



ALEC REED ACADEMY

Year 10 Curriculum Booklet

2025 - 2026



PROUD TO LEARN

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Introduction

Dear Parent

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 10 at Alec Reed Academy. It will allow you to help them plan their studies and revision, and gives you suggested examples of wider reading and extension activities to try at home. The equipment which your son / daughter will need is indicated, along with some ways in which parents can help pupils with their studies.

Full attendance at school is essential and leads to success and achievement for all pupils. With this priority in mind I would like to draw your attention to the following information:

Attendance and Punctuality

Attendance during school year	Equates to days absent	Which is approximately	Which means the number of lessons missed
94%	10 Days	2 Weeks	56 Lessons
90%	19 Days	4 Weeks	112 Lessons
85%	29 Days	6 Weeks	168 Lessons
80%	38 Days	8 Weeks	224 Lessons
75%	48 Days	10 Weeks	280 Lessons
70%	57 Days	11.5 Weeks	322 Lessons
65%	67 Days	13.5 Weeks	378 Lessons

The latest research suggests that, on average, every 17 days of school missed equates to a drop of one grade at GCSE. Regular attendance is therefore crucial to successful outcomes. All year groups therefore have a target of 96% attendance and above.

GCSE Examinations

GCSE's have undergone, and continue to undergo, significant changes. These changes are being introduced nationally over a three-year period. When pupils take their GCSE exams at the end of Year 11, results will be on the new 9-1 grading system. If your child is in Year 11 this will affect most of their subjects and if your child is in Year 10 this will affect all subjects. A comparison of new GCSE grading to old can be seen below:

New GCSE Grading Structure									
9	8	7	6	5	4	3	2	1	U

A*	A	B	C	D	E	F	G	U
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Old GCSE Grading Structure									
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Art & Design

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> Organic Patterns Artist Research – Organic Forms 	<ul style="list-style-type: none"> Visit galleries and exhibitions. Artists: Georgia O’keeffe, Dale Chihuly, Andy Goldsworthy, Barbara Hepworth, Collaborations: Tsai & Yoshikawa, Parker and Caroline Fawkes.
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> Organic Patterns Drawing Skills – Still Life Observation 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> Organic Patterns Artist Research – Surfaces & Texture 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> Organic Patterns Printing Skills – Application of painting 	
Summer 1 (April – May)	<ul style="list-style-type: none"> Organic Patterns Artist Research – 3D Design Development 	
Summer 2 (June – July)	<ul style="list-style-type: none"> Organic Patterns 3D Skills – Paper Engineering/Ceramic Design 	

Examples of Home Learning Tasks	Artist Research, Observational drawing, Mood boards, Collage, Mark Making, Photography, Painting Skills, Printing Skills, Screen Printing, Mono Type Printing, 3 Colour Reduction Printing, 3D Paper engineering, Ceramics & Presentation Skills.
Assessment Tasks, Methods and Frequency	Observational drawings with a focus on proportion, line, tone, texture. Creative drawing tasks with a focus on imagination and observation. Application of skills and understanding through different media including: painting, printing, 3D paper construction and clay.
Equipment that Pupils Need	All students require a plastic carry case, pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colours and fine liners and a white gel pen are desirable for use at home to complete set tasks. KS4 clubs run throughout the year on a daily basis during lunch times and are open to all GCSE students taking Textiles, Art and Graphics.

<p>Parents / Carers can help their child by:</p>	<p>Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best path way into emerging jobs in new technologies such as web and App design.</p> <p>Visit galleries and exhibitions. Stretch their knowledge.</p> <p>Encourage children to read for pleasure and participate in the arts.</p> <p>Provide the resources they need for creative expression. The key resource here is time.</p> <p>Ask your child open-ended questions to stretch their understanding and help them to develop ideas.</p> <p>Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.</p>
<p>Useful websites</p>	<p>www.tate.org.uk – Tate Galleries www.vam.ac.uk – Victoria & Albert Museum www.nhm.ac.uk – Natural History Museum www.haywardgallery.org.uk – Hayward Gallery</p>
<p>Extra-curricular clubs etc.</p>	<p>KS3 Craft Club KS4 Coursework Clubs</p>
<p>Who can I contact?</p>	<p>Mark.Smith@alecreedacademy.co.uk Hayley.Taberner@alecreedacademy.co.uk</p>

BTEC Awards: Digital Information Technology

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	• Component 1: Learning aim B and C: practice assessment. Sharing Data, information and services.	<ul style="list-style-type: none"> • Do wider reading on the current events relating to IT. This will deepen their knowledge base which will help them in the exam. • Textbook: BTEC Tech Award Digital Information Technology: Student Book by Rob Cadwell and Alan Jarvis. <p>Useful websites</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/education/subjects/z34k7ty • http://www.howstuffworks.com/ • https://www.bbc.co.uk/bitesize/subjects/z9qy6yc • https://www.thenational.academy/ • https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html
Autumn 2 (Nov – Dec)	• Component 1: Learning aim B and C: formal assessment. Legal requirements and professional guidelines	
Spring 1 (Jan – Feb)	• Component 2: Learning aim A: practice assessment. Data and the use of the internet.	
Spring 2 (Feb – March)	• Component 2: Learning aim A: formal assessment. Forms of Notations and System diagrams.	
Summer 1 (April - May)	• Component 2: Learning aim B and C: practice assessment. Interpreting data flow diagrams and flowcharts	
Summer 2 (June - July)	• Component 2: Learning aim B and C: formal assessment. Creating Data flow diagrams and flowcharts. Component 3: Mock Exam	

Examples of Home Learning Tasks	Most home learning tasks are set by the teacher depending on the topic of the lesson. This can be a worksheet or a computer-based exercise.
Assessment Tasks, Methods and Frequency	All Students are assessed at the end of each topic. With three main assessments at the end of each term. Assessments are at present written tests.
Equipment that Pupils Need	Windows PC/Laptop for home use with internet connection. Students are expected to bring a pen and a pencil to each lesson.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Reading regularly at home • Assisting with the checking of homework to improve understanding of concepts and technical accuracy • Visit museums and exhibitions
Extra-curricular clubs etc.	<ul style="list-style-type: none"> • Cyber Centurion (KS3-5) • Programming Club (KS3) • Little Big Award (KS3-4)
Who can I contact?	Curriculum Leaders: Mr Anane & Mr Au ICT Teachers: Mr Smith

Business

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	Business Activity (nature of business activity, types of goods and services, characteristics of entrepreneurs, Business Planning, Aims and Objectives, Stakeholders, Business Ownership)	http://www.bbc.co.uk/bitesize/gcse/business/ (BBC Bitesize)
Autumn 2 (Nov – Dec)	Business Activity continued (Business Growth, Factors affecting location) Influences on Business (Use and changes in technology, E-Commerce, Ethics, Environment, Economic factors – interest rates, exchange rates, taxation, international trade, Globalisation, EU, Legal factors – consumer law, employment law, intellectual property)	http://www.businessstudiesonline.co.uk/live/ (Business Studies online) www.tt100.biz (The times 100) www.tutor2u.net (tutor 2 u) www.moneyandmorals.org (Money and Morals)
Spring 1 (Jan – Feb)	Business Operations (methods of production, quality management, supply chain stages, sales process/customer service)	http://www.wjec.co.uk/qualifications/business-studies/business-studies-gcse/ (WJEC Business Studies)
Spring 2 (Feb – March)	Finance (sources of finance, break even calculations, average rate of return, profit and loss account, cashflow forecasts, measuring financial performance)	http://oer.wjec.co.uk/ (Online Exam Review)
Summer 1 (April – May)	Marketing (segmentation, research methods, product branding/packaging/portfolio, product life cycle and extension strategies, pricing strategies, promotional methods, place – distribution channels/multi-channel)	Business Studies knowledge organisers
Summer 2 (June – July)	Human Resources (recruitment process, types of training, financial and non-financial methods of motivation, job roles, organisation structure, trade unions, functional areas)	Business Studies shared area

Examples of Home Learning Tasks	Creating flash cards; completing practice questions; research tasks; watching programmes, such as, The Apprentice; topic specific/skills tasks to consolidate learning and identify gaps in learning.
Assessment Tasks, Methods and Frequency	<ol style="list-style-type: none"> 1. In-class exam question practice 2. Lesson/weekly/two-weekly questions and answer topic understanding checks – summative (formal) and formative (informal) 3. Academy summative assessment schedule (half-termly) 4. Peer assessment activities 5. Self-assessment activities 6. Marked exercise books – classwork and homework – to check students' progress
Equipment that Pupils Need	<ol style="list-style-type: none"> 1. Exercise books/paper/worksheets/workbooks 2. Text associated with lesson (provided by teacher) 3. Pen (including green pens for peer and self-assessment)/pencil/ruler/rubber
Parents / Carers can help their child by:	<ol style="list-style-type: none"> 1. Checking planners for homework set and due date 2. Checking exercise books/worksheets/workbooks to make sure work is completed during school and at home 3. Set aside time to encourage them to complete work and to help them identify how best to complete their work 4. Support them with any issues they may be experiencing, which may include liaising with school (Business department).
Extra-curricular clubs etc.	Students are encouraged to keep up to date with current business news (this includes providing students with examples of news articles relating to businesses to help develop their application skills)
Who can I contact?	<p>Head of Business - Mrs Dussard-Gayle Teacher of Business 1 - Mrs Robinson-White Teacher of Business 2 - Mr Sheldrake</p>

Citizenship

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • <u>Rights and responsibilities</u> How laws protect the citizen and deal with criminals Universal human rights Bringing about change in the legal system 	<ul style="list-style-type: none"> • AQA Citizenship Studies GCSE text book by Mike Mitchell • Hodder education • The Guardian and BBC news websites – both free to use • Any quality newspaper – The Times, Telegraph, guardian • Watch BBC or C4 news as often as possible • Watch Panorama or Dispatches • Research into citizenship campaign's where people have to fight for justice for example • The Stephen Lawrence Hillsborough • Grenfell Fire Campaigns • Revision guides will be produced by Mr Goodwin
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • <u>Politics and participation</u> Political power in the UK 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • <u>Politics and participation</u> Local and devolved government Where does political power reside? 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • <u>Politics and participation</u> How do others govern themselves? Bringing about political change 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • Taking Citizenship action 	
Summer 2 (June – July)	<ul style="list-style-type: none"> • Taking Citizenship action 	

Examples of Home Learning Tasks	Research into taking citizenship action, social issues Examination practice using past papers Comprehension homework's Essay homework's
Assessment Tasks, Methods and Frequency	Essays, past papers, Multiple choice examinations, Powerpoint presentations One per half term
Equipment that Pupils Need	Pens, pencils, rulers, memory sticks

Parents / Carers can help their child by:	<p>Encouraging an interest in reading and watching about politics, world events and current affairs</p> <p>Checking exercise books – attending parents evening</p>
Useful websites	<p>Office for national statistics</p> <p>British attitudes survey</p> <p>Ofcom</p> <p>United nations</p> <p>Nato</p> <p>EU</p> <p>National council for voluntary organisations</p> <p>The Equality and Human rights commission</p> <p>Trades union congress</p> <p>The Howard league for penal reform</p> <p>Miscarriages of Justice UK</p> <p>Parliament</p> <p>Greater London Authority</p> <p>All these organisations have very useful websites that can easily be found by entering them in to Google or Yahoo etc.</p>
Extra-curricular clubs etc	Complete Homework and extension work before or after school in 10.1
Who can I contact?	Mr D. Flemming

Computer Science

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> Initial Assessment Programming: Local, Global & Constant Variables Programming: Embedded Ifs, For, While and Until Iterations Programming: Subroutine, Functions and Parameters. 	<p>Textbook: GCSE Computer Science for OCR Student Book Authors David Waller, Ann Weidmann</p> <p>Revision Guide: CGP GCSE OCR Computer Science for the 9-1 Exams Complete Revision & Practice Exam Practice Workbook</p> <p>Do wider reading on the current events relating to IT. This will deepen their knowledge base which will help them in the exam</p> <p>Go through the tutorial for Visual Basic within YouTube.</p>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> Non Exam Assessment: Analyse Non Exam Assessment: Design Christmas Mock Exam 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> Non Exam Assessment: Implement Non Exam Assessment: Test 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> Easter Mock Exam Non Exam Assessment: Evaluate Non Exam Assessment: Review 	
Summer 1 (April – May)	<ul style="list-style-type: none"> Computational Logic Translators and facilities of languages Data Representation 	
Summer 2 (June – July)	<ul style="list-style-type: none"> Systems Architecture Memory & Storage End of Year Assessment 	

Examples of Home Learning Tasks	Most home learning tasks are set by the teacher depending on the topic of the lesson. This can be a worksheet or a computer based exercise.
Assessment Tasks, Methods and Frequency	All Students are assessed at the end of each topic. With three main assessments at the end of each term. Assessments are at present written tests.
Equipment that Pupils Need	Students should install Visual Basic.NET at home so that they can practice the concepts used during the lesson. Students are expected to bring a pen and a pencil to lessons.

Parents / Carers can help their child by:	Parents/Carers can help by having your child go through the tutorial for Visual Basic by the Code Academy online. http://howtostartprogramming.com/vb-net/
Useful websites	<ul style="list-style-type: none"> http://www.bbc.co.uk/education/subjects/z34k7ty http://www.howstuffworks.com/ https://www.cambridge.org/gcse-computing/
Extra-curricular clubs etc.	<ul style="list-style-type: none"> Cyber Centurion (KS3-5) Programming Club (KS3) Little Big Award (KS3-4)

Who can I contact?	Curriculum Leaders: Mr Anane & Mr Au ICT Teachers: Ms Frazer
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Design Technology - Product Design

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Personal Project</u> <ul style="list-style-type: none"> • Sketching and rendering ideas • Modelling first thoughts • Analysing design modifications 	A Century of Design Penny Sparke Mod to Memphis Anne Watson
Autumn 2 (Nov – Dec)	<u>Personal Project</u> <ul style="list-style-type: none"> • Modelling techniques • Design development using CAD • Further research of client requirements 	Design For The 20th Century Charlotte & Peter Fiell
Spring 1 (Jan – Feb)	<u>Personal Project</u> <ul style="list-style-type: none"> • Final designs • Orthographic projection • Plan of manufacture 	The Design Of Everyday Things Donald A. Norman Making It Chris Lefteri
Spring 2 (Feb – March)	<u>Personal Project</u> <ul style="list-style-type: none"> • Modelling with modifications • Client testing • Responding to feedback 	Drawing For Product Designers Kevin Henry
Summer 1 (April – May)	<u>Personal Project</u> <ul style="list-style-type: none"> • Manufacturing final design 	Design Technology – GCSE Product Design AQA
Summer 2 (June – July)	<u>Personal Project</u> <ul style="list-style-type: none"> • Manufacturing final design 	

Examples of Home Learning Tasks	Analysis of future tasks, evaluating project work, designing, sketching, researching.
Assessment Tasks, Methods and Frequency	Done on a project to project basis with a focus on quality of manufacture, communication skills, application of subject knowledge, use of key terminology, problem solving ability, team work & health and safety.
Equipment that Pupils Need	A sharp pencil & black fine liner pen.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Supporting written task set for independent study.
Useful websites	Technologystudent.com
Extra-curricular clubs etc.	Every lunchtime the department opens its doors for all pupils to design and manufacture ideas of their choice or to improve general classwork.

Who can I contact?	Daniel Flynn (Curriculum leader for Design, Technology & Creative Arts) Daniel.flynn@alecreedacademy.co.uk
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English

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 - (Sept – Oct)	<ul style="list-style-type: none"> • Unit title: An Inspector Calls • Focus: Literature (Modern Drama) • Preparation for: AQA English Literature 8702 (Paper 2, Section A) 	<ul style="list-style-type: none"> • Explore the library for a wide variety of fiction and non-fiction texts (ask your teacher to guide you for suggestions). • Explore the library for different variations of the texts studied (for example, the high-quality graphic novels for ‘Dr Jekyll and Mr Hyde’ or ‘An Inspector Calls’). • Online sources: <ul style="list-style-type: none"> - BBC Bitesize is available online covering a range of skills and content. - http://www.shmoop.com/ • CGP Revision Guides. • Departmental ‘core knowledge’ booklets and revision guides. • Oak National Academy have a range of lessons for the majority of literature texts taught at GCSE.
	<ul style="list-style-type: none"> • Unit Title: Modern Rhetoric • Focus: Language (Viewpoint Writing) • Preparation for: AQA English Language 8700 (Paper 2, Section B) 	
Autumn 2 - (Nov - Dec)	<ul style="list-style-type: none"> • Unit title: Poetry (Power and Conflict Cluster and Unseen) • Focus: Literature (Poetry) • Preparation for: AQA English Literature 8702 (Paper 2, Section B, Section C) 	
	<ul style="list-style-type: none"> • Unit Title: Writer’s Viewpoint and Perspective • Focus: Language (Comparing Viewpoint and Perspective) • Preparation for: AQA English Language 8700 (Paper 2, Section A) 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • Unit title: Unseen Poetry • Focus: Literature (Poetry) • Preparation for: AQA English Literature 8702 (Paper 2, Section C) 	
	<ul style="list-style-type: none"> • Unit Title: Writer’s Viewpoint and Perspective • Focus: Language (Comparing Viewpoint and Perspective) • Preparation for: AQA English Language 8700 (Paper 2, Section A) 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • Unit title: Shakespeare: Macbeth • Focus: Literature (Shakespeare) • Preparation for: AQA English Literature 8702 (Paper 1, Section A) 	
	<ul style="list-style-type: none"> • Unit Title: Creative Reading and Writing • Focus: Language (Creative Reading and Writing) • Preparation for: AQA English Language 8700 (Paper 1, Section A) 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • Unit title: Shakespeare: Macbeth • Focus: Literature (Shakespeare) • Preparation for: AQA English Literature 8702 (Paper 1, Section A) 	
	<ul style="list-style-type: none"> • Unit Title: Creative Reading and Writing • Focus: Language (Creative Reading and Writing) • Preparation for: AQA English Language 8700 (Paper 1, Section A) 	
Summer 2 (June – July)	<ul style="list-style-type: none"> • Unit title: The Strange Case of Dr Jekyll and Mr Hyde • Focus: Literature (19th Century Novel) • Preparation for: AQA English Literature 8702 (Paper 1, Section B) 	

- Unit Title: Creative Writing
- Focus: Language (Creative Reading and Writing)
- Preparation for: AQA English Language 8700 (Paper 1, Section B)

Examples of Home Learning Tasks

Homework can fulfil various purposes, including preparing a knowledge base or foundation for subsequent learning; consolidating previous learning and filling long-term knowledge buckets (such as developing vocabulary or wider reading).

Homework is designed to consolidate knowledge thus works as a revision tool for pupils. The English Department will issue each pupil with a homework schedule that contains all the homework tasks for each unit of work. This will be handed to students at the beginning of the unit of work so parents and pupils can see in advance what tasks and areas of the text will need to be covered.

Pupils should also aim to read for at least 25 minutes each day. Reading of one good-quality newspaper article (an online version will do) is highly recommended.

Assessment Tasks, Methods and Frequency

Pupils are assessed half termly. These will be in the form of a formal assessment carried out in formal test conditions and focusing on clearly defined assessment objectives. Each assessment will be closely linked to the topic or discipline studied that half term and post-assessment work by both teachers and pupils will focus on understanding how to move learning forward.

Equipment that Pupils Need	Basic Stationery Revision guides and 'core knowledge booklets' handed out by the department.
Parents / Carers can help their child by:	Ensuring that homework is completed on a weekly basis. Ensure that your child is reading a book every night for a minimum of 25 minutes. Discussing with your child what they read in a newspaper article that day. Providing a quiet space for your child to carry out revision / at-home learning activities such as homework. Contacting your child's teacher if you have any concerns about their learning.
Useful websites	BBC Bitesize http://www.shmoop.com/
Extra-curricular clubs etc.	Enrichment sessions
Who can I contact?	Ms S Kazi – (Curriculum Leader of English)

French

	Curriculum Content	BV/SMSC/ WRL	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ol style="list-style-type: none"> 1. Revision of devoir and pouvoir + infinitive 2. Recognising pouvoir, vouloir and devoir in the conditional 3. Using si + present tense 4. Si clauses + present tense + future tense 5. The imperative (vous form) 6. The imperative (tu form) 7. Verbs of possibility 8. Permettre de + infinitive 	SMSC/BV	<p>Language Learning websites to practise vocabulary. See below.</p> <p>www.memrise.com</p> <p>www.zut.org.uk</p>
Autumn 2 (Nov – Dec)	<ol style="list-style-type: none"> 1. Sequencing words and phrases 2. Depuis + the present tense 3. The pronoun y 4. Revision of the perfect tense with avoir 5. Revision of the perfect tense with être 6. Revision of the imperfect tense of –er verbs 7. Revision of the imperfect tense of avoir, être and faire 	SMSC	<p>www.funwithlanguages.vacau.com</p> <p>www.bbc.com/education/subjects/z9dqxb</p>
Spring 1 (Jan – Feb)	<ol style="list-style-type: none"> 1. Using adverbs 2. Using de after quantities 3. Revision of using the perfect tense of regular –er verbs 4. Emphatic pronouns 5. Adverbs of time and place 6. Using the comparative of adverbs 7. Superlative adverbs 8. Revision of using pouvoir, vouloir and devoir 9. Revision of il faut 	SMSC	<p>www.language-gym.com</p> <p>www.kerboodle.com</p>
Spring 2 (Feb – March)	<ol style="list-style-type: none"> 1. Using the pronouns ce qui and ce que 2. Using intensifiers 3. Revision of si clauses in the present tense 4. Si clauses with the future tense 5. Using verbs of liking and disliking 6. Using verbs of liking and disliking in the conditional 7. The passive voice in the present tense 8. Revision of comparatives and superlatives 	BV SMSC cultural diversity	
Summer 1 (April – May)	<ol style="list-style-type: none"> 1. Reflexive verbs 2. Adjective agreement 3. Comparatives and superlatives 4. Direct object pronouns 5. Comparatives and superlatives 6. The immediate future and the future tense 7. Direct and indirect object pronouns 8. The future tense 9. Using don't 	BV SMSC cultural diversity	
Summer 2 (June – July)	<ol style="list-style-type: none"> 1. The present tense of common irregular verbs 2. Using grâce à 3. The present tense of regular –ir and –re verbs 4. Using on 5. Aller, faire and other common irregular verbs 6. The pronouns moi, toi, lui and elle 7. Present tense of more irregular verbs 8. Il est possible que + subjunctive 	BV social diversity SMSC	

Examples of Home Learning Tasks	Vocabulary learning Writing short paragraphs using different sentence structures and vocabulary. Comprehension exercises
Assessment Tasks, Methods and Frequency	Assessment each term in Listening, Reading, Speaking and Writing. Tasks and skills assessed will vary according to topic studied.
Equipment that Pupils Need	Access to a computer at home would be beneficial to be able to access online translators and support websites.

Parents / Carers can help their child by:	Test students on vocabulary sets, or ask students to explain what they are writing about or completing comprehension exercises on.
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Useful websites	Word reference – an online reliable dictionary Quizlet - Many students will have a logon and be attached to a class with specific vocabulary to learn on this useful interactive site. Linguascope – the school as its own username and password Duolingo – vocabulary learning website. Language-gym.com - to revise grammar and verbs Funwithlanguages.vacau.com – to revise vocabulary, grammar and verbs Online translators – to be used with thought and care!
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Extra-curricular clubs etc	A Homework Club is available lunch time twice a week. Support is provided in the morning before school on Mondays and Thursdays. Trip to France in March. Workshops organised at different times throughout the year. Cine club after school in the Summer term.
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Who can I contact?	Class teacher – ask the student who their teacher is. Leia Maras - leia.maras@alecreedacademy.co.uk
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Geography

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • The Challenge of Natural Hazards Natural Hazards and Tectonic Hazards 	Textbooks; GCSE Geography AQA Textbook – Oxford GCSE AQA Geography CGP Revision Guide
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • The Challenge of Natural Hazards Weather Hazards and Climate Change 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • The Challenge of Resource Management An overview of Food, Water and Energy - Focus on Food 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • The Living World Ecosystems and Tropical Rainforest 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • The Living World Hot Deserts 	
Summer 2 (June – July)	<ul style="list-style-type: none"> • Paper 3 Fieldwork Southbourne Field Trip 	

Examples of Home Learning Tasks	Homework set weekly and will be recorded on Class Charts and in student planners. They will be set a range of activities to complete such as research projects, essays and presentation tasks.
Assessment Tasks, Methods and Frequency	One summative, formal assessment at end of each topic and regular formative assessments throughout units of study. Past papers used and an SDME activity will be completed for each topic.
Equipment that Pupils Need	Full pencil case (including protractor and calculator)

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Fully equipping students and checking their pencil case • Asking students to teach parents what they've learnt in/out of class • Check students have completed homework • Get students to regularly read/watch the news • Support students in being resilient and lifelong learners
Useful websites	BBC Bitesize Geography http://www.bbc.co.uk/schools/gcsebitesize/geography/ Geography All The Way http://www.geographyalltheway.com GeographyPods http://www.geographypods.com/ Get Revising http://getrevising.co.uk/ ARA Geography Blog www.geog.live
Extra-curricular clubs etc.	Thursday lunchtime
Who can I contact?	Teacher of Geography – Mr Whitehouse, Ms Reid, Ms Ahitan

Graphics

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> British Museum – Mythology Exhibition Creating final designs for promotional materials 	<ul style="list-style-type: none"> Visit the British Museum to see the Celtic Exhibition. Visit galleries - Tate modern gallery to see Rauschenberg artwork. Visit the Design Museum to gain a greater understanding of poster design and graphic communication.
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> British Museum – Mythology Exhibition Design for final poster 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> MTV Rockcorps – Youth charity website Recording artefacts & icons in the music industry 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> MTV Rockcorps – Youth charity website Using Adobe Illustrator to create 'Live Trace media' 	
Summer 1 (April – May)	<ul style="list-style-type: none"> MTV Rockcorps – Youth charity website Looking at the work of 'Mike Seaborne' & 'Jackdaw' to create digital designs 	
Summer 2 (June – July)	<ul style="list-style-type: none"> MTV Rockcorps – Youth charity website Using Semiotics to understand codes & conventions of Brand design 	

Examples of Home Learning Tasks	Artist Research, Observational drawing, Collage, Mark Making, Photography.
Assessment Tasks, Methods and Frequency	Observational drawings with a focus on proportion, line, tone, texture Creative drawing tasks with a focus on imagination and observation Application of skills and understanding through different media including painting, printing, 3D paper construction and clay outcomes.
Equipment that Pupils Need	All students require a pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colour pallets and fine liners are desirable for use at home to complete tasks set. USB require to save digital files

<p>Parents / Carers can help their child by:</p>	<p>Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best path way into emerging jobs in new technologies such as web and App design.</p> <p>Visit galleries and exhibitions. Stretch their knowledge.</p> <p>Encourage children to read for pleasure and participate in the arts.</p> <p>Provide the resources they need for creative expression. The key resource here is time.</p> <p>Ask your child open-ended questions to stretch their understanding and help them to develop ideas.</p> <p>Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.</p>
<p>Useful websites</p>	<p>www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200 www.tate.org.uk www.vam.ac.uk www.dandad.org www.debutart.com https://designmuseum.org www.vectors4free.co.uk</p>
<p>Extra-curricular clubs etc.</p>	<p>Lunch Clubs</p>
<p>Who can I contact?</p>	<p>smithm@alecreedacademy.co.uk tabernerh@alecreedacademy.co.uk</p>

Health and Social Care

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • Individual Rights • Human Development • Working in Partnership • Component 1 and Component 2 Coursework completion 	<p>Haworth H, Higgins H, Hoyle H, Lavers S and Lewis C, BTEC Level 2 First Health and Social Care, (Pearson, 2010), ISBN 9781846906817</p> <p>BTEC First Edexcel GCSE Health and Social Care, (Edexcel/Pearson 2013) ISBN 978144690135 9</p> <p>Gresford, P. (1997) Case Studies in Health and Social Care, Oxford: Heinemann, 978-0-43545-273-5</p>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • The impact of diet on health • Providers of health care services • Promoting anti discriminatory practice • Component 1 and Component 2 Coursework completion 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • Minimising negative influences on the dietary intake of individuals • Assessing the actions that can be taken if experiencing discrimination? • Universal services and targeted services • Component 1 and Component 2 Coursework completion 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • Personal Relationships • The Care value base and its purpose • Examining social care • Component 1 and Component 2 Coursework completion 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • Self-esteem and Self concept • Examining EYFS health and social care provision • The impact of predictable life events on individuals • Component 1 and Component 2 Coursework completion 	
Summer 2 (June – July)	<ul style="list-style-type: none"> • The impact of unpredictable life events on individuals • Job roles in Health and Social Care • Examining health and social care provision in late adulthood • Component 1 and Component 2 Coursework completion 	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> -Case study questions -Worksheets -Independent research – internet based
Assessment Tasks, Methods and Frequency	A formal assessment every half term.
Equipment that Pupils Need	<p>For every lesson - Pen, Ruler, Exercise books</p> <p>When required - computer and text books</p>

Parents / Carers can help their child by:	<p>Regularly checking their books.</p> <p>Making sure that they get homework completed and on time.</p> <p>Helping them to prepare for assessments.</p> <p>Ensuring they learn keywords.</p>
Useful websites	<p>www.idea.gov.uk</p> <p>www.hse.gov.uk/pubns/law.pdf</p> <p>www.health.org.uk/areas-of-work/topics/person-centred-care</p> <p>www.autism.org.uk/working-with/social-care-and-support/person-centred-planning.aspx</p> <p>www.cqc.org.uk</p> <p>https://www.nutrition.org.uk/healthyliving/healthyeating.html</p> <p>http://www.nhs.uk/conditions/social-care-and-support-guide</p> <p>https://www.gov.uk/government/news/people-will-see-health-and-social-care-fully-joined-up-by-2018</p>
Extra-curricular clubs etc.	10.4 and 10.5 every Monday, Wednesday and Thursday
Who can I contact?	Ms John (Subject Leader) and Ms Frazer

History

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • Crime and punishment in Britain, 1700-1900 	<p>Textbooks</p> <p>Edexcel GCSE History (9-1) British America, 1713- 1783: empire and revolution (Pearson, 2016)</p> <p>Edexcel GCSE History (9-1) Crime and punishment through time, c1000-present (Pearson, 2016)</p>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • Crime and punishment in Britain, 1900–present 	<p>All students should keep 2 copies of their Knowledge Organisers for every unit!</p> <p>Hodder GCSE History for Edexcel: Crime and punishment through time, c1000–present (Hodder Education, 2016)</p>
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • British America, 1713–83: empire and revolution 	<p>Edexcel GCSE History (9-1) Weimar and Nazi Germany, 1918–39 (Pearson, 2016)</p> <p>Revision guides can be purchased from the Humanities office. £3</p> <p>Tony Robinson’s Crime and Punishment (Channel 4, 2008)</p> <p>BBC Learn Playlist on Youtube.</p>
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • British America, 1713–83: empire and revolution 	

	Curriculum Content	Suggested Reading or Extension Activities
Summer 1 (April – May)	<ul style="list-style-type: none"> British America, 1713–83: empire and revolution 	<p>Textbooks</p> <p>Edexcel GCSE History (9-1) British America, 1713- 1783: empire and revolution (Pearson, 2016)</p> <p>Edexcel GCSE History (9-1) Crime and punishment through time, c1000-present (Pearson, 2016)</p> <p>All students should keep 2 copies of their Knowledge Organisers for every unit!</p>
Summer 2 (June – July)	<ul style="list-style-type: none"> Revision: Anglo-Saxon and Norman England. c1060–88 	<p>Hodder GCSE History for Edexcel: Crime and punishment through time, c1000–present (Hodder Education, 2016)</p> <p>Edexcel GCSE History (9-1) Weimar and Nazi Germany, 1918–39 (Pearson, 2016)</p> <p>Revision guides can be purchased from the Humanities office. £3</p> <p>Tony Robinson’s Crime and Punishment (Channel 4, 2008)</p> <p>BBC Learn Playlist on Youtube.</p>

<p>Examples of Home Learning Tasks</p>	<p>1. Learn Key terms at home:</p> <p>British America: Ancestry, Boycotts, Boston Tea Party, Catholicism, Colony, Congress, Constitution, Customs, Evangelical, Fugitive, Garrison, Immigration, Indentured servant, Loyalist, Merchant, Monopoly, Philanthropy, Privateer, Proclamation, Protestant, Quartering, Republic, Revivalist, Share, Slavery, Testimony, Yellow fever.</p> <p>Weimar and Nazi Germany: Aryan, Business, Communism, DAF, Edelweiss Pirates, Enabling Act, Films, Freikorps, Gestapo, Goebbels, Great Depression, Himmler, Hindenburg, Hitler, Hitler Youth, Holocaust, Hyperinflation, Kapp Putsch, Kristallnacht, Nazi Party, Propaganda, Reichstag, Reparations, Ruhr, Spartacists, Stresemann, Versailles Treaty, Wall Street Crash, Weimar, White Rose Group.</p> <p>2. Create a timeline of key dates for either topic.</p>
<p>Assessment Tasks, Methods and Frequency</p>	<p>Exam style questions will be set at the end of every key topic.</p> <p><u>Students answer three questions for the thematic study: British America</u></p> <p>Students answer three compulsory questions:</p> <ul style="list-style-type: none"> • Question 1: this focuses on consequence. • Question 2: this focuses on analytical narrative, in which students write an account that not only describes what happened, but also involves analysis to find connections and make sense of events and their impact to explain why events unfolded in the way that they did. This is likely to involve a mix of second order concepts (i.e. causation, consequence, change). • Question 3: students select two from a choice of three parts. Each focuses on the importance of an event/person/development in terms of what difference they made in relation to situations and unfolding developments (i.e. their consequence and significance). <p><u>Students answer four questions for the thematic study: Weimar and Nazi Germany</u></p> <p>(a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.</p> <p>(b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ.</p> <p>(c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ.</p> <p>(d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context.</p>
<p>Equipment that Pupils Need</p>	<p>Pen, pencil, rubber, ruler</p>

Parents / Carers can help their child by:	<p>Checking weekly homework as good written communication skills are important.</p> <p>Creating revision tasks that help students remember key dates and information.</p>
Useful websites	<p>BBC - Crime and punishment through time Class Clips http://www.bbc.co.uk/education/topics/z3gg87h/resources/1</p> <p>BBC Bitesize- Germany revision http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/</p>
Extra-curricular clubs etc.	<p>Visit to the National Archives</p> <p>Jack the Ripper walkingtour</p>
Who can I contact?	Ms. Dee, Ms Odusote

Maths

	Curriculum	Foundation Tier Mathswatch video Clips	Curriculum	Higher Tier Mathswatch video
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • Equations • Inequalities • Sequences • Properties of shapes, parallel lines and angle facts 	<ul style="list-style-type: none"> • 7, 36, 135a, 135b, 101, 136, 95, 137 • 138, 139, 31, 32, 90, 155 • 104, 141, 37, 102, 103, 163 • 46a, 46b, 13, 45, 9, 121, 122, 120 	<ul style="list-style-type: none"> • Polygons, angles and parallel lines • Pythagoras' Theorem and trigonometry • Real-life graphs • Linear graphs 	<ul style="list-style-type: none"> • 122, 10, 45, 121, 123, 120 • 150a, 150c, 168, 173 • 8, 143, 216a, 133, 113 • 96, 97, 159b, 208
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • Properties of shapes, parallel lines and angle facts • Interior and exterior angles of polygons • Statistics and sampling • The averages • Perimeter and area 	<ul style="list-style-type: none"> • 10, 123, 12a, 12b • Nothing for Stats • 62, 130a, 130b, 128b • 112, 52, 53, 54, 55, 56 • 114a, 114b 	<ul style="list-style-type: none"> • Quadratic, cubic etc. • Perimeter, area and circles • 3D shapes • Accuracy and bounds 	<ul style="list-style-type: none"> • 98, 161, 197 • 54, 53, 56, 55, 52, 91, 116, 117, 118, 149, 167 • 114a, 114b, 44, 91, 115, 119, 112, 169, 171, 172 • 132
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • 3D forms and volume • Real-life graphs • Straight-line graphs 	<ul style="list-style-type: none"> • 43, 44, 115, 119, 90 • Nothing for Real-life graphs and Straight-line 	<ul style="list-style-type: none"> • Transformations • Constructions, loci and bearings • Quadratics and simultaneous equations 	<ul style="list-style-type: none"> • 49, 48, 50, 148, 181a, 181b, 200 • 51, 38, 124, 145, 146a, 146b, 147, 165 • 157, 192, 191, 140, 162, 211
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • Transformations 1 • Transformations 2 • Ratio 	<ul style="list-style-type: none"> • 49, 50 • 48, 148 • Nothing for ratios 	<ul style="list-style-type: none"> • Inequalities • Probability 	<ul style="list-style-type: none"> • 138, 139 • 125, 58, 126, 185, 61, 151, 175
Summer 1 (April – May)	<ul style="list-style-type: none"> • Proportion • Pythagoras and trigonometry • Probability 1 	<ul style="list-style-type: none"> • 106, 105, 107 • 150, 168, 173 • 125, 175 	<ul style="list-style-type: none"> • Multiplicative reasoning • Similarity and congruence • Trig graphs 	<ul style="list-style-type: none"> • 106, 41, 88, 108, 111, 164, 142, 42, 199 • 166, 147, 200, 172 • 195a, 195b, 173, 196
Summer 2 (June – July)	<ul style="list-style-type: none"> • Probability 2 • Multiplicative reasoning • Plans and elevation 	<ul style="list-style-type: none"> • 125, 126, 127a, 57, 151 • 112, 105 • 46a, 46b, 47, 51 	<ul style="list-style-type: none"> • Further trigonometry • Collecting data • Cumulative frequency, box plots and histograms 	<ul style="list-style-type: none"> • 203, 201, 202, 217, 218 • 152, 176 • 186, 187, 205

Examples of Home Learning Tasks	<ul style="list-style-type: none"> • Complete any pending work given in class, such as: • Homework tasks • Completing set tasks on mathswatch vle • Use of mathswatch vle to complete personalised independent study tasks • Going over lesson notes and past papers
Assessment Tasks, Methods and Frequency	<ul style="list-style-type: none"> • End of unit assessments • End of year mock examination • New GCSE format – Three paper Examination assessment
Equipment that Pupils Need	<ul style="list-style-type: none"> • A bilingual dictionary where applicable • Pencil case with a pen, pencil, ruler, a rubber, a protractor, compasses and a calculator • Their own notes – found in their exercise books. • The Edexcel GCSE Maths Revision Guide • The Edexcel GCSE Maths Workbook • Access to the internet
Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Ensuring they are completing set tasks on mathswatch vle and handing in any other homework tasks on time. • Encouraging them to visit the suggested websites and complete activities that will enhance their knowledge.
Useful websites	<ul style="list-style-type: none"> • https://www.vle.mathswatch.com • http://www.kangaroomaths.com • https://www.mymaths.co.uk • http://nrich.maths.org • http://www.mrbartonmaths.com • http://www.mathsgenie.co.uk
Extra-curricular clubs etc.	<ul style="list-style-type: none"> • After school enrichment classes.
Who can I contact?	<ul style="list-style-type: none"> • Class teacher – ask the student who their teacher is. • Curriculum leader – Mr Booth

Music

	Curriculum Content	Suggested Reading or Extension Activities
Autumn	<u>Band Work 202ta</u> <ul style="list-style-type: none"> • Understanding how to read music • Learning how to form and play chords • Learning a band instrument • Performing as part of a band • Performing popular music • Listening analysis 	<ul style="list-style-type: none"> • “The AB guide to Music theory” • Extension work will be given in lessons, there are always challenge opportunities that students can choose to do, or will be encouraged to do by their teacher. • Regularly listen to a variety of music such as Classic fm, BBC Radio 1, BBC radio 2, BBC radio 3, BBC radio 6 music. • Students should experience going to live concerts and performances. Tickets are very reasonable in price and many concerts are aimed at young people See the concert/performance guide for the venues below: <ul style="list-style-type: none"> • The Royal Albert Hall • Bush Hall • The Royal Festival Hall • The Barbican
Autumn	<u>Musical Genres 201ta</u> <ul style="list-style-type: none"> • Understanding the history and development of different genres. • Understand how music and social and political change are linked and how this effects creativity and musical style. • Learn to analyse pieces of music in order to compare and make judgments about how pieces of music become hits. • Learn to write essays and present findings following musical analysis. 	
Spring	<u>Performing to an audience 202ta</u> <ul style="list-style-type: none"> • Create a programme of music to match a given brief. • Learn to rehearse effectively. • Learn to listen to and receive feedback. • Learn what it takes to put on a “set” of music. • Perform a final programme to an audience. 	
Summer	<u>Composing to a brief 205ta</u> <ul style="list-style-type: none"> • Learn to compose music in given styles. • Learn to evaluate compositions in order to understand the inner workings of music. • Write music to effectively respond to a given brief for final assessment. 	

<p>Examples of Home Learning Tasks</p>	<p>Homework is set regularly every week. Homework should take a minimum of 60 minutes.</p> <p>It is absolutely essential that GCSE Music students practise their instrument for a minimum of 60 minutes per week as well as completing homework. This is a non-negotiable part of their course and will impact very positively on their final grade.</p> <p>Homework tasks are included in student exercise books, they will be a variety of learning activities including listening tasks, Musical theory, such as learning the notes on the staff, and reviewing their own work in order to make improvements.</p>
<p>Assessment Tasks, Methods and Frequency</p>	<p>Formal assessments take place at the end of each half term.</p> <p>There are mid-term and formative assessments during the schemes of learning in order to feedback to students and to ensure students have the knowledge and opportunity to make improvements to their work.</p> <p>Assessment takes place in three forms in all schemes of learning. Students will perform individually or as part of a group, they will take a listening test and will also be assessed on their knowledge of key words. They will also be assessed on their compositional progress.</p>
<p>Equipment that Pupils Need</p>	<p>Fully equipped pencil case.</p> <p>Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen.</p>
<p>Parents / Carers can help their child by:</p>	<p>Listening to music together as a family</p> <p>Encouraging children to learn an instrument or take part in school groups.</p> <p>Complete homework together, allowing the students to share and explain their new knowledge with their parent/carer.</p>
<p>Useful websites</p>	<p>https://araperformingartsdepartment.wordpress.com/ www.misswardmusic.com</p>
<p>Extra-curricular clubs etc.</p>	<p>All students are offered the opportunity to learn an instrument as part of the extra-curricular programme. Please contact the Performing Arts team for more information.</p> <p>Monday – Violin group Tuesday – Boys choir & Young producers club Wednesday – Rock School Thursday – Voxbox Friday – Advanced singers</p>
<p>Who can I contact?</p>	<p>Mrs C. Lashmore-Bennett – Head of Performing Arts</p>

In Year 10 and 11 students follow a similar activity programme as Year 9 unless they have selected to study GCSE PE. These activities will change every 6 weeks. After this, the students are encouraged to follow a different option; although the main focus for Year 10 and 11 Core Physical Education is high participation, competition, engagement, effort and enjoyment. Students are not to mix and match and swap sessions until the conclusions of their 6 week schemes. A 'Sports Education' approach is recommended for those groups wishing to seek stimulus through a more in-depth understanding of sports on offer with a specific focus on team affiliation, formal competitions, organising events, recording results and creating a festive atmosphere within their lessons.

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	Option 1: Outdoor: Football / Rugby Option 2: Sports hall: Badminton / Table Tennis Option 3: Dance Studio/GYM: Dance /Fitness suite	<ul style="list-style-type: none"> • Clubs and Societies • Sports Committee • External Links • Sports Leaders • Duke of Edinburgh
Autumn 2 (Nov – Dec)	Option 1: Outdoor: Rugby/ Football Option 2: Sports hall: Dodge ball / Table Tennis Option 3: Dance Studio/GYM: Dance/ Aerobics/ Fitness Suite	
Spring 1 (Jan – Feb)	Option 1: Outdoor: Rugby, Five Aside, Netball Option 2: Sports hall: Badminton, Basketball Option 3: Fitness Suite, Boxersize, Insanity	
Spring 2 (Feb – March)	Option 1: Outdoor: Tennis, Netball, Football Option 2: Sports hall: Badminton, Basketball Option 3: Fitness Suite, Circuit Training, Insanity	
Summer 1 (April – May)	Option 1: Outdoor: Athletics, Tennis, Softball Option 2: Sports hall: Trampolining, Climbing, Open Option 3: Fitness Suite, Boxersize, Insanity, Dance	
Summer 2 (June – July)	Option 1: Outdoor: Softball, Rounders, Tennis Option 2: Sports hall: Trampolining, Climbing, Open Option 3: Dance, Boxersize, Insanity	

Examples of Home Learning Tasks	Club Links, Leadership, KS3 Management
Assessment Tasks, Methods and Frequency	Assessment judgements are based around participation, behaviour and effort and are tracked and reported to parents during specified evenings.
Equipment that Pupils Need	Sports Kit, Trainers, Boots, a great attitude

Parents / Carers can help their child by:	Supporting the department with low engagement Club Links
Useful websites	BBCbitesize, topsport.com, teachpe.com, peresourcesbank.co.uk
Extra-curricular clubs etc.	There is an extensive clubs time table every week during lunch time and after school. Activities include football, rugby, fitness, table tennis, dance , netball, basketball

Who can I contact?	Mr Thomas Head of Physical Education
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Performing Arts

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept)	<p><u>Ensemble Building</u></p> <p>Students will work practically in groups and in their individual log-books to explore the following key questions: What is an ensemble? What is the importance of bonding as an ensemble psychologically? Why is an ensembles psychological bond fundamental to successful outcomes in Drama?</p>	<ul style="list-style-type: none"> •Copies of the texts of any of the scripts that we undertake. •Extension work will be given in lessons and in homeworks, there are always challenge opportunities that students can choose or will be encouraged to do by their teacher.
Autumn 1-2 and Spring (Oct-Feb)	<p><u>Hamilton, Billy Elliot and Rent</u></p> <p><i>Component 1: Exploring the Performing Arts</i></p> <p>Students will work practically in groups and in their individual log-books to explore the following key questions: What acting styles and genres are commonly found in theatre? What are the creative stylistic qualities linked with each acting style and genre? Who are the main theatre practitioners and what are their theories and practice? What is artistic purpose and how does this influence stylistic qualities? How are practitioners influenced by other practitioners? How does context influence performance work? What job roles exist in theatre and what is each practitioner responsible for? What skills does each practitioner require? What are the processes used in the development, rehearsal and performance of a production? What techniques and approaches are used in the creation of a performance? What challenges do practitioners face and how do they overcome them</p>	<ul style="list-style-type: none"> •Reading the weekly Theatre Reviews from any newspaper. •Students should experience as much live theatre as possible. The West End of London has a wealth of theatres and discounted tickets can be found in a variety of ways. Kids Week (throughout August) allows children under 16 to go free to West End shows. There is also a lot of live theatre available online: the following youtube channels are excellent sources – The Show Must Go On; National Theatre; YoungVic; OldVic. •Our closest local theatres are: Lyric, Hammersmith, The Beck Theatre in Hayes, Questors Theatre, Harrow Arts Centre (HAC). Many of these venues also run workshops and classes during school holidays, after school and on weekends.
Spring 1 and Summer 1-2 (Feb-July)	<p><u>Blood Brothers by Willy Russell</u></p> <p><i>Component 2: Developing Skills and Techniques in the Performing Arts</i></p> <p>Students will work practically in groups and in their individual log-books to explore the following key questions: What are the skills and techniques needed to rehearse, evaluate the process and perform the ensemble scripted play Blood Brothers by Willy Russell? How can I apply my understanding of these skills and techniques in rehearsal and performance? How can I review my own development and contribution to the performance through my logbook?</p>	<ul style="list-style-type: none"> •Attending SummerStage with Mousetrap Theatre Projects in Central London or any of their projects www.mousetrap.org

Examples of Home Learning Tasks	Homework is set weekly. Homework should take a minimum of 30 minutes. Homework tasks may include making notes about practical work, revising key terminology and concepts and practical rehearsals in preparation for performance.
Assessment Tasks, Methods and Frequency	In Year 10 the students are finally assessed on Component 1 and 2. •Component 1: Exploring the Performing Arts •Component 2: Developing Skills and Techniques in the Performing Arts Students will be given practical and/or written assessment and then awarded either a Fail, Pass, Merit or Distinction mark.
Equipment that Pupils Need	Fully equipped pencil case. Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen. Classwork folders or logbooks. Scripts
Parents / Carers can help their child by:	Watch plays/musicals/performances on television, the internet (youtube is a particularly good resource) or at live venues as a family. Encouraging children to take part in the school drama club, the annual Talent Show, the school Musical and trips to the see live performance. Complete homework together, allowing the students to share and explain their new knowledge with their parent/carer. Encouraging children to join a Drama or Performing Arts group outside of school such as Stage Coach, Pauline Quirk Academy or Jigsaw or a local amateur dramatics group.
Useful websites	http://www.bbc.co.uk/education/subjects/zbckjxs https://www.thestage.co.uk/ https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw https://getintotheatre.org/
Extra-curricular clubs etc.	All students are offered the opportunity to take part in our Drama club. There are open auditions for the school musical and the Talent Show in July and students can audition to take leading or minor roles. There are opportunities for trips throughout the year. Where available we will also invite professional practitioners into the Academy to run workshops and classes.
Who can I contact?	Mrs C. Lashmore-Bennett – Head of Performing Arts

Photography

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • Introductory Module 1 - Camera Skills and Photographic Techniques 	Textbooks; GCSE Geography AQA Textbook – Oxford GCSE AQA Geography CGP Revision Guide
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • Introductory Module 2 - Natural Forms Photography skills and techniques, exploring themes and project development 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • Unit 1 Transformation and distortion • Study Skills: Critical and contextual studies. Evaluating. Reflect and refine • Exploring the theme 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • Developing Ideas and making connections • Group work 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • Understanding pattern, repetition, texture and colour theory • Photo editing techniques (Photoshop) and manipulating images 	
Summer 2 (June – July)	<u>Assessment pieces:</u> <ul style="list-style-type: none"> • AP1: Assessment of camera skill application • AP2: Natural forms response shoot 	

Examples of Home Learning Tasks	Study Skills: Analysis and annotation. Research. Planning a Shoot. Basic functions of the camera – Aperture, shutter speed and ISO, focussing. History of Photography. Genres in Photography. The formal elements, composition and ways of seeing. Creating a personal response. Understand the composition of a camera. Functions of a camera. Critical and contextual studies. Evaluating. Reflect and refine. Exploring the theme. Developing Ideas and making connections. Group work. Understanding pattern, repetition, texture and colour theory. Photo editing techniques (Photoshop) and manipulating images. Grammar of Photography - flatness, frame, time and focus. Camera less Photography – Photograms and cyanotypes. Analysis and annotation. Critique and personal interpretation. Reflect and refine. Presentation. Historical influences and conventions in Photography. Observing Photographic techniques and interpreting these to create a personal response. Visual language, concepts and ideas. Fundamental theories and application of these. Narrative, audience and aesthetics. Advanced Photoshop and physical editing skills. Experimental editing techniques including physical manipulation
Assessment Tasks, Methods and Frequency	Assessment pieces: AP1: Assessment of camera skill application. AP2: Natural forms response shoot. AP3: Introductory module – Natural Forms. AP4: Unit 1 – Transformation and distortion. – Experimental outcomes (AO2, A04). AP5: Unit 1 – Transformation and distortion. – Quality of recording and development of ideas (AO1 and A03). AP6: Unit 1 – Still life portfolio of work.- Whole project mark (All assessment bands AO1, AO2, A03 and AO4).
Equipment that Pupils Need	All students require a pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colour pallets and fine liners are desirable for use at home to complete tasks set. USB require to save digital files and access to a camera would be beneficial for students.

<p>Parents / Carers can help their child by:</p>	<p>Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best path way into emerging jobs in new technologies such as web and App design.</p> <p>Visit galleries and exhibitions. Stretch their knowledge.</p> <p>Encourage children to read for pleasure and participate in the arts.</p> <p>Provide the resources they need for creative expression. The key resource here is time.</p> <p>Ask your child open-ended questions to stretch their understanding and help them to develop ideas.</p> <p>Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.</p>
<p>Useful websites</p>	<p>www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200 www.thephotographersgallery.org.uk www.tate.org.uk www.vam.ac.uk www.dandad.org www.debutart.com https://designmuseum.org www.vectors4free.co.uk</p>
<p>Extra-curricular clubs etc.</p>	<p>Lunch Clubs Photography Clinic</p>
<p>Who can I contact?</p>	<p>Mark.Smith@alecreedacademy.co.uk Hayley.Taberner@alecreedacademy.co.uk</p>

Religious Studies

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<p><u>Judaism: Jewish Practices - The synagogue and worship</u></p> <ul style="list-style-type: none"> • The synagogue and its importance • Public acts of worship • Worship in the home and private prayer • The written law (Tenakh) and the oral law (Talmud), and their study, use and significance in daily life <p><u>Family life and festivals</u></p> <ul style="list-style-type: none"> • Rituals and their significance: • Dietary laws and their significance • Festivals and their importance for Jews in Great Britain today 	<p>AQA GCSE (9-1) Religious Studies Specification A (textbook) Leslie Parry, Jan Hayes and Sheila Butler</p>
Autumn 2 (Nov – Dec)	<p><u>Theme B – Religion and Life: The origins and value of the universe</u></p> <ul style="list-style-type: none"> • The origins of the universe <ul style="list-style-type: none"> o religious teachings about the origins of the universe o the relationship between scientific views, such as the Big Bang theory, and religious views • The value of the world and the duty of human beings to protect it • The use and abuse of the environment • The use and abuse of animals 	<p>Extension tasks: Find Bible quotes to support differing views and enhance answers</p>
Spring 1 (Jan – Feb)	<p><u>Theme B – Religion and Life: The origins and value of human life</u></p> <ul style="list-style-type: none"> • The origins of life, including: <ul style="list-style-type: none"> o religious teachings about the origins of human life o the relationship between scientific views, such as evolution, and religious views • The concepts of sanctity of life and the quality of life • Abortion, including situations when the mother’s life is at risk • Ethical arguments related to abortion • Euthanasia • Beliefs about death and an afterlife 	<p>TED talks on religion (for example the “Are you there, God?” series)</p>
Spring 2 (Feb – March)	<p><u>Theme C – The Existence of God: Philosophical arguments for and against the existence of God</u></p> <ul style="list-style-type: none"> • The Design argument • The First Cause argument • The argument from miracles • Evil and suffering as an argument against the existence of God • Arguments based on science against the existence of God 	<p>Learn the The Nicene and Apostles Creed</p>

	Curriculum Content	Suggested Reading or Extension Activities
Summer 1 (April – May)	<p><u>Theme C – The Existence of God: The nature of the divine and revelation</u></p> <ul style="list-style-type: none"> • Special revelation as a source of knowledge about the divine • Enlightenment as a source of knowledge about the divine • General revelation: nature and scripture as a way of understanding the divine. • Different ideas about the divine that come from these sources: <ul style="list-style-type: none"> o omnipotent and omniscient o personal and impersonal o immanent and transcendent • The value of general and special revelation and enlightenment as sources of knowledge about the divine 	<p>AQA GCSE (9-1) Religious Studies Specification A (textbook) Leslie Parry, Jan Hayes and Sheila Butler</p> <p>Extension tasks: Find Bible quotes to support differing views and enhance answers</p> <p>TED talks on religion (for example the “Are you there, God?” series)</p> <p>Learn the The Nicene and Apostles Creed</p>
Summer 2 (June – July)	<p><u>Theme D – Religion Peace and Conflict: Religion, violence, terrorism and war</u></p> <ul style="list-style-type: none"> • The meaning and significance of: <ul style="list-style-type: none"> o peace o justice o forgiveness o reconciliation • Violence, including violent protest • Terrorism • Reasons for war, including greed, self-defence and retaliation • The just war theory, including the criteria for a just war • Holy war • Pacifism 	<p>TED talks on religion (for example the “Are you there, God?” series)</p> <p>Learn the The Nicene and Apostles Creed</p>

Examples of Home Learning Tasks	<ol style="list-style-type: none"> 1) Exam style questions 2) Revision for knowledge tests 3) Key words and vocabulary test revision
Assessment Tasks, Methods and Frequency	Assessments are completed in class every half term. A written, formal exam will be completed at the end of the year. The students will be provided with revision material at least 2 weeks in advance for any formalised tests.
Equipment that Pupils Need	Blue/black pen Ruler Planner

Parents / Carers can help their child by:	Parents/carers can help students by making sure they are organised and complete the homework/revision work they are set. Homework is set every other week. The teacher will check that all students have their homework tasks in their planner and it is recorded on Classcharts. Revision material and tasks will be set before assessments.
Useful websites:	http://www.bbc.co.uk/religion http://www.bbc.co.uk/religion/religions/ http://www.bbc.co.uk/schools/religion/
Extra-curricular clubs etc.	Debate Mate

Who can I contact?	Ms. Dee: megan.dee@alecreedacademy.co.uk Ms. Lipman: eva.lipman@alecreedacademy.co.uk
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Science

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • Photosynthesis • Respiration • Forces and motion • Crude Oil 	<ul style="list-style-type: none"> • Using BBC Bitesize as an alternative source of content • Reading Science sections of online newspapers • Using the Kerboodle interface with which each pupil has a unique login with. This is the same platform used with Key Stage 3 but with GCSE content.
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • The human nervous system • Rates of reaction 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • Hormones • Reproduction • Earth’s atmosphere 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • Waves • Electromagnetic waves • The Earth’s resources 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • Variation • Evolution • Genetics 	
Summer 2 (June – July)	<ul style="list-style-type: none"> • Electromagnetism • Practical Skills • How Science Works skills 	

Examples of Home Learning Tasks	Pupils can access extension tasks via the online Kerboodle interface the department uses. This is in addition to homework which can be set via Kerboodle. Students are encouraged to purchase revision guides which the department sells.
Assessment Tasks, Methods and Frequency	At the end of every unit pupils will set an in-class assessment. These are standardised and incorporate practical assessment objectives. There will also be end of year assessments which will cover multiple units.
Equipment that Pupils Need	Pens, pencils, rulers, rubbers and scientific calculators.

Parents / Carers can help their child by:	Access Kerboodle with their children and help them use the revision guide to consolidate what they learn in lessons.
Useful websites	https://www.kerboodle.com/app/
Extra-curricular clubs etc.	Revision Sessions

Who can I contact?	Curriculum Leader - Mrs Charles Student Class Teacher
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Spanish

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	Current and future study and employment: Life at school/college Grammar: transfer deber/poder/hay que/querer to school rules context quantity words mucho/demasiado/bastante (including with plurals)	Mary Glasgow Magazines: “El Sol” KS4 revision guides Book: Viaje al centro de la Tierra by Julio Verne (ISBN 978-1522867500)
Autumn 2 (Nov – Dec)	Local, national, international, and global areas of interest: Travel and tourism. Grammar: consolidation of preterite tense extension of imperfect tense consolidation of preterite and imperfect tenses sequencing words, expressions and phrases antes de/después de haber etc/mientras/desde hace/acabar de developing greater complexity in spoken and written accounts of past events or experiences weather expressions with hacer possessive pronouns mío etc	
Spring 1 (Jan – Feb)	Current and future study and employment: Education post-16 Grammar: Use of lo in lo que and lo + adjective future tense introduced for eg future study plans building on si clauses with present and future more complex two verb structures (tener la intención de/tener ganas de/tener el derecho de)	
Spring 2 (Feb – March)	Local, national, international, and global areas of interest: Social issues → Healthy/ unhealthy living. Grammar: recap on deber/tener que/hay que + infinitive and introduce conditional forms – affirmative and negative es mejor/sería mejor/más vale/más valdría negative nunca full explanation of imperfect tense to allow statements and opinions about previous health habits	
Summer 1 (April – May)	Identity and culture: Marriage/partnership Grammar: revisiting adjectives to describe and use of que to describe ideal partner and enhance descriptions use of gerund revision of future tense to outline future plans direct and indirect object pronouns	
Summer 2 (June – July)	Identity and culture: Technology in everyday life Social media (Mobile technology) Grammar: revision of past tenses to recount how social media have been used; or life before technology gracias a/sin/con enhanced statements of possibility including permitir, es posible que + subjunctive	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> • Complete any pending work given in class, such as: <ul style="list-style-type: none"> -Translations -Reading comprehension exercises -Writing extensions • Revisit notes and past papers
Assessment Tasks, Methods and Frequency	<ul style="list-style-type: none"> • End of each term: Listening and Reading mock assessments. • Linear examinations
Equipment that Pupils Need	<ul style="list-style-type: none"> • A bilingual dictionary. • Their own notes – found in their exercise books.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Ensuring they are completing tasks set and handing in homework on time. • Encouraging them to visit suggested websites and complete activities that will enhance their knowledge.
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Useful websites	<ul style="list-style-type: none"> • http://www.spanishrevision.co.uk/ • http://www.bbc.co.uk/schools/gcsebitesize/spanish/ • http://www.linguascope.com/ - Pupils are provided with a username and password. Excellent resource to build vocabulary and improve their reading, writing and listening skills. • http://www.spanish-games.net/ - Free games to learn or revise Spanish • https://revisionworld.com/gcse-revision/spanish/past-papers - All past papers and mark schemes (Higher and Foundation tiers) for Listening and Reading. • https://www.duolingo.com/course/es/en/Learn-Spanish-Online - It's also available on mobile apps (iOS, Android and Windows Phone)
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Who can I contact?	<p>Class teacher – ask the student who their teacher is. Leia Maras - leia.maras@alecreedacademy.co.uk</p>
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Textiles

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • Ornithology • Research – Textures & Bird forms 	<ul style="list-style-type: none"> • Visit galleries and exhibitions. • Fashion Designers: Alexander McQueen & Iris Van Herpen. • Fashion Illustration • Hat Designers: Philip Treacy & Stephen Jones
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • Ornithology • Printing Skills – Printing Processes 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • Ornithology • Artist Research – Fashion Illustration 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • Ornithology • Surface Designs – Fabric Manipulation 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • Ornithology • Artist Research – 3D Design Development 	
Summer 2 (June – July)	<ul style="list-style-type: none"> • Ornithology • 3D Skills – Paper Engineering 	

Examples of Home Learning Tasks	Artist Research, Observational drawing, Mood boards, Collage, Mark Making, Photography, Fashion Illustration, Free Hand Machine Embroidery, Hand Stitching, Hand Embroidery, Screen Printing, Mono Type Printing, 3 Colour Reduction Printing, Dying Fabric, Fabric Manipulation, Paper engineering, Constructive Textiles & Presentation Skills.
Assessment Tasks, Methods and Frequency	Observational drawings with a focus on proportion, line, tone, texture. Creative drawing tasks with a focus on imagination and observation. Application of skills and understanding through different media including: painting, printing, 3D paper construction and clay.
Equipment that Pupils Need	All students require a plastic carry case, pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colours and fine liners and a white gel pen are desirable for use at home to complete set tasks. Having a sewing machine at home would be of benefit to your child however KS4 clubs run throughout the year on a daily basis during lunch times and are open to all GCSE students taking Textiles, Art and Graphics.

<p>Parents / Carers can help their child by:</p>	<p>Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best path way into emerging jobs in new technologies such as web and App design.</p> <p>Visit galleries and exhibitions. Stretch their knowledge.</p> <p>Encourage children to read for pleasure and participate in the arts.</p> <p>Provide the resources they need for creative expression. The key resource here is time.</p> <p>Ask your child open-ended questions to stretch their understanding and help them to develop ideas.</p> <p>Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.</p>
<p>Useful websites</p>	<p>www.tate.org.uk – Tate Galleries www.vam.ac.uk – Victoria & Albert Museum www.sciencemuseum.org.uk www.nhm.ac.uk – Natural History Museum www.haywardgallery.org.uk Hayward Gallery</p>
<p>Extra-curricular clubs etc.</p>	<p>KS3 Craft Club KS4 Coursework Clubs</p>
<p>Who can I contact?</p>	<p>Mark.Smith@alecreedacademy.co.uk Hayley.Taberner@alecreedacademy.co.uk</p>

GCSE Physical Education Year 9-11 (KS4)

What will you do?

Subject content and assessment information

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and well-being
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport

Curriculum Content: Topic 1**Year 1: Applied Anatomy and Physiology**

- The structure and functions of the musculoskeletal system
- The structure and functions of the cardiorespiratory system
- The structure and functions of the respiratory system

Suggested Reading or Extension Activities

<p>The structure and functions of the musculoskeletal system</p>	<p>11 The structure and functions of the musculoskeletal system 12 Classification of bones 113 Structure: cranium, clavicle, scapula, five regions of the vertebral column 114 Classification of joints 115 Movement possibilities at joints dependant on joint classification 116 The role of ligaments and tendons 117 Classification and characteristics of muscle types 118 Location and role of the voluntary muscular system 119 Antagonistic pairs of muscles 11.10 Characteristics of fast and slow twitch muscle fibre types 11.11 How the skeletal and muscular systems work together to allow participation in physical activity and sport</p>	<p>For more information please visit and see: Specification Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0) Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data</p>
<p>The structure and functions of the cardiorespiratory system</p>	<p>121 Functions of the cardiovascular system applied to performance in physical activities 122 Structure of the cardiovascular system 123 Structure of arteries, capillaries and veins 124 The mechanisms required for blood flow 125 Function and importance of red and white blood cells, platelets and plasma 126 Composition of inhaled and exhaled air 127 Vital capacity and tidal volume 128 Location of main components of respiratory system 129 Structure of alveoli to enable gas exchange 12.10 How the cardiovascular and respiratory systems work together</p>	
<p>Anaerobic and aerobic exercise</p>	<p>131 Energy: the use of glucose and oxygen to release energy 132 Energy sources</p>	

Curriculum Content: Topic 1**Year 1: Applied Anatomy and Physiology**

- The structure and functions of the musculoskeletal system
- The structure and functions of the cardiorespiratory system
- The structure and functions of the respiratory system

Suggested Reading or Extension Activities

<p>The short- and long- term effects of exercise</p>	<p>141 Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer</p> <p>142 Short-term effects of physical activity and sport on heart rate, stroke volume and cardiac output, and the importance of this to the player/performer</p> <p>143 Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer</p> <p>144 How the respiratory and cardiovascular systems work together</p> <p>145 Long-term effects of exercise on the body systems</p> <p>146 Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise</p>	<p>For more information please visit and see:</p> <p>Specification</p> <p>Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0)</p> <p>Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data</p>
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Assessment information

- First assessment: May/June 2018.
- The assessment is 1 hours and 45 minutes.
- The assessment is out of 90 marks.
- Students must answer all questions.
- The assessment consists of multiple-choice, short-answer, and extended writing questions.
- For the nine-mark extended writing questions, students will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.
- Calculators can be used in the examination.

Sample assessment materials A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education Sample Assessment Materials (SAMs) document.

	Curriculum Content: Topic 2 Movement Analysis	Suggested Reading or Extension Activities
Lever systems, examples of their use in activity and the mechanical advantage they provide in movement	211 First, second and third class levers and their use in physical activity and sport 212 Mechanical advantage and disadvantage	For more information please visit and see: Specification Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0)
Planes and axes of movement	221 Movement patterns using body planes and axes 222 Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults 223 Movement in the frontal plane about the sagittal axis when performing cartwheels 224 Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining	Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data

	Curriculum Content: Topic 3 Physical Training	Suggested Reading or Extension Activities
The relationship between health and fitness + the role that exercise plays in both	3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them	For more information please visit and see: Specification Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0) Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data
The components of fitness, benefits for sport and how fitness is measured and improved	321 Components of fitness and the relative importance of these components in physical activity and sport 322 Fitness tests 323 Collection and interpretation of data from fitness test 324 Fitness tests for specific components of fitness 325 How fitness is improved	
The principles of training and their application to personal exercise/ training programmes	331 Planning training using the principles of training 332 Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports 333 The use of different training methods for specific components of fitness	
The long-term effects of exercise	341 Long-term effects of aerobic and anaerobic training 342 Long-term training effects: able to train for longer and more intensely 343 Long-term training effects and benefits: for performance of the muscular-skeletal system 344 Long-term training effects and benefits: for performance of the cardio-respiratory system	
How to optimise training and prevent injury	351 The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ 352 Injury prevention 353 Injuries that can occur in physical activity and sport 354 RICE 355 Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance	
Effective use of warm up and cool down	361 The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport 362 Phases of a warm-up and their significance in preparation for physical activity and sport 363 Activities included in warm-ups and cool downs	

	Curriculum Content: Topic 4 Use of data	Suggested Reading or Extension Activities
Use of data	411 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport 412 Demonstrate an understanding of how data is collected 413 Present data 414 Interpret data accurately 415 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport	For more information please visit and see: Specification Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0)

Examples of Home Learning Tasks	Pupils will be given a course content booklet and a revision booklet at the beginning of the year, which must be completed as the course progresses. Sample activities include creating revision tools, using past papers, reading news articles and case studies on specific performances.
Assessment Tasks, Methods and Frequency	After each unit is covered the students should complete a Unit test to identify sound learning practices and gaps in their learning.
Equipment that Pupils Need	Pens, ruler, rubbers etc PE Kit or potential to purchase a GCSE specific course T shirt

Parents / Carers can help their child by:	Ensure they attend revision classes Ensure they join an extra-curricular club Support the students choices
Useful websites	http://qualifications.pearson.com/content/dam/pdf/GCSEGCSE-physical-education-2016-specification.pdf
Extra-curricular clubs etc.	Attend and Leadership opportunities in a variety of clubs
Who can I contact?	Curriculum Leader for PE – Mr Andrew Thomas Mr Guiheen, Mrs Marjanov, Mr Hepburn, Ms Tinsley



ALEC REED ACADEMY

PROUD TO LEARN

Year 10 Curriculum Booklet

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