year 10 with a study of the Art movement Pop Art, exploring the work of a range of artists including Roy Lichtenstein, Andy Warhol and Claus Oldenburg. They will refine and develop skills using a wide range of materials and processes including technical drawing, painting, 3D design, printmaking and mixed media approaches. They will explore where the term Pop Art came from and how popular culture and mass media became a driving force behind a lot of contemporary art and themes before developing these ideas into their own work and final outcomes.
- Other themes that may be explored include Natural Forms, Identity and Word/Image.

Parents & Carers Can Help By....

Ensure your child has access to plain paper, pencils and a range of other art materials – this will enable the output of good quality art homework. A good place to source reasonably priced art materials include The Range and Wilkinson's in Weymouth Town Centre.

Access to the internet, and a printer if available, is also a great resource to aid in Art research homework tasks.

Encourage your child that they can. There are no right or wrong answers or approaches in art, some pupils struggle with this concept – encourage them to tackle work with creativity, individuality, and imagination.

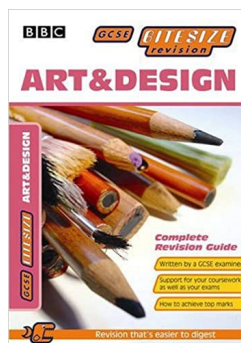
Useful Websites

- BBC Bitesize – online advice and tips for Art GCSE pupils
www.bbc.co.uk/bitesize/subjects/z6hs34j
- Pinterest - a useful app/website to collect ideas, imagery and explore past sketchbooks pages that can provide inspiration
<http://www.pinterest.co.uk/>
- Julisa Stubbs - this site is a compilation of past exemplar material created by GCSE Art & Design pupils for their final exam – great for ideas
<http://www.juliasstubbs.co.uk/exemplar-material/gcse-exemplar-material-1.html>

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for art, Miss Parsons, via missparsons@allsaints-academy.co.uk

Recommended Reading



GCSE Bitesize - Art & Design

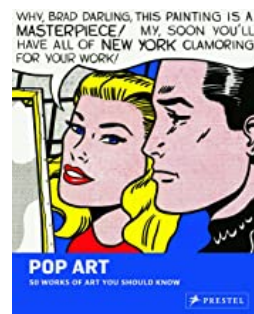
Keith Winser

The all-in-one revision guide with everything including what to put in a sketchbook, a glossary of art, craft and design terms and tips on how to be properly prepared and organised.

Pop Art: 50 Works of Art You Should Know

Gary Van Wyk

Pop Art developed into one of the most influential movements of the 20th century. This book focuses on 50 of the movement's most important works.



Child Development

Year 10

The intent of Year 10 is to cover the exam content in preparation for the June exam period. Learners are able to sit the exam twice, taking the top mark forward towards their final grade. Learners cover all 5 units of the exam content and begin the first coursework unit once the exam is completed. Pupils will get a second opportunity to sit the exam in January of Year 11 under the new two-year delivery.

Topics Covered

- Understand reproduction and the roles and responsibilities of parenthood.
- Understand antenatal care and preparation for birth
- Understand postnatal checks, postnatal provision and conditions for development
- Understanding how to recognise, manage and prevent childhood illnesses
- Child safety
- Understanding the equipment and nutritional needs of children from birth to five years

Parents & Carers Can Help By....

Learners will cover a wide variety of mature, and at times, hard-hitting content. Parents discussing many of these elements during time at home really furthers learners understanding the content being taught.

They will be sitting their first GCSE exam in the June of Year 10. Parents can help by supporting completion of homework and coursework later in the year, attending revision classes after school and encouraging exam preparation.

Parents can also help by ensuring their child has access to a child under 5-years-old when in Year 11.

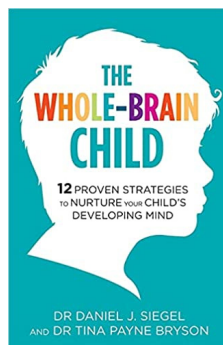
Useful Websites

- Online Child Development Revision
<http://www.gojimo.com/gcse-child-development-revision/>
- Channel 4 TV Show about the development of Children
<https://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds>
- Link to the course specification
<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/>

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for Child Development, Miss Cousens, via misscousens@allsaints-academy.co.uk

Recommended Reading



The Whole-Brain Child: 12 Proven Strategies to Nurture your Child's Developing Mind
Dr Tina Payne Bryson

This pioneering, practical book explains the new science of how a child's brain is wired and how it matures.

Computing

Year 10

By the end of Year 10 you will gain in-depth knowledge of Computer Systems, including the architecture of the processor, and the different roles primary and secondary storage have. You will be able to distinguish between different types of software and be aware of the wider impact of technology in society. Then we shift to computational thinking with a focus on algorithms. Learning how to design and refine algorithms so that they are fit for purpose.

Topics Covered

- Systems Architecture
- Memory and Storage
- Networks and Protocols
- Systems and Application Software
- Wider Impacts of Technology
- Algorithms

Parents & Carers Can Help By....

Test them... Get them to create a set of Q&A cards, questions on one side and answers on the other side. Challenge them to see how many they can get right a few times a fortnight. Add to the set of cards as more and more content is taught.

Mind maps... Pupils map out all their ideas and show how their notes link together. Using colours, shapes and symbols are also excellent tools to categorise and organise information.

Keywords... Pupils reduce topic areas to a list of keywords and definitions. Get them to talk like a Computer Scientist!

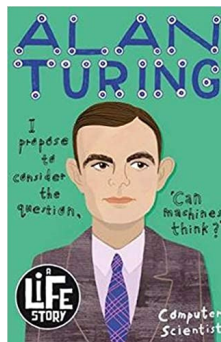
Useful Websites

- Online Programming Tutorials
<https://www.w3schools.com/python/>
<https://www.programiz.com/python-programming>
- Online Development Area
<https://replit.com/>
- BBC Bitesize, KS3, Computing
<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
- Online learning with Seneca Learning
<https://bit.ly/3qLovmF>

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for computing, Miss Page, via misspage@allsaints-academy.co.uk

Recommended Reading



Alan Turing (A Life Story)

Joanna Nadin

An accessible and illustrated look at the life and achievements of one of the most influential fathers of modern computing!

Coding for Kids: Python

Adrienne B Tacke

A fun, interactive introduction to coding in Python, with plenty of activities to test what's been learned!



Dance

Year 10

Dance is a powerful and expressive subject which encourages pupils to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This course recognises the role of dance in young people's lives and pupils will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Topics Covered

Performance and choreography:

- Performance:
 - » Set phrases through a solo performance (approximately one minute in duration)
 - » Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)
- Choreography:
 - » Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Dance appreciation:

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Parents & Carers Can Help By....

- Discussing their lessons with them will help learners reflect on what they have learnt. This will also help them understand how to use descriptive language.
- Showing interest in their child's practical work by asking to watch some whilst they rehearse. This will help the pupils explain their choreographic intention as well as improving on their performance skills.
- Supporting with homework via the parental access to Satchel One.

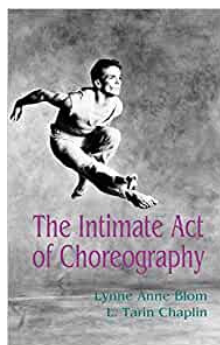
Useful Websites

- Course overview
<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance>

More Information

For more details about this curriculum, please contact our lead for dance, Mrs Rees, via mrsrees@allsaints-academy.co.uk

Recommended Reading



The Intimate Act of Choreography

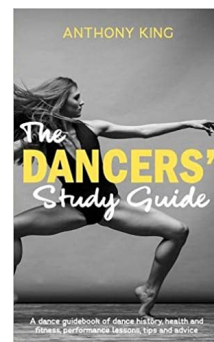
Lynne Blom

This book explores choreography and may be beneficial when learners are working on choreography tasks.

The Dancers' Study Guide

Anthony King

This book may be of interest if the learner is interested in a career in dance as it may help them during further and higher education.



Design & Technology

Year 10

Building on the knowledge and skills that pupils have gained in Years 7,8 and 9 this course covers core technical and designing and making principles, including a broad range of design processes, materials, techniques and equipment.

Pupils will also study specialist technical principles in greater depth through a chosen material area. This currently includes: Timbers, Polymers, Metal, Electronics and Paper & Boards. A seamless progression from Key Stage 3.

Topics Covered

1. Mobile phone holder- Revision of Plastics and Paper & Boards

- Plastics: Industrial manufacture: Fractional distillation, injection moulding and extrusion
- Manufacture in school: Line bending, vacuum forming and plastic work hand skills
- Graphics: Industrial manufacture: Offset lithography die cut and deforming and laminating. Modelling and CAD skills.
- One off, Batch production and mass production

2. Mechanical Toy-Revision of Timbers, mechanisms, and levers

- Timers: Types, properties, joining and stock forms, Motion and Change of motion, cams and followers.

3. Poppers and levers- Paper and Board-Revision

- Bike tool-Metal
- Metal: Origins of metal. Industrial manufacture of iron and aluminium
- Manufacture in school: Metal work lathe, riveting and shaping.
- Ergonomics and anthropometric data

Parents & Carers Can Help By....

- Talking to your child about the topics studied in class
- Encouraging to complete homework tasks
- Provide with the correct equipment, including protractor, calculator and a sharp pencil
- Do some DIY or craft at home with them!

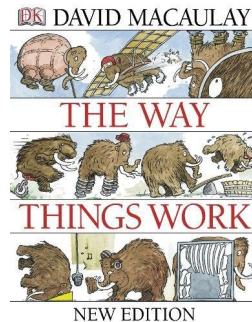
Useful Websites

- DT Information Sheets and Exercises
<https://www.technologypupil.com/>
- BBC Bitesize D&T Videos
<https://www.bbc.co.uk/bitesize/subjects/zfr9wmn>

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for DT, Mr Radford, via mrradford@allsaints-academy.co.uk

Recommended Reading

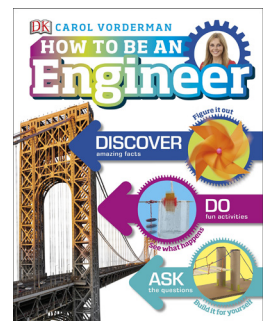


The Way Things Work

David Macaulay

Get to grips with how things work inside hundreds of machines with this extraordinary book that explains the science behind technologies and inventions.

How to be an Engineer
Carol Vorderman
Learn as you do in this hands-on engineering book for pupils.



Drama

Year 10

Pupils will be provided with opportunities for planning, rehearsing, performing and evaluating drama performances and support these with an understanding and increasingly independent approach to a range of relevant production skills. Pupils will build excellent interpersonal working relationships in both practical and theoretical learning situations, and will become confident at evaluating performances from a variety of genres and cultures, including those pupils have produced themselves.

Topics Covered

- **Introductory Workshops:** Understanding Drama and Theatre, Performing Characters, Theatre Design
- **Devising Theatre:** pupils work from a stimulus for Component 1 of the GCSE. This is a coursework unit.
- **Interpreting Theatre:** pupils will watch and analyse the use of a range of skills in a live performance, building evaluation skills

Parents & Carers Can Help By....

- Facilitating the watching of a range of live and recorded theatrical, dance and music performance and discussing the choices made
- Supporting learning of lines and contributions to performance and/or design
- Being familiar with theatre terms
- Supporting performances in school

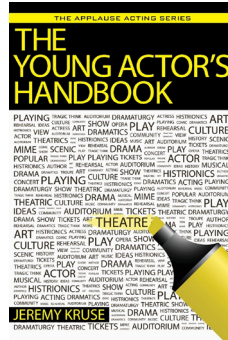
Useful Websites

- Development of Drama Skills
<https://www.supersummary.com/drama-theater-guide/>
- Online archive of Plays and Monologues
<https://www.dramaonlinelibrary.com/>
- Physical Theatre production company
<https://www.geckotheatre.com/>
- Local Drama Club for Extra-Curricular Activities
<https://www.weymouthdramaclub.com/>

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for drama, Mrs Cadwell, via mrsacadwell@allsaints-academy.co.uk

Recommended Reading



The Young Actor's Handbook

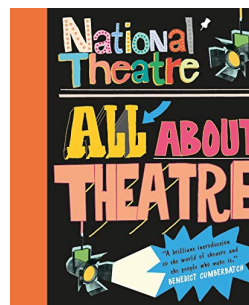
Jeremy Cruse

For those wishing to pursue a career in acting

Drama Games for Kids

Denver Casado

To help pupils run and help with warm up games and activities



All About Theatre

National Theatre

An introductory guide to performance, and the roles and responsibilities of a theatre team

Food & Nutrition

Year 10

Year 10 Knife skills move on to preparation of meat and fish. Skills are identified into levels of high, medium, and low. Pupils can choose some recipes at this stage but are guided to ensure progress is made.

Topics Covered

- Nutritional needs of groups and diets related to health for this year group.
- Nutrients and their function and deficiency diseases studied.
- Sensory analysis is evident. Using awareness of taste, texture, and smell to decide how to season dishes and combine ingredients, adapting and using their own recipes and understanding the source, seasonality, and characteristics of a broad range of ingredients.
- Pupils are exposed to various spices and herbs to extend their capacity for culinary expertise.
- When children select items to cook, part of the process includes awareness of seasonality, food provenance, cost, carbon footprint and sustainability.
- Scientific experiments include researching viscosity and starch and how it behaves when heated. Enzymic browning is features scientifically too.
- Commodities continue as part of our study.

Parents & Carers Can Help By....

- Encouraging children to select their own recipes to cook and prepare at home and coach to ensure the pupils clean up as they go through the process.
- Be aware of how to plate up and garnish food to restaurant standard.
- Check homework is being completed in line with school requirements.

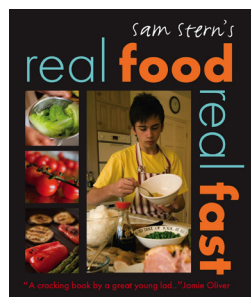
Useful Websites

- Plenty of recipe ideas for family meals
<https://www.bbc.co.uk/food>
- Educational resources for Primary and Secondary aged children
<https://www.foodfactoflife.org.uk/>
- Fun recipes and articles relating to food and nutrition
<http://www.kidsandcooking.co.uk/>

More Information

For more details about this curriculum, please contact our lead for Food and Nutrition, Mrs Allan, via mrsallen@allsaints-academy.co.uk

Recommended Reading



Sam Stern's Real Food Real Fast

Sam & Susan Stern

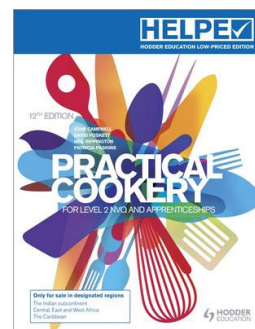
Lots of easy recipes written by a schoolboy for school aged children and adults too. Quick, easy, and fun ideas to make.

Practical Cookery

John Campell, David Foskett

& Victor Ceserani

This book is a complete guide to professional cookery. Culinary terms explained, purchasing, methods of cookery and an abundance of recipes for every aspect of the kitchen.



Learning for Life

Year 10

All Saints Academy's intent for Learning for Life is to prepare pupils for the opportunities, challenges, and responsibilities they will face in modern Britain and in Year 10 we focus developing the skills and knowledge they will need as they continue on their journey to adulthood.

We intend that pupils are taught how to be healthy and build self-esteem, resilience and empathy and become confident members of their community.

In Year 10 we focus on understanding how to recognise signs of being mentally unwell and know where to get help in Wellbeing; CV writing and interview techniques in careers; expectations on young people and different genders in RSHE and the dangers of New Psychoactive Substances in Risk.

Topics Covered

- **Wellbeing** – the mind, mental health v mental illness, stigma of mental illness, positivity, mindfulness
- **Risk** – CPR refresher, First Aid- bleeding, New Psychoactive substances, gangs, county lines, knife crime
- **World and community** – British Values, Role of the Police, Criminal Justice System, Protected Characteristics, Extremism right wing, Extremism religion
- **RSHE** – work based on drama production 'Birds and the Bees' communication, actions and consequences, digital footprint and social media, society's expectations on different genders, consent
- **Careers and Finance** – creating brand you, CV writing, interview skills, game of life budgeting and career roleplay game, identity theft and financial scams.

Parents & Carers Can Help By....

- Asking their child what they have been talking about in Learning for Life lessons
- Discussing the topics above with them, being mindful that there will be some challenging or sensitive topics
- Allowing their child to form their own opinions about the topics above
- Encouraging their child to watch the news or find out about current affairs
- Involving their child in shopping for food so they can develop their consumer and budgetary skills

Useful Websites

- Online Safety
<https://www.ceop.police.uk/Safety-Centre/>
<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- Road Safety
<https://www.think.gov.uk/>
- Healthy Relationships
<https://www.bullying.co.uk/>
<https://www.brook.org.uk/>
- Wellbeing
<https://www.kooth.com/>
<https://youngminds.org.uk/about-us/who-we-are/>
<https://www.nspcc.org.uk/>
- World & Community
<https://www.youngcitizens.org/>
<https://timebank.org.uk/>
<https://www.parliament.uk/get-involved/contact-an-mp-or-lord/contact-your-mp/>
- LGBTQ+
<https://www.theproudtrust.org/youth-groups/space-youth-project-weymouth-2/>
- First Aid
<https://www.sja.org.uk/>

More Information

For more details about this curriculum, please contact our lead for Learning for Life, Mrs Milward, via mrsmilward@allsaints-academy.co.uk

Recommended Reading



Time Management in 20 Minutes a Day

Holly Reisem Hanna

Practical advice for anyone! How to improve your productivity and get the most out of every day.

Media Studies

Year 10

Pupils will begin to study set products from a variety of media forms. Areas covered will be based around the theoretical framework – representation, audience, institution, and media language. They will develop their critical analysis skills by incorporating and challenging media theories. Pupils will have the opportunity to learn how the project life cycle works – research, planning, production, editing, evaluation, and improvements. At the end of the year they will undertake their Non-Exam Assessment (NEA) for a new yearly brief.

Topics Covered

- Print adverts
- Film promotion
- Music videos
- Gaming
- Crime drama
- Newspapers and magazines

Parents & Carers Can Help By....

Discuss what they are studying. Perhaps watch/look at some of the products being covered to discuss their thoughts on how they view them. It is very beneficial for pupils to discuss these with alternative target audiences due to different interpretations through evolving social and political ideologies.

Discuss current affairs with them e.g news, celebrities, music

Perhaps take them to watch a film, discuss after what they thought was good/bad about it.

Explain what bands/musicians appealed to you when you were younger and reasons why. Subversively, explain why certain new music does not appeal to you and why.

Useful Websites

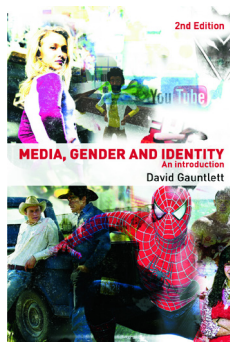
- Newspapers of the Day
<https://www.bbc.co.uk/news/topics/cpml2v678pxt>
- How to Make a Movie Poster
<https://www.youtube.com/watch?v=QLwjnZboodo>
- Guardian Culture Section
<https://www.theguardian.com/uk/culture>

- ASA - Advertising
<https://www.asa.org.uk/About-ASA/About-regulation.aspx>
- IPSO - Magazines and Newspapers
<https://www.ipso.co.uk/>
- Ofcom - Television and Radio
<https://www.ofcom.org.uk/tv-radio-and-on-demand>

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for Media, Mr May, via mrmay@allsaints-academy.co.uk

Recommended Reading



Media, Gender and Identity: An Introduction

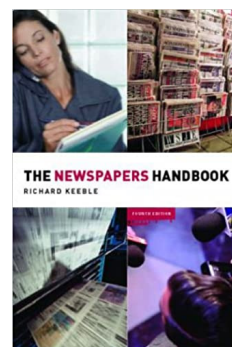
David Gauntlett

Gives pupils an insight to a sometimes-confusing area of media. Book is very accessible and also enjoyable and engaging.

The Newspapers Handbook

Richard Keeble & Ian Reeves

Not only covers print but also the evolution into online news.



Music

Year 10

Key Stage Four Music continues to excite pupils about music, develop in them a more independent approach to exploring and sharing new and interesting styles.

Pupils embed their knowledge of the Elements of Music – melody, harmony, tonality, rhythm, metre, tempo, structure, texture, dynamics, sonority (timbre) through the three distinct disciplines – performing, composing, and listening.

Pupils are taught to perform on their own and with others with a clearer understanding of how a successful performance can be achieved. They compose pieces independently with a sense of context, purpose, and development, using complex musical signs, symbols and terminology which they can then use when discussing what they have listened to, performed or composed.

Pupils analyse and discuss a broader range of musical styles referring with more detail to the elements of music.

Topics Covered

- **Area of Study 1** – Musical Forms and Devices (including The Development of Western Classical Music, Musical Forms and Structures and Devices)
- **Area of Study 2** – Music for Ensemble (including Sonority, Timbre and Texture, Musical Ensembles, Chamber Music, Musical Theatre, Jazz and Blues)
- **Area of Study 3** – Film Music (including The Film Industry, The Use of Musical Elements, Devices and Techniques in Film Music)
- **Area of Study 4** – Popular Music (including Rock and Pop, Features of Rock and Pop Music, Fusion and Bhangra)

Parents & Carers Can Help By....

- Encouraging your child to listen to a wide range of music and talk about how it makes them feel.
- Encouraging your child to talk about the music musical language (referring to the Elements of Music).
- Encouraging your child to learn the sign, symbols and music vocabulary to give them confidence during lessons.
- Encouraging your child listen to the music they listen to and explain to them why they enjoy that style, sound, band, group, combination of instruments etc.
- Encouraging your child to learn an instrument
- Encouraging your child to attend a musical club

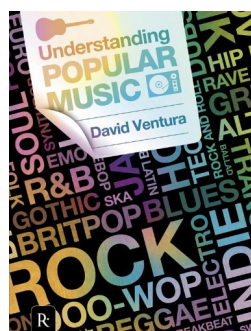
More Information

For more details about this curriculum, please contact our lead for music, Miss Musgrove, via missmusgrove@allsaints-academy.co.uk

Useful Websites

- BBC Bitesize, WJEC Music
<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>
- Online Music Quizzes
<https://www.educationquizzes.com/ks3/music/>
- Theory Resources and Revision
<https://www.teoria.com/index.php>
<https://www.musicca.com/>
<https://www.youtube.com/user/musictheoryguy/>

Recommended Reading



Understanding Popular Music

David Ventura

The book introduces Popular Music's cultural background, how it was composed, studio production techniques and the performance styles of the artists.

The Ultimate Guide to Music

Joe Fullman

A fascinating introduction to music and the orchestra for children. It comes with a downloadable app that allows you to interact with the orchestra.



Little People, Big Dreams - the Musicians

Maria Isabel Sanchez Vegara

This is a bestselling series of books exploring the lives of musicians such as Elton John, David Bowie, Prince, Dolly Parton, Ella Fitzgerald etc. which offer inspiring stories to children of all ages.

Physical Education

Year 10

In Key Stage 4 learners are presented with more complex and demanding physical activities. They are encouraged to get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils are be taught to use and develop a variety of tactics and strategies to overcome opponents in team and individual games, develop their technique and improve their performance in other competitive sports, evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

Topics Covered

- Football
- Rugby
- Netball
- Badminton
- Trampolining
- Dance
- Volleyball
- Outdoor fitness
- Athletics
- Cricket
- Softball
- Tennis
- Rounders

Parents & Carers Can Help By....

- Providing correct PE uniform – see pupil planner or school website.
- Ensuring the PE uniform is available for all PE lessons.
- Support the requirement for full participation
- To provide a note for any illness or injury that may prevent full participation. However, please include what they can still do.
- Support the requirement for no jewellery to be worn in PE lessons and hair tied back.
- Encourage and promote the involvement in extracurricular activities.

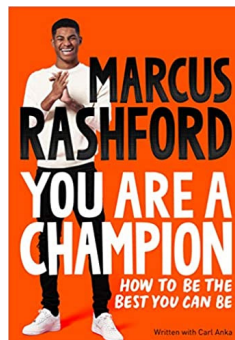
Useful Websites

- Local healthy advice and articles
<https://www.activedorset.org/>
- Plenty of tips and advice on living a healthy lifestyle
<https://www.nhs.uk/change4life>

More Information

For more details about this curriculum, please contact our Curriculum Area Leader for PE, Mr Hyde, via mrhyde@allsaints-academy.co.uk

Recommended Reading



You are a Champion

Marcus Rashford

A motivational book showing you how to be the champion of anything you put your mind to!

YOU CAN Get Active

Kate Henebury

Get energised through discovering a range of new hobbies!



Travel & Tourism

Year 10

During Year 10 pupils will be learning about both UK and International Tourism by exploring current issues affecting global travel organisations and destinations. They will also be studying topics such as destination management and relationships between organisations, as well as social and ethical responsibilities and sustainability.

The first piece of coursework: Travel & Tourism Organisations and Destinations will be completed in February and is followed by the gathering of knowledge in preparation for the first of two chances to take the external examination: Influences on Global Travel & Tourism.

Topics Covered

- Types of organisations within the industry, including types of ownership and how different companies work together.
- Investigating the aims of UK Travel and Tourism organisations.
- Exploring the geographical features and resources of travel destinations
- Understanding the economic and political factors that influence global travel.
- Learning about the positive and negative impacts of tourism on destinations.

Parents & Carers Can Help By....

- Discussing with their children the work covered in lessons along with sharing their experiences from holidays they have taken.
- Reminding their children to 'Talk like a Traveller' and expand on their answers with more detail.
- Encouraging pupils to follow their curiosity and learn more about the world around them.
- Supporting independent study and revision through the year.

Useful Websites

- Diaries of a Back Packer
<https://diariesofabackpacker.com/>
- Tourism Teacher
<https://tourismteacher.com/types-of-travel-and-tourism-organisations/>
- Link to the course specification
<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/travel-and-tourism/2017/specification-and-sample-assessments/Spec-Tech-Award-T&T.pdf>

More Information

For more details about this curriculum, please contact our lead for Travel & Tourism, Mr Osborn, via mrosborn@allsaints-academy.co.uk

Recommended Reading



BTEC Tech Award Travel & Tourism Pupil Book

A complete guide to the course including insightful information and case studies.

