



Curriculum Booklet

Year 10

Dear Parents/Carers

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 10 at St Philip's School. Please support them by ensuring they bring a pencil case with basic stationery and their student planner to school each day. They must also bring their PE kit on days when they have timetabled PE lessons.

Your son/daughter will receive homework throughout the academic year. This may be a short task to be completed within a short time frame or a project to be completed over a longer period of time. Homework tasks will be recorded in the student planners. In addition, we will be issuing all students with a homework pack which should be used to supplement any other homework set. We also recommend students should try to read each day at home. This could be a book brought home from school, a newspaper or magazine, a book from the library or something of interest on the internet. The expectation is that all pupils complete homework tasks and return them however the homework pack is optional.

You may find these websites useful when working with your son/daughter at home.

www.ictgames.co.uk - maths and literacy activities.

<http://resources.woodlands-junior.kent.sch.uk/maths> - maths activities.

www.mathszone.co.uk - Maths activities.

www.bbc.co.uk/schools/scienceclips/ - Science activities.

Top 5 Learning Skills



STOP AND THINK
I make sure I know what to do



PLANNING
I make sure I have a plan BEFORE I start work



CHECK AND CHANGE
Mistakes are good as they help me learn
I look for mistakes and change them



ASKING QUESTIONS
If something is confusing I use my skills to help make things clear, like asking questions



REMEMBERING
I use more than one piece of information at a time

GCSE Group (which includes English Functional Skills)

Students will focus predominantly on acquiring and developing English skills in preparation for the Functional Skills Level 1 qualification and GCSE English Language examinations. This cohort will then focus on further developing their English skills in preparation for the GCSE literature examination.

Unit of Work	Knowledge and Content
Language skills (writing triplets)	Preparation for Functional Skills Level 1 (2019 specification) Preparation for GCSE Language exam in 2022
Speaking and Listening	Speaking & listening preparation for GSCE Language Paper and Functional Skills (2020-22)
Language skills (Language devices)	Preparation for GCSE Language Paper (June 2022)
Language Skills (Comparing texts)	Preparation for and writing of GCSE English Language (June 2022)
Language Skills (past papers)	Preparation for GSCE Language examination (June 2022) Revision and past papers
Language Skills: revision	Revision and past papers
Exam season	Functional Skills (2020) TBA 8700/1 Explorations in creative reading and writing (June 2022) 8700/2 Writers' viewpoints and perspectives (June 2022) 8700/C Non-exam assessment: Spoken Language Submit by May 2022

English Functional Skills Group

Functional skills are designed to equip students with the skills to operate confidently, effectively and independently in education, work and everyday life.

Functional Skills English at Entry Levels 1, 2 & 3 and Level 1, aims to ensure that each individual is able to communicate effectively and develop skills in 1) speaking, listening and communication, 2) reading and 3) writing.

For each component, realistic contexts have been designed so that students develop the functionality they need. Students must pass each component at their chosen level in order to achieve the award for Functional Skills English.

Unit of Work	Knowledge and Content
Speaking, Listening and Communicating	<p>In a group discussion and one to one conversation, students must:</p> <ul style="list-style-type: none">• Identify and extract relevant information and detail in straightforward explanations• Make requests and ask concise questions using appropriate language in different contexts• Communicate information and opinions clearly on a range of topics• Respond appropriately to questions on a range of straightforward topics• Follow and understand the main points of discussions• Make relevant contributions to group discussions about straightforward topics• Listen to and respond appropriately to other points of view, respecting conventions of turn-taking
Reading	<p>Students are expected to meet the following criteria:</p> <ul style="list-style-type: none">• Read correctly words designated for chosen level• Identify, understand and extract the main points and ideas in and from texts• Identify different purposes of straightforward texts• Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)• Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)
Writing	<p>Students are expected to meet the following criteria:</p> <ul style="list-style-type: none">• Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)• Form irregular plurals• Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)• Use the first, second and third place letters to sequence words in alphabetical order• Spell correctly words designated for chosen level.• Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)• Write text of an appropriate level of detail and of appropriate length (including where this is specified)• Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

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| | <ul style="list-style-type: none">• Write in compound sentences and paragraphs where appropriate• Use language appropriate for purpose and audience |
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Maths Functional Skills Level 1 and 2

Functional Skills mathematics aims to introduce learners to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life. Functional Skills allows learners to develop an appreciation of the role played by mathematics in the world of work and in life generally.

Students following the Functional Skills course will learn the following content:

Knowledge and Content

Use of number and the number system

Level 1 learners are expected to be able to count in steps of various sizes, including negative numbers; read, write and understand positive whole numbers to one million. They can order and compare whole numbers of any size, and fractions, ratios and decimals and recognise the effect of multiplying and dividing by powers of 10, 100 and 1000. They can identify, compare and extend a range of numerical and spatial patterns, use, understand and calculate with fractions, decimals and percentages and calculate simple interest.

Level 2 learners are expected to be able to use numbers of any size; read, write and make use of positive and negative integers of any size; use, order and compare integers, fractions, decimals, percentages and ratios as well as recognise the value of a digit in any whole or decimal number. They can use numerical and spatial patterns for a purpose and calculate with, and convert between, numbers written as fractions, decimals, percentages and ratios.

Use of measures, shape and space

Learners for both Level 1 and Level 2 should have knowledge and understanding of terms used in household and general finance, for example profit, loss, cost price, selling price, discount, expenses, budgeting, balance, VAT, interest rate, salary, wages, gross and net pay, income tax, personal allowance and national insurance.

Level 1 learners are expected to be able to work out simple relationships between common units of measurement to define quantities, also involving mathematical terms for position and direction. They can apply and use calculations with common measures including money, time, length, weight and capacity. They can visualise, draw and describe 2-D and 3-D shapes and use properties of 2-D shapes in calculations.

Level 2 learners are expected to be able to handle relationships between measurements of various kinds, use angles and coordinates when involving position and direction and make use of geometric properties in calculations with 2-D and 3-D shapes and understand the relationships between them.

Handling information and data

Level 1 learners are expected to be able to select, construct and interpret a range of statistical diagrams in various contexts; select and use methods and forms to present and describe outcomes. They can extract and interpret information from tables, diagrams, charts and graphs; apply simple statistics and recognise features of charts to summarise and compare sets of data; recognise and use the probability scale and interpret probabilities.

Level 2 learners are expected to be able to construct, interpret and evaluate a range of statistical diagrams. They can calculate and interpret probabilities. They can calculate, analyse, compare and interpret appropriate data sets, tables, diagrams and statistical measures such as common averages (mean, median, mode) and spread (range), and use statistics to compare sets of data. They can identify patterns and trends from data as well as recognise simple correlation.

Maths Entry Level

Students following the Entry level courses will learn the following content:

Unit of Work	Knowledge and Content
Entry Level 1	<ul style="list-style-type: none">• Numbers up to 10• Words up to 10• Comparing sizes• Patterns of 2• Describing shapes• Adding and subtracting• More, less or the same?• Ordering• Where does it belong?• Sides and corners• Cubes• Where and when?• Calculator numbers
Entry Level 2	<ul style="list-style-type: none">• Counting to 20• Repeating patterns• Up to 100 and beyond• Ordering• Counting in steps• Measuring lines• Angles• Adding and subtracting• Using a calculator• Measuring• Collecting data and presenting it in a table• Block graphs• Turning shapes• Shapes and their properties• Shopping and squares• Shopping problems• How much more?• Matching diagrams• Sharing

Entry Level 3	<ul style="list-style-type: none"> • Hundreds, tens and units • Addition and subtraction • Symmetry • 2-D and 3-D Shapes • Pictograms • Sequences • Journeys • Time • Folding and shading • Half of • Fractions • Money • Angles • Reading scales • Colder and colder • Two way tables • Number patterns • Multiples • Remainders
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Science

Students will be following the AQA Entry Level course and will be learning the following content throughout Year 10 and Year 11.

Unit of Work	Knowledge and Content
Component 1 – Biology: The Human Body	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none"> • What the body is made of. <i>Students will be given the opportunity to carry out a heart dissection in this topic.</i> • How the body works. • How the body fights disease. • How the body is coordinated. <i>This includes discussing different glands and hormones found in the body, how they change the body during puberty and how they can be used to control fertility.</i> <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
Component 1 – Biology: The Human Body Teacher devised assignment	<ul style="list-style-type: none"> • Students will plan and carry out an experiment that meets the objectives of this module. • This will be carried out during class time and will count towards their overall score at the end of the entry level qualification. • They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method. • After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.
Component 3 – Chemistry: Elements, mixtures and compounds	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none"> • Atoms, elements and compounds. • How the structure of a material affects its properties. • Separating mixtures. • Metals and alloys. • Polymers <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>

<p>Component 3 – Chemistry: Elements, mixtures and compounds Teacher devised assignment</p>	<ul style="list-style-type: none"> • Students will plan and carry out an experiment that meets the objectives of this module. • This will be carried out during class time and will count towards their overall score at the end of the entry level qualification. • They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method. • After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.
<p>Component 6 – Physics: Electricity, magnetism and waves</p>	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none"> • Electrical current. • Domestic electricity supply. • Magnetism and electromagnetism. • Different types of waves. • Electromagnetic waves. <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
<p>Component 6 – Physics: Electricity, magnetism and waves Teacher devised assignment</p>	<ul style="list-style-type: none"> • Students will plan and carry out an experiment that meets the objectives of this module. • This will be carried out during class time and will count towards their overall score at the end of the entry level qualification. • They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method. <p>After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.</p>

IT

Students following the Information and Communication Technology Entry Pathways course will learn the following content:

Unit of Work	Knowledge and Content
<p>Improving productivity using IT</p>	<p>This unit is designed to enable the learner to plan the use of an IT system for a purpose, use an IT system to complete a planned task and review own use of IT.</p>
<p>Spreadsheet software</p>	<p>This unit is designed to enable the learner to use a range of basic software tools to present and check spreadsheets that are straightforward.</p>
<p>Using Word Processing Software</p>	<p>This unit is designed to enable the learner to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents.</p>

Presentation Software	This unit is designed to enable the learner to use a range of basic presentation software tools and techniques to produce straightforward slide presentations.
Desktop Publishing Software	This unit is designed to enable the learner to use a range of basic desktop publishing software tools and techniques to produce straightforward publications.

Art

Unit of work	Knowledge and Contents
Andy Warhol	<p style="text-align: center;">Entry Level</p> <p>By the end of each module all students should be able to:</p> <ul style="list-style-type: none"> • Research information about a topic writing an essay • Find at least two images of works by an artist and express an opinion on them • Produce a personal response inspired by the style of an artist
Keith Haring	<p style="text-align: center;">GCSE</p> <p>By the end of each module all students should be able to:</p> <ul style="list-style-type: none"> • Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding • Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes • Record ideas, observations and insights relevant to their intentions in visual and/or other forms
Wayne Thiebaud	<ul style="list-style-type: none"> • Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral and other elements

Roy Lichtenstein	
African Art	
African Textiles	

Photography

Unit of Work	Knowledge and Content
Compositional Techniques	Students will gain knowledge and understanding about basic compositional techniques including: orientation, framing, point of view, texture, colour, patterns, leading lines, diagonals, the rule of thirds, the rule of odds, symmetry and reflections
Photographic Techniques	Students will gain knowledge and understanding about photographic techniques and how to use different settings on their camera. These will include: exposure, shutter speed, ISO, depth of field, use of flash and external lighting sources
Editing Techniques	Students will learn how to transfer images to a computer and simple editing techniques including: cropping, straightening, adjusting colour and exposure, filters Editing program: www.ipiccy.com

Horticulture

Entry 2:

Unit of Work	Knowledge and Content
Recognise plants Entry 2 D/502/0517	To enable learners to demonstrate their ability to recognise one example of each of tree, shrub, vegetable and fruit commonly found in a horticultural setting
Plant flower bulbs Entry 3 H/504/5337	This unit introduces the skills required to plant bulbs for naturalisation or for bedding
Introduction to sowing seed indoors in containers Entry 2 L/600/0287	This unit introduces the learner to the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy
Prepare and plant an area Entry 2 F/502/0526	To enable learners to demonstrate their ability to prepare and plant an area of land

Or for Level 1:

Unit of Work	Knowledge and Content
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<p>Prepare ground for sowing or planting F/502/4964</p>	<p>The aim of the unit is to enable learners to develop the knowledge and skills required to prepare land for sowing and planting, using secondary cultivations, i.e. raking to a level surface, appropriate consolidation to ensure aeration and water holding, and the production of a suitable tilth. Primary cultivations are not included in this unit</p>
<p>Plant flower bulbs for naturalisation or bedding H/502/5041</p>	<p>The aim of the unit is to enable learners to develop the knowledge and skills required to plant flower bulbs correctly, ensuring optimum depth and spacing. This unit can be taken in the context of naturalisation or bedding</p>
<p>Sow seed indoors in containers F/502/5063</p>	<p>The aim of the unit is to enable learners to develop the knowledge and skills required to sow seeds indoors, broadcast into containers, to the correct depth and density and to water the containers effectively after sowing</p>
<p>Plant container grown subjects M/502/4961</p>	<p>The aim of the unit is to enable learners to develop the knowledge and skills required to plant container grown plants in a prepared area of soil and understand the requirements for their establishment. A variety of plant types may be used for this unit to accommodate the abilities of a wide range of candidates and the context in which the unit is carried out</p>

Media

Unit of Work	Knowledge and Content
<p>Film Genre</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Identify film genres. • Identify films from genres. • Identify similarities between films in genres. • Identify typical settings of film genres. • Identify typical characters of film genres. • Identify typical events of film genres. • Identify a title for a new film. • Identify the setting of the new film. • Identify key characters from the new film. • Identify main events in the new film's story.

<p>Making an audio visual sequence</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Outline a range of common camera shot types in audio-visual sequences. • Identify examples of sound used in audio-visual sequences. • Develop a range of ideas for an audio-visual sequence. • Identify a range of camera shots to be used in the sequence. • Identify a clear order for the camera shots to be used in the sequence. • Identify examples of sound to be used in the sequence. • Use a range of common camera shots. • Order camera shots in a clear sequence. • Use added sound.
<p>Using the voice in a dramatic context</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Identify and use a minimum of two different types of vocal skills • Establish when to use vocal skills in different situations • Identify at least 2 types of vocal skills thinking about various moods and emotions. • Use and understand the meaning of pace, pitch and pause. • Identify and use their vocal skills to create appropriate and various roles • Create roles using accents, status and age.
<p>Exploring Advertising</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Identify/outline the purposes of advertising • Identify/Outline types of advertising • Identify audiences for adverts • Suggest/develop ideas for types of adverts using techniques focusing on who their target audience is. •

PSHE (Entry Level 1 and 2)

Unit of Work	Knowledge and content (Rolling programme in Year 10 & 11)
<p>Healthy Lifestyles</p>	<p>Entry Level 1 Identify three things needed for a healthy body. Understand sun safety. Recognise three healthcare services. Communicate the location of a local health facility. Entry Level 2 Communicate three things needed for a healthy body. Identify three good eating habits. Identify three physical activities which promote fitness. Communicate one reason why protection from the sun is important.</p>

Personal Safety	<p>Entry Level 1 Communicate three potential dangers found in the home or Garden. Identify, from given material, three precautions to take when crossing a busy road. Identify, from given material, a social network site. Communicate one risk associated with the use of social network sites. Identify one agency that gives advice on safety. Identify, from given material, what type of advice is given.</p> <p>Entry Level 2 Identify three potential dangers found in the home. Identify two potential dangers found in a garden. Identify three precautions to take when crossing a busy road Give one example of 'joy riding'. Communicate one negative consequence of 'joy riding'. Identify one social network site and its age restriction. Communicate one risk associated with the use of social network sites. Name an agency that gives advice on safety. Identify the type of advice it gives.</p>
Emotional Wellbeing	<p>Entry Level 1 Recognise who might help deal with two given emotional experiences e.g. break-up of parents, bereavement. Recognise one action that can be seen as bullying. Identify, through participation in or observation of role play, an assertive attitude to bullying. Identify a person to tell if bullying is taking place. Communicate one way to help a friend.</p> <p>Entry Level 2 Identify four emotions. Communicate how two given emotional experiences might be managed. Recognise three actions that can be seen as bullying. Communicate an assertive attitude to bullying. Name one agency that supports the victims of bullying. Identify three ways to be a good friend. Identify given illnesses as mental or physical.</p>
Making informed career choices	<p>Entry Level 1 Communicate the jobs or careers of three known people. Recognise an important requirement for each of three given jobs or careers. Recognise two alternatives to paid employment e.g. further education, voluntary work. Choose an appropriate employment, training or FE destination. Obtain some information on the preferred option.</p> <p>Entry Level 2 Communicate two sources of career or job information or advice. Communicate own career or job ideas. Choose two appropriate preferred careers or jobs. Recognise three requirements for each of the two careers or jobs. Match own skills and /or qualities to the requirements of the two preferred careers or jobs.</p>
SRE	<p>Entry Level 1 Communicate the name of a friend, a family member, and any other person with whom a different relationship exists. Communicate one feeling about each of these relationships. Recognise, from given material, a change in a relationship. Recognise, from given material, a sexual relationship. Recognise appropriate body space in close and formal relationships. Recognise three physical differences between male and female at puberty. Recognise that an egg and a sperm make a baby. Recognise from which part of the body a baby is born.</p> <p>Entry Level 2 Communicate three different kinds of relationship. Communicate two good and two bad features that can exist in relationships. Communicate how a relationship may change over time. Recognise a sexual relationship. Recognise the difference between appropriate and inappropriate physical contact. Recognise and locate three parts of the male and three parts of the female reproductive systems. Recognise the main stages of reproduction and birth. Communicate how one method of contraception works. Make a decision on an appropriate method of contraception for a healthy young couple in a stable relationship. Indicate how the transmission of sexually transmitted infections can be prevented.</p>
Drugs & Alcohol	<p>Entry Level 1 Sort six given substances into safe and unsafe categories when swallowed. Recognise, from given material, two legal drugs in common use, e.g. alcohol, tobacco. Recognise, from given material, two over-the-counter medicine. Recognise, from given materials, two illegal drugs. Communicate one problem relating to the abuse of alcohol. Communicate one problem relating to the use of tobacco. Recognise the legal age for buying tobacco and alcohol.</p> <p>Entry Level 2 Sort six given substances into safe and unsafe categories when used inappropriately. Communicate one reason for each decision. Sort six given drinks into alcoholic and non- alcoholic. Identify three problems relating to alcohol abuse. Identify three problems connected to the use of tobacco. Identify the legal age for buying alcohol and tobacco. Identify two precautions relating to the use of medicines. Identify three illegal drugs. Identify three addictive drugs.</p>

PSHE (Entry Level 3/ Level 1) *We also work closely with external agencies such as NSPCC, integrate UK and Tender in order to deliver specific parts of the PSHE curriculum. These organisations introduce the students to support networks they may access when they leave school. Recent topics include the "speak out stay safe" campaign, healthy relationships with a focus on identifying harmful behaviours and the Straight talking project. Links to the relevant external agencies can be found on our website.*

Alongside their usual modules, Year 10 will also take part in 6 half-termly Sex and Relationship sessions throughout the year. These sessions will focus on the following: **Session 1:** Understanding Conception; **Session 2:** Healthy relationships, understanding what a healthy relationship looks like, spotting signs and behaviours of an unhealthy/ abusive relationship. **Session 3:** Sexual consent; **Session 4:** Contraception and Sexual Health;

Session 5: Communication in a relationship & Accessing sexual health services; **Session 6:** Recap of learning and Sex and Relationships Q&A

Unit of Work	Knowledge and content (Rolling programme in Year 10 & 11)
Emotional Wellbeing	To be able to identify different emotions and link them to events. Identify three ways to improve self-confidence. Recognise that bullying can be both physical and non-physical and know an assertive attitude to bullying. Use examples to show how peer pressure works. Identify physical and mental illness. To know that anxiety, depression and OCD are mental illness. To be able to describe and understand autism and ADHD.
Sex and Relationships Education (SRE)	Communicate four different kinds of relationships (including peer pressure) and what good/respectful and that bad and abusive relationships can exist and where to get help. To be able to able to recognise a healthy and unhealthy relationship. Recognise a sexual relationship. Recognise the difference between appropriate and inappropriate physical contact. Recognise the main stages of reproduction and birth. Communicate how three methods of contraception work and how the transmission of sexually transmitted infections can be prevented. To know about consent, sexual offences and the law. To know what risky online behaviour is including explicit images (sexting) and the law and how to stay safe and protect yourself online. To know where to go for advice about contraception and sexual health. To know what domestic violence is and where to go for help.
Drugs & alcohol	To be able to identify the current government advice for men and women on safe alcohol consumption. To be able to identify three problems associated with alcohol abuse, including peer pressure. To be able to state briefly the law relating to the purchase and use of alcohol and tobacco. To be able to explain why people smoke and to identify the main health risks associated with tobacco. To be able to classify five given illegal drugs into Class A, B or C. To identify three health risks associated with the use of illegal drugs. To be able to describe and understand what 'stop and search' is and the law around this. To know what shisha is and what legal highs are. To know first aid training related to alcohol and drugs.
Diversity, prejudice and discrimination	Give two examples of differences between people, e.g. in food, fashion or music. Give two examples of similarities between people. State briefly what is meant by prejudice. Give two examples of prejudice. Give two reasons why a person might become prejudiced. Give two examples of discrimination. Name two laws that are designed to prevent discrimination. To know what racism is and to be able to give examples.
Healthy Lifestyles	Identify how choices in respect of diet and exercise can affect health. Identify local facilities which promote physical wellbeing. Produce a plan to promote own health. Communicate one reason why protection from the sun is important. Communicate three ways to achieve this. Outline the support available from one of these organisations. Apply, in a simulated situation basic first aid. State the main features of anorexia. State the main features of bulimia – food disorders.
Personal Safety	Identify dangers around the home and in the community. Produce a plan to evacuate own household in case of a fire. Describe three negative consequences of 'joy riding'. Identify one social network site and its age restriction. Identify the potential dangers of social network sites. Outline the support available from one organisation that gives advice on another aspect of safety. To know what gang crime is the law and where to go for help and support. To understand about assaults, knife and weapons and the law.

Horse Care

The Horse Care course is taught off-site at Silvermere Equestrian Centre in Cobham.

Unit of work	Knowledge and Content	Skills
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<p>Horse Care</p>	<p>Over the two year course, students will learn:</p> <ul style="list-style-type: none"> • Colours • Markings • Items in a grooming kit • Reasons for grooming • Items of tack • Parts of the tack • Parts of the horse • What horses eat and drink • What is used for horses bedding <p>They will practise:</p> <ul style="list-style-type: none"> • Putting on a headcollar • Tying a quick release knot • Using various items of the grooming kit to groom a horse including picking out the feet • Leading a horse <p>They will learn how to behave appropriately around horses including:</p> <ul style="list-style-type: none"> • Being aware of how horses communicate with us and each other • Being calm around the horses • How to approach a horse safely • Safe working practices while on the yard 	<p>Working safely</p>
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Food Technology

Over Year 10 and 11 students will cover

Unit of Work	Knowledge and Content	Skills
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<p>Basic Food Preparation and cooking</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Name the principle methods of cooking - State typical cooking methods for different foods - Prepare, cook and present simple dishes using different methods of cooking - Clean work areas and equipment safely and hygienically - Evaluate own performance and make suggestions for future improvements 	<p>Finely chopping Finely slicing Dicing Chopping herbs Ribboning De-seeding Peeling Grating Weighing Mixing Simmering Boiling Draining Baking Grilling Frying Stir-frying Planning Researching Evaluating Tasting Washing up Drying Cleaning</p>
<p>Using Kitchen Equipment</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Give examples of large kitchen equipment and describe how they are used - Give examples of small kitchen equipment and describe how they are used - State the safety requirements for using kitchen equipment - Select the correct equipment for routine tasks - Use different kitchen equipment safely and hygienically - Follow correct procedures when cleaning equipment 	<p>As previous unit</p>
<p>Introduction to food commodities</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Describe the main types of food commodity - State where different commodities can be obtained - State the benefits of using different suppliers for different commodities - State safe and hygienic storage methods for food commodities 	<p>As previous units</p>

Animal Care

<p>Unit of Work</p>	<p>Knowledge and Content</p>
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<p>An introduction to Animal care</p>	<p>Animal Industry and careers Explore key areas of the animal care industry Explore local animal care services and facilities Research two leisure activities popular with visitor's public spaces/parks, involving animals Investigate specified work related tasks in the running of an animal care establishment, eg feeding the animals, cleaning the animals' housing, grooming the animals, taking the animals for walks/exercise Investigate the careers available in the animal care industry and be aware of local colleges which run animal care courses. Develop a presentation to deliver about an animal to a group of primary aged children.</p>
<p>An introduction to Animal care</p>	<p>Health and Safety Give two examples of current health and safety legislation and outline one responsibility for each that applies to working with animals Investigate how to identify who accidents, incidents or problems should be reported to in own area of work and why this is necessary Explore specific hazards in animal care situation Explore who else might be affected by the hazards</p>
<p>Reptiles and Amphibians</p>	<p>Reptiles</p> <ul style="list-style-type: none"> • minimum of three features of reptiles • heliotherm and thigmatherm • two ways in which snakes can kill their prey • how snakes eat their food • at least one risk of handling snakes, one method of restraint, and one example of the equipment to use • at least two different features of a lizard and at least two risks it faces in its natural environment • at least one risk of handling lizards, one method of restraint, and one example of the equipment to use • how hibernate a tortoise • at least one risk of handling tortoises, one method of restraint, and one example of the equipment to use • how to set up a vivarium for a named species.

Steps to Transition (Careers)

<p>Personal Action Planning</p>	<p>To identify at least three of own strengths To identify at least three of own weaknesses To identify one priority area for improvement To identify one target which will help to improve own performance in the priority area. To complete a basic action plan for one target including information on action required and review date.</p>
<p>Applying for jobs and courses</p>	<p>Produce a basic letter of application and CV for a given job or course. Prepare answers which might be asked in an interview for a given job or course. Identify two examples of good practice and two of bad practice when attending an interview and give a reason for each. Select three pieces of relevant information that can be used to support an application for a given job or course and communicate why each is relevant.</p>
<p>Making informed career choices</p>	<p>To identify three sources of career information or advice To use the sources to identify three appropriate careers To report on basic requirements of one of the selected careers using the headings of qualifications, training, skills and experience. To produce a basic personal careers action plan for the selected career which includes (a) targets (b) action points (c) review dates</p>
<p>Relationships and Practices in the Workplace</p>	<p>Identify three job roles in a given workplace e.g. a hotel, a supermarket State the relationship between two of these jobs To identify the roles of three different departments in an organisation To outline two major rights and two major responsibilities of (a) an employee (b) an employer To be able to list three areas of equal opportunities to be taken into account in the workplace To identify three major roles of trade unions To be able to state the main health and safety requirements relating to work in a given area To be able to carry out a risk assessment to find and report on three health and safety issues in a known environment</p>

Unit of Work	Knowledge and Content
YMCA	The gym option is delivered at the YMCA Gym in Surbiton. During the term the students will be taught a range of safety rules which will enable them to access the gym and use the equipment safely and independently. They will be able to demonstrate that they can set up and access a range of equipment and understand effects of training. These include Heart rate, hydration and recovery. It also includes the importance of warming up and down.
Golf	The Golf sessions are delivered in partnership with Horton Park Golf Club. During the programme the students will learn a range of skills both at the driving range, putting greens and on the golf course. The sessions are delivered by a qualified PGA instructor and are aimed at encouraging participation outside of school hours.
Tennis	The Tennis course is run at Surbiton Tennis Club. The groups are taught a range of skills, which build on those they were taught in Key Stage 3. The students are shown a range of tactics and strategies to overcome opponents in direct competition. They are also encouraged to develop their technique and improve their performance.
Games	As part of the games offer, students will be given the opportunity to take part in a variety of sports and activities. As part of these activities the students are encouraged to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. In addition the students are taught to apply basic principles suitable for attacking and defending. They will also be given the chance to take part in a number of inter school competitions. These include badminton, basketball, cricket, futsal, and boccia.
Dance	The students will learn to perform a range of dances using a range of movement patterns. These sessions will be delivered at school and by a qualified dance teacher. There will be opportunities to perform these dances during assemblies and whole school productions.
Rowing	Pupils will have the opportunity to visit the school's boat and practice working together as a team to effectively row the boat along part of the River Thames at Kingston. They will be taught by Mr Mears who is a very accomplished and qualified rowing instructor.

- Due to the ongoing Covid 19 situation our offsite activities are currently restricted. We hope to be able to offer these options to pupils as soon as our providers are able to and it is safe to do so.

Unit of Work	Knowledge and Content	
Module 1 Crime and Punishment	Key Topic	Key content/questions:
	Medieval Britain c. 1250–1500	Crimes and criminals – who were the criminals, what types of crimes did they commit? Enforcing law and order, e.g. courts Punishing offenders: types of punishment and effects, e.g. fines, whipping, humiliation.
	Early Modern Britain c. 1500–1750	Changing nature of crimes and criminals – who were the criminals and what types of crimes did they commit? Enforcing law and order, e.g. different law enforcers Punishing offenders: types of punishment and effects, e.g. Bloody Code
	Industrial Britain c. 1750–1900	Crimes and criminals – who were the criminals and what types of crimes did they commit? Enforcing law and order, including introduction of police force Punishing offenders: types of punishment and effects, e.g. transportation, executions.
	Britain since c. 1900	Crimes and criminals – who were the criminals and what types of crimes did they commit? Enforcing law and order Punishing offenders: types of punishment and effects, e.g. abolition of capital punishment, rehabilitation.
Module 2 The Elizabethans 1580–1603	Key Topic	Key content/questions:
	Elizabeth and England	Elizabeth's court The role of Parliaments and how Elizabeth controlled them Local government and propaganda.
	Catholics	Elizabeth's religious settlement Catholic links abroad and plots Mary Queen of Scots and the Armada.
	Daily life	Rich, middle and poor Elizabethans Husbands and wives, children, and causes of poverty Theatres, Puritans and witches
	The wider world	Elizabethan adventurers: aims, key features, extent of success Roanoke: aims, key features, extent of success Trade with the east.

Over the two year course, the students will study the follow units of work.

Unit of Work	Knowledge and Content
Radio Production	<p>Students start the course by sharing and listening to each other's music tastes. This then moves on to using this music to create their very own radio show.</p> <p>Skills learnt in this unit: Interview skills, basic music arrangement on garage band, structuring a radio show and editing and recording intros and jingles.</p>
Basics of DJing	<p>Students will be able to use theirs and others music tastes to create a DJ Set. Students will have the opportunity to learn how to mix tracks using CD Decks and Virtual DJ Software.</p> <p>Skills learnt in this unit: Counting beats Per Minute, mixing tracks, understanding volume and knowing your audience.</p>
Introduction to music production	<p>Students will be making their very own song using audio loops, samples and live recordings. This will give students an opportunity to experience multiple elements involved with the music technology industry (performance, production and sound engineering).</p> <p>Skills Learnt in this unit: Composition, plugin microphones, editing audio samples, mixing down a track to put on a CD and rhythmic and melodic patterns.</p>
Self-Recording in a music studio	<p>Students will be able to set up a small studio and be able to label all the equipment needed to run a home studio.</p> <p>Skills learnt in this unit: Using a studio to record a vocal performance, attending independent studio sessions (options will be lunch times, break times, after school), record live instruments and editing samples using effects and trimming</p>
Stage managing a live performance	<p>Students will use their skills learnt over the last year and a half to manage the stage for one of the schools cabarets.</p> <p>Skills learnt in this unit: setting up a PA system, setting up lighting, coordinating and arranging equipment and acts, planning a running order, follow health and safety procedures, assisting in performances.</p>

Unit of work	Skills
<p>What is sociology?</p> <p>Introduction to social theory</p> <p>Introduction to social class, gender roles and race</p> <p>Methods of research (quantitative and qualitative)</p>	<ul style="list-style-type: none"> - Demonstrate everyday knowledge about society showing a very basic knowledge of sociology (AO1) - Apply in a very limited way some basic sociology – including key terms and theories (AO2) - Begin to make judgements about theories which may lead to a concluding statement (AO3)
<p>Sociology of the Family</p> <p>Individual small scale research project</p>	<ul style="list-style-type: none"> - Demonstrate everyday knowledge about society showing a very basic knowledge of sociology (AO1) - Apply in a very limited way some basic sociology – including key terms and theories (AO2) - Begin to make judgements about theories which may lead to a concluding statement (AO3)
<p>Sociology of Education</p>	<ul style="list-style-type: none"> - Demonstrate everyday knowledge about society showing a very basic knowledge of sociology (AO1) - Apply in a very limited way some basic sociology – including key terms and theories (AO2) - Begin to make judgements about theories which may lead to a concluding statement (AO3)

Unit of Work	Knowledge and Content
<p>Unit 4: Communication between Children aged 0-3 Years and Adults</p>	<ul style="list-style-type: none"> • What is communication and why is it important? • Look at ways babies communicate with adults • Look at how adults communicate with babies • Recognise different types of communication – verbal ,non verbal • Explore ways that adults can improve a baby’s communication • Plan, make and reflect on a resource that can be used by a baby to improve communication.
<p>Unit 5: Planning for the Physical Care Needs of Children aged 0– 3 Years</p>	<p>Identify the physical needs of a baby/ child covering the following areas:</p> <ul style="list-style-type: none"> • Food and drink • Fresh air • Exercise • Rest and sleep • Hygiene • Environment <p>Plan, make and reflect on a resource that encourages and aspect of a baby’s physical needs.</p>

Sports Leader This is a rolling program over the two year course (Year 10 & 11). We will work on all six modules at various times throughout the course.

Unit of Work	Knowledge and Content
Plan, lead and review a sport / activity	<ul style="list-style-type: none"> • Take part in the planning of a sport / activity • Take part in the leading of a sport / activity • Understand how to communicate with participants • Use verbal and non-verbal communication • Take part in the review of a sport / activity session
Developing leadership skills	<ul style="list-style-type: none"> • Understand the skills, qualities and values that a leader will need • Motivate participants • Manage participant behaviour
Lead activities that promote a healthy lifestyle	<ul style="list-style-type: none"> • Identify the factors that contribute to a healthy lifestyle • Plan, lead a review a session designed to increase participants' heart rate through physical activity
Fair play in sport	<ul style="list-style-type: none"> • Understand what is meant by fair play • Apply the concept of fair play
The role of the official	<ul style="list-style-type: none"> • Understand the roles and responsibilities of officials • Understand the rules and regulations of a specific sport / activity • Act as an official
Opportunities in sport and recreation	<ul style="list-style-type: none"> • Understanding the provision of sport and recreation activities in the local community

Cycle Maintenance

The Cycle Maintenance course runs over two years and will follow the Cytech Level One programme. Cytech is the bicycle industry's recognized training and accreditation scheme for bicycle mechanics. The course encompasses the basics of cycle mechanics and will enable our students to gain employment in bike shops across the country. The course the foundation of all the Cytech course and is made up of two parts. Part one, (Theory) covers a range of workshop practices and Health and Safety procedures. The assessment is online and can be taken at school during the sessions. Part two, (Technical) covers a range of cycle maintenance activities, which include, health and safety in the workshop, new bike set up and frame alignment, tyres and tubes, torque wrench settings and pre-delivery inspection. The assessment will be undertaken by a trained Cytech assessor and will involve the students demonstrating that they can assemble a new bike.

Unit of Work	Knowledge and Content
Cycle Maintenance	<ul style="list-style-type: none"> • Health & Safety • Workshop practices • Conforming to British Standards • Pre-delivery inspection • Adjustment, set-up & frame alignment • Torque wrench settings • Lubricants & greases • Tyres & tubes • Consumer Protection Act