

Year 10 Curriculum Booklet



St Aloysius' College
2022/2023

Contents Page



Introduction	2
Art	3
Business Studies	4
Citizenship	5
Computer Science	6
Design and Technology	7
English	8
Geography	9
Graphics	10
History	11
Mathematics	12
Media (BTEC Tech Award in Creative Media Production)	13
Modern Foreign Languages (French)	14
Modern Foreign Languages (Spanish)	15
Music (BTEC in Music Industry skills)	16
P.E. (GCSE)	17
Religious Education	18
Science	19
Assessment & Revision	20
Leaning Apps	21
Go4Schools	22

Introduction



Welcome to our Year 10 Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius' College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.
- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable of.
- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year, **Mr Neville**.

S Kisten

Assistant Headteacher – Curriculum & Outcomes



Head of Department: Mr Northey

Year 10

The course follows a two-year syllabus that encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three-module format that is designed to encourage an understanding of the development of art, linking in aspects of the modern world, through social, political and historical issues. The course begins as an in depth skill based programme which enables students to become more confident in a range of artistic techniques. Experimentation is key to the course and students develop their ideas and knowledge of artists through sketchbook and independent study. The course is designed to provide students with all the requisite skills and knowledge necessary to become A level students and to pursue an artistic career.

Pearson/Edexcel	Autumn 1		Autumn 2	
	Focus/Context for Learning		Focus/Context for Learning	
	Week: 1. Introductory Course to GCSE Art 2. Research on Artist 3. Artist study 4. Observational drawing: Pencil 5. Observational drawing: Charcoal 6. Observational drawing: Mixed Media 7. Test/Afl: Peer and Self-Assessment		Week: 1. Research on Artist 2. Artist study 3. Observational drawing: Pencil 4. Observational drawing: Pencil 5. Watercolour painting skills 6. Watercolour painting skills 7. AP1 – Christmas Test	
	Spring 1		Spring 2	
	Focus/Context for Learning		Focus/Context for Learning	
	Week: 1. Research on Artist 2. Artist study 3. Developing skills in Abstract Art 4. Overlapping illustration 5. Abstract Art 6. Abstract Art		Week: 1. Research on Artist 2. Artist study 3. Observational drawing: Pencil 4. Observational drawing: Pencil 5. Acrylic painting skills 6. Acrylic painting skills	
	Summer 1		Summer 2	
	Focus/Context for Learning		Focus/Context for Learning	
	Week: 1. Research on Artist 2. Artist study 3. Developing skills in Adobe Photoshop 4. Producing a computer generated design 5. Creating a multi media painting based on your computer work 6. Creating a final piece		Week: 1. Personal Project – Mind map 2. Artist/Designer research 3. Artist/Designer study 4. Artist/Designer study 5. Adobe Photoshop – skills development 6. Artist/Designer research	

Business Studies



Head of Department: Mr E. Dixon

Year 10

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects businesses and all the people involved.

Pearson/Edexcel		Autumn 1	Autumn 2
Focus/Context for Learning		<u>1.1 Enterprise and entrepreneurship</u> 1.1.1 The dynamic nature of business 1.1.2 Risk and reward 1.1.3 The role of business enterprise	<u>1.2 Spotting a business opportunity</u> 1.2.1 Customer needs 1.2.2 Market research 1.2.3 Market segmentation 1.2.4 The competitive environment
		Spring 1	Spring 2
Focus/Context for Learning		<u>1.3 Putting a business idea into practice</u> 1.3.1 Business aims and objectives 1.3.2 Business revenues, costs and profits 1.3.3 Cash and cash-flow 1.3.4 Sources of business finance	<u>Topic 1.4 Making the business effective</u> 1.4.1 The options for start-up and small businesses 1.4.2 Business location 1.4.3 The marketing mix
		Summer 1	Summer 2
Focus/Context for Learning		<u>Topic 1.5 Understanding external influences on business</u> 1.5.1 Business stakeholders 1.5.2 Technology and business	Exam Technique and Revision of Theme 1 <u>2.1 Growing the business</u> 2.1.1 Business growth 2.1.2 Changes in business aims and objectives

Citizenship



Lead Teacher: Ms E. Doorly

Year 10

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves. It is a qualification that enables students to apply themselves and gives them the skills to succeed in their chosen pathway. The course content is divided into five themes:

- A: Living together in the UK
- B: Democracy at work in the UK
- C: Law and Justice
- D: Power and Influence
- E: Taking citizenship action (coursework)

Pearson/Edexcel		Autumn 1	Autumn 2
Focus/Context for Learning		Theme A : Living together in the UK <ul style="list-style-type: none"> How have communities developed in the UK? What is identity? 	Theme A : Living together in the UK <ul style="list-style-type: none"> What are democratic values and where do they come from? How does local democracy work?
		Spring 1	Spring 2
Focus/Context for Learning		Theme B : Democracy at work in the UK <ul style="list-style-type: none"> How have communities developed in the UK? What is identity? What are democratic values and where do they come from? 	Theme B : Democracy at work in the UK <ul style="list-style-type: none"> How does local democracy work? School trip to House of Commons:
		Summer 1	Summer 2
Focus/Context for Learning		Theme E : Taking Citizenship action <p>Citizenship action: Students will select a topic and work in pairs to complete research and coursework.</p>	

Computer Science



Lead Teacher: Mr N. Kakou

Year 10

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether one wants to be a scientist, develop the latest killer application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns. Computing:

- Enables you to make a positive difference in the world.
- Computing offers many types of lucrative careers.
- Computing jobs are here to stay, regardless of where you are located.
- Expertise in computing helps even if your primary career is something else.
- Computing offers great opportunities for true creativity and innovativeness.
- Computing has space for both collaborative work and individual effort.
- Computing is an essential part of well-rounded academic preparation.
- Future opportunities in computing are without boundaries.

OCR	Autumn 1	Autumn 2
Focus/Context for Learning	A. Algorithms <ul style="list-style-type: none"> • L1 Computational Thinking • L2 Searching Algorithms • L3 Sorting Algorithms B. Programming techniques (Python)	A. Algorithms <ul style="list-style-type: none"> • L4 Pseudocode • L5 Flowchart • L6 Interpret, correct or complete algorithms B. Programming techniques (Python)

	Spring 1	Spring 2
Focus/Context for Learning	A. Programming <ul style="list-style-type: none"> • L1 Programming Concepts • L2 Sequence and selection • L3 Iteration • L4 Arrays B. Python Programming <ul style="list-style-type: none"> • Producing robust programs 	A. Programming <ul style="list-style-type: none"> • L4 Procedures and functions • L5 Records and files • L6 Introduction to SQL B. Python Programming <ul style="list-style-type: none"> • Producing robust programs

	Summer 1	Summer 2
Focus/Context for Learning	A. Logic and languages <ul style="list-style-type: none"> • L1 Logic diagrams and truth tables • L2 Defensive design • L3 Errors and testing • L4 Translators and facilities of languages B. Python Programming <ul style="list-style-type: none"> • Producing robust programs 	A. Programming Project B. Exam Styled Programming Challenges C. Past Papers: Exam Styled Questions

Design & Technology



Head of Department: Mr J. Harvey

Year 10

The course will focus on producing creative and iterative design work and innovative practical work utilising an increasing use of CAD, workshop tools and equipment and CAM. It will allow students the opportunity to explore and perfect new skills and techniques whilst developing confidence and experience with specialist equipment and materials where possible. Students are required to undertake the iterative design process of exploring, creating and evaluating. The majority of the course will be delivered through theory and practical activities. Retrieval methods and testing for revision will be taught and encouraged.

AQA		Autumn 1	Autumn 2
Focus/Context for Learning		Specialist Technical Principle <ul style="list-style-type: none"> • Selection of materials • Forces and stresses • Ecological & social footprint. • Sources & origins of materials • Stock forms: types & sizes • Practical Focus Tasks Assessment: regular test and exam practice questions.	Specialist Technical Principles <ul style="list-style-type: none"> • Scales of production • Specialist techniques & processes • Surface treatments & finishes Mini NEA Project 1 - (TBD) Assessment Objective 1 (AO1) <ul style="list-style-type: none"> • Explore design context • Identify needs and wants • Identifying & investigating design possibilities. End of term exam
		Spring 1	Spring 2
Focus/Context for Learning		Designing & making principles <ul style="list-style-type: none"> • Research and Investigate • Sustainability challenge • Design strategies • Anthropometrics & Ergonomics. Mini NEA Project <ul style="list-style-type: none"> • Generate design Ideas/proposals • Refine and develop Ideas using the iterative design process • Final design idea 	Designing & making principles <ul style="list-style-type: none"> • Prototype development • Tolerances • Manufacturing processes Mini NEA Project - continued AO2 – Design and make prototype that are fit for purpose <ul style="list-style-type: none"> • Production of prototype • Testing and evaluation Assessment: regular test and exam practice questions.
		Summer 1	Summer 2
Focus/Context for Learning		Core technical principles <ul style="list-style-type: none"> • New & emerging technologies • Energy generation and storage • New and modern materials • Mechanical devices Revision for Assessment Point 2 <ul style="list-style-type: none"> - regular test & exam practice questions and mark schemes. End of term exam.	AQA - NEA Contextual Challenge <ul style="list-style-type: none"> • Introduce NEA contextual challenge from exam board (AQA). Assessment Objective 1 (Summer holiday) <ul style="list-style-type: none"> • Identifying and investigating design possibilities. • Consider a range of design brief • Specification • Design proposals (rough models and annotated sketches).

AQA	Autumn 1	Autumn 2
	Focus/ Context for Learning	Focus/ Context for Learning
	Shakespeare's Romeo and Juliet: <ul style="list-style-type: none"> • Revision of J&H – exam practice • Close reading • Analysis, Exploration, Evaluation 	Language Paper 1 : <ul style="list-style-type: none"> • Close reading • Analysis, Exploration, Evaluation • Creative, Argue, Persuade Writing skills <p>EXAMINED: 1. LANGUAGE PAPER 1 (1 HOUR 45 MIN EACH)</p>
	Spring 1	Spring 2
	Focus/ Context for Learning	Focus/ Context for Learning
	AQA Love and Relationships Cluster of Poems : <ul style="list-style-type: none"> • AQA Poetry Anthology – Romantic Poems from the relationships cluster AND • Unseen poetry practice (anthology taught as unseen) • LITERATURE AO1, 2 & 3 	Modern Prose – Literature – the play DNA by Dennis Kelly <p>Close reading Analysis, Exploration, Evaluation</p>
	Summer 1	Summer 2
	Focus/ Context for Learning	Focus/ Context for Learning
	Language Paper 2: <p>Close reading Analysis, Exploration, Evaluation Creative, Argue, Persuade Writing skills</p> <p>EXAMINED: LANGUAGE PAPER 2 (1 HOUR 45 MIN EACH) Literature Paper 2 (2 hours 15 min)</p>	<ul style="list-style-type: none"> • Spoken Language Endorsement - Toxic Masculinity SOW • AO7, 8 &9 • AQA Poetry Anthology – relationships cluster (cover any outstanding poems) and unseen practice • LITERATURE AO1, 2 & 3 • Revision of J&H • LITERATURE AO1, 2 & 3

Geography



Head of Department: Ms G. Briody

Year 10

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

- Barack Obama

AQA	Autumn 1		Autumn 2	
	UK Physical Landscapes: Coasts		UK Physical Landscapes: Coasts	
Focus/Context for Learning	<ul style="list-style-type: none"> Coastal processes Landforms of erosion - headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Landforms of deposition - beaches, sand dunes, spits and bars 		<ul style="list-style-type: none"> Case Study: Jurassic Coastline Coastal management – hard and soft engineering strategies Case Study of a coastal management scheme in the UK: Lyme Regis, Dorset 	
	Spring 1		Spring 2	
Focus/Context for Learning	Changing Economic World <ul style="list-style-type: none"> Reducing the development gap. Some LICs and NEEs experiencing rapid economic development leading to significant social, environmental and cultural change Case Study NEE: Nigeria 		Changing Economic World <ul style="list-style-type: none"> Major changes in the economy of the UK Changes to employment patterns and regional growth The north-south divide Improvements to transport in the UK 	
	Summer 1		Summer 2	
Focus/Context for Learning	The Living World <ul style="list-style-type: none"> Ecosystems - interaction between biotic and abiotic components Tropical rainforests (causes and effects of deforestation, the need for sustainable management) Animal and plant adaptations Case study: Amazon Rainforest 		The Living World <ul style="list-style-type: none"> Hot deserts - opportunities and challenges, causes and effects of desertification Animal and plant adaptation Case study: Western Deserts, USA Desertification - causes, effects and management strategies 	

Graphics



Head of Department: Mr Northey

Year 10

The course follows a two-year syllabus that encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three-module format that is designed to encourage an understanding of the development of Graphic Design, linking in aspects of the modern world, through social, political and historical issues. The course begins as an in depth skill based programme which enables students to become more confident in a range of design techniques. Experimentation is key to the course and students develop their ideas and knowledge of graphic designers through classwork and independent study. The course is designed to provide students with all the requisite skills and knowledge necessary to become A level students and to pursue a career in design.

Pearson/Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Introduction to Graphics. 2. Designer research – Ben Frost 3. Adobe Photoshop – skills development 4. Collage design – Ben Frost 5. Collage design - Ben Frost 6. Technique – scaling a drawing 7. Continuation – scaling and drawing 	<ol style="list-style-type: none"> 1. Research – Paula Scher. 2. Adobe Photoshop – skills development 3. Music poster 4. Sports poster design. 5. Adobe Photoshop – skills development 6. Theatre poster design 7. Completion of work. A P1 – Christmas test
	Spring 1	Spring 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Research – Dan Mountford. 2. Adobe Photoshop – skills development 3. Designs in the style of Dan Mountford B/W 4. Designs in the style of Dan Mountford Colour 5. Adobe Photoshop – skills development 6. Designs inspired by Dan Mountford 	<ol style="list-style-type: none"> 1. Research – David Carson. 2. Adobe Photoshop – skills development 3. Designs in the style of David Carson. 4. Exploring different printing techniques 5. Adobe Photoshop – skills development 6. Designs inspired by David Carson
	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Research – Neville Brody. 2. Adobe Photoshop – skills development 3. Designs in the style of Neville Brody. 4. Magazine layout skills and research 5. Adobe Photoshop – skills development 6. Magazine Designs inspired by Neville Brody 	<ol style="list-style-type: none"> 1. Personal Project – Mind map 2. Artist/Designer research 3. Artist/Designer study 4. Artist/Designer study 5. Adobe Photoshop – skills development 6. Artist/Designer research

History



Head of Department: Mrs G. Rimmer

Year 10

In Year 10, you will complete your study of America 1920-1973.

You will then move on to study Power and the People 1215 – 1980. A thematic study of the changing relationship between monarchy and the people, studying the rise and development of Parliament.

AQA	Autumn 1		Autumn 2	
	Focus/ Context for Learning		Focus/ Context for Learning	
	America 1920-1973 continued <ul style="list-style-type: none"> • The Great Depression and The New Deal • Popular culture in the 1930s. • The impact of the Second World War on the USA • The Rock and Roll generation. • McCarthyism and the Red Scare. • The Civil Rights Movement • The New Frontier and the great Society • The Women's Movement 		Power and the People Challenging Royal Authority : <ul style="list-style-type: none"> • The Magna Carta • Simon de Montfort • The Peasants Revolt • The Pilgrimage of Grace • The English Revolution • The American Revolution 	
	Spring 1		Spring 2	
	Focus/ Context for Learning		Focus/ Context for Learning	
	Power and the People <ul style="list-style-type: none"> • Reform and Reformers: • The Anti Slavery Campaign, the challenge for voting rights: Peterloo, The Great Reform Act, The chartists and Trade union developments 		Power and the People EQUALITY AND RIGHTS : <ul style="list-style-type: none"> • Women's Rights and the campaign for the Vote • Workers rights: The General Strike • Minority rights since 1945 	
	Summer 1		Summer 2	
	Focus/ Context for Learning		Focus/ Context for Learning	
	Conflict and Tension in Asia <ul style="list-style-type: none"> • The Korean War, a study in depth • The Cold War, Korea and the Cold War • The United Nations at War • China enters the war, • Stalemate 		Conflict and Tension in Asia <ul style="list-style-type: none"> • The Importance of the Korean War in the development of the Cold War and links to War in Vietnam. 	

Mathematics



Head of Department: Ms A. Toprak

Year 10

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Pearson/Edexcel	Autumn 1	Autumn 2
Focus/ Context for Learning	Graphs and sequences Mensuration Calculations Proportion and percentages Equations and formulae Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.	Number Angles Data Transformations Calculations Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs. AP1
	Spring 1	Spring 2
Focus/ Context for Learning	Equations and formulae Data Number Angles Mensuration Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.	Proportion and percentages Transformations Graphs and sequences Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs. Progress check.
	Summer 1	Summer 2
Focus/ Context for Learning	Angles Probability Equations and formulae Number Graphs and sequences Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.	Calculations Constructions Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs. AP2

Media (BTEC Tech Award in Creative Media Production)



Lead Teacher: Mr R. Mahon

Pearson/Edexcel

Overview

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production (603/7053/1) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by investigating, exploring and creating media products as part of their Key Stage 4 learning. The qualification enables learners to develop skills across a range of media practices using a combination of practical exploration, experimentation and realistic vocational contexts. They will develop personal skills, such as managing their creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Assessment

Learners are required to complete and achieve all three components in the qualification. Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production

- Exploring Media Products Internal – externally moderated
- Developing Digital Media Production Skills Internal – externally moderated
- Create a Media Product in Response to a Brief external Synoptic

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Progression Pathways

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Media which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector. Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of routes designed to lead to work, employment, apprenticeships or further study at Level 3.

Careers

The skills developed through an education in creative media are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing.

MFL: French



Head of Department: Ms C. Mauris-Blanc

Year 10

Pearson/Edexcel	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>Module 4: De la ville à la campagne – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Talking about where you live, weather and transport Describing a town and asking the way Describe a regions Using the pronoun y Talking a bout your town, village or district Using negatives 	<p><u>Module 4: De la ville à la campagne – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Discussing what to see and do Asking questions using <i>quel/quelle/quels/quelles</i> Discussing plans and the weather Using the near future Describing community projects Using the present, perfect and future tenses
	Spring 1	Spring 2
Focus/ Context for Learning	<p><u>Module 5: Le grand large... – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Talking about what you normally do on holiday Talking about holidays Talking about an ideal holiday Using the conditional Booking and reviewing hotels Using reflexive verbs in the perfect tense 	<p><u>Module 5: Le grand large... – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Ordering in a restaurant Using <i>en</i> + present participle Talking about travelling Using <i>avant de</i> + infinitive Buying souvenirs Using demonstrative adjectives and pronouns Talking about holiday disasters
	Summer 1	Summer 2
Focus/ Context for Learning	<p><u>Module 6: Au collège - School</u></p> <ul style="list-style-type: none"> Revising school subjects Talking about your school Using the pronouns <i>il</i> and <i>elle</i> Comparing school in the UK and French-speaking countries Using the pronouns <i>ils</i> and <i>elles</i> Discussing school rules 	<p><u>Module 6: Au collège - School</u></p> <ul style="list-style-type: none"> Using <i>il faut</i> and <i>il est interdit de</i> Talking a bout getting the best out of school Using the imperative Talking about a school exchange Using the past, present and future timeframes

MFL: Spanish



Head of Department: Ms C. Mauris-Blanc

Year 10

Pearson/Edexcel	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>Módulo 1: Desconéctate – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Talking about holiday and the weather Saying what you do in the summer Using the present tense Talking about holiday preferences Using verbs of opinion Saying what you did on holiday Using the preterite tense Using different structures to give opinions 	<p><u>Módulo 1: Desconéctate – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Describing where you stayed Using the imperfect tense Booking accommodation and dealing with problems Using verbs with <i>usted</i> Giving an account of a holiday in the past Using three tenses together
	Spring 1	Spring 2
Focus/ Context for Learning	<p><u>Módulo 5: Ciudades – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Talking about places in town Asking and understanding directions Talking about shops Buying souvenirs Describing the features of a region Using <i>se puede</i> and <i>se pueden</i> Planning what to do Using the future tense Understanding the geography of Spain 	<p><u>Módulo 5: Ciudades – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Shopping for clothes and presents Using demonstrative adjectives Explaining preferences Talking about problems in a town Using the conditional Describing a visit in the past Using different tenses together Recognising and using idioms
	Summer 1	Summer 2
Focus/ Context for Learning	<p><u>Módulo 2: Mi vida en el insti – School</u></p> <ul style="list-style-type: none"> Giving opinions about school subjects Describing school facilities Describing the school uniform and the school day Using adjectives Talking about subjects and teachers Using comparatives and superlatives Justifying opinions using a range of language 	<p><u>Módulo 2: Mi vida en el insti – School</u></p> <ul style="list-style-type: none"> Describing your school Using the negative form Comparing now and then Talking about school rules Talking about a school exchange Using the near future tense Talking about activities and achievements

Music (BTEC in Music Industry skills)



Head of Department: Mr O. Bunting

Year 10

Pearson/Edexcel

Overview

This BTEC Level 2 qualification prepares students for work by giving them the opportunity to develop sector-specific skills, technical and practical skills, and to apply these skills in work-related environments. The qualification also provides progression to Level 3 qualifications.

Developed in close conjunction with leading employers, this BTEC Level 2 develops transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as an essential for gaining employment in the sector and for progression once the student is working.

This course is an ideal entry point for students who may not have prior musical experience but are interested in exploring the possibility of a job in the music industry. It is also very beneficial to students who may have prior musical experience and are preparing to pursue music further a sixth form level.

Students will finish this course with a deeper understanding of the inner workings of music as well as an ability to create their own original music. They will also develop an understanding of the music industry and what necessary steps to take in order to support their own professional development.

Assessment

All units are internally assessed and count equally towards final course grades.

Unit 1: Exploring Music

- Explore music creation techniques through practical workshops and activities
- Produce a portfolio of musical exploration

Unit 2: Professional Development

- Explore a range of career opportunities with a view to their own professional development
- Create and present a professional development plan

Unit 3: Creating Music

- Employ creative techniques and processes to develop and present their own compositions
- Present two original pieces of music

Progression Pathways

After completing the Music Industry Skills BTEC students can pursue qualifications in various areas including the creation, production and promotion of music. This BTEC is also a stepping stone towards the Music Technology A Level course offered by Pearson Edexcel.

Careers

This course provides students with essential musical knowledge and creation skills in addition to guiding them through creating a professional development plan that will support their future journey with music. There are many high-quality jobs in the music industry currently that require skills learnt on this course. This includes – but is not limited to – creating and producing music for social media/film/TV/video games, working at a recording studio or radio station and pursuing apprenticeships or further courses in sound engineering.

PE (GCSE)



Head of Department: Mr S. Henderson

Year 10

In GCSE PE we follow the OCR syllabus which comprises 40% practical and 60% theory. Pupils will be taught in a variety of practical and theory lessons. Theoretical topics studied include Skeleton, Muscles, Fitness training, drugs in sport, sponsorship and media. In practical lessons pupils are introduced to a variety of activities, improving their skills and tactical awareness.

OCR	Autumn 1	Autumn 2
Focus/Context for Learning	2.1a Engagement patterns of different social groups in physical activities and sports 1.1a The structure and function of the skeletal system	1.1b The structure and function of the muscular system 1.1c Movement analysis
	Spring 1	Spring 2
Focus/Context for Learning	1.1d The cardiovascular and respiratory systems	2.1c Ethical and socio-cultural issues in physical activity and sport
	Summer 1	Summer 2
Focus/Context for Learning	GCSE Coursework Focus – practical and theory	Recap on previous topics covered throughout the year

Religious Education



Head of Department: Ms L. Carter

Year 10

Pearson/Edexcel		Autumn 1	Autumn 2
Focus/ Context for Learning		<p><u>Catholic Practices</u></p> <p>Students will understand the importance of the Seven Sacraments and the role of grace in their lives. Students will understand the importance of the mass and different Christian denominations’ views on liturgical worship. Students will understand the aims of a funeral rite and how they are achieved through the ritualistic practices of a funeral. Students will understand the importance of different types of prayers and different ways of connecting to God through worship.</p> <p><u>Jewish Practices</u></p> <p>Students will examine the importance of public and private worship for Jews. They will examine the role of the Tenakh and Talmud in the life of the Jews today. They will look importance of the Shema and Amidah.</p>	<p><u>Source of Wisdom and authority</u></p> <p>Students will examine the role of the Bible in the Church today, they will understand how different Christian communities interpret the Bible. They will understand the importance of scripture, tradition and the magisterium in the life of the Church today. They will examine and evaluate the impact of the changes introduced with the Second Vatican Council.</p>
		Spring 1	Spring 2
Focus/ Context for Learning		<p><u>Catholic Practices</u></p> <p>Students will understand different practices of popular piety practiced within the Church. Students will understand where and why Catholics go on pilgrimage. Students will understand the themes of Catholic Social Teaching and how these values influence the lives of Catholics today. Students will understand what is involved in Catholic mission and different Christian views to evangelisation.</p>	<p><u>Jewish Practices</u></p> <p>Students will exam key festivals in Judaism and understand how it helps Jews link with their ancestors and history. Students will understand rituals practiced by Jews and how they celebrate the Shabbat. Students will be able to describe the significant features of a synagogue.</p>
		Summer 1	Summer 2
Focus/ Context for Learning		<p><u>Source of Wisdom and authority</u></p> <p>Students will understand and be able to explain what it means to be the People of God and the Body of Christ. They will understand the importance of the four marks of the Church. Student will examine and evaluate the importance in which Catholics place on the role of Mary. Students will understand different sources Catholics use for making moral and ethical decisions in their lives today.</p>	<p><u>Revision for Summer exam</u></p> <p>Students will partake in lessons that consolidate the material they have learned over the past year; they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.</p>

Science



Head of Department: Dr A. Milling

Year 10

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

AQA	Autumn 1	Autumn 2
Focus/ Context for Learning	<u>Combined Science</u> 1C. Bonding, structures and the properties of matter 2B. Digestive system & Enzymes <u>Separate Science</u> 1C. Bonding, structures and the properties of matter & Using resources 2B. Digestive system & Enzymes	<u>Combined Science</u> 3P. Atomic structure 4C. Chemical changes <u>Separate Science</u> 3P. Atomic structure 4C. Chemical changes (Part 1)
	Spring 1	Spring 2
Focus/ Context for Learning	<u>Combined Science</u> 5B. Lungs, heart, blood and respiration <u>Separate Science</u> 5B. Lungs, heart, blood and respiration	<u>Combined Science</u> 6P. Forces 7C. Energy changes <u>Separate Science</u> 6P. Forces 7C. Energy changes
	Summer 1	Summer 2
Focus/ Context for Learning	<u>Combined Science</u> 8B. Photosynthesis 9P. Magnetism and Electromagnetism <u>Separate Science</u> 8B. Photosynthesis & plant disease 9P. Static electricity and the particle model of matter	<u>Combined Science</u> 10B. Homeostasis and control <u>Separate Science</u> 10P. Magnetism and Electromagnetism 11B. Homeostasis and control

Assessments & Revision



We strive for each and every pupil at St Aloysius to achieve their greatest potential. For that reason there are multiple assessments and revision opportunities in place to ensure that pupils know their projected grades at intervals throughout the year and are supported in improving upon them. Intervention, revisions classes and study zone sessions are pivotal in securing progress.

Year 10 Assessment Schedule

Year 10 pupils will have completed three mock exams before their final GCSEs. In Year 10 their assessment schedule is as follows:-

AP1 – Monday, November 28, 2022

Mock 1 – Monday, June 05, 2023

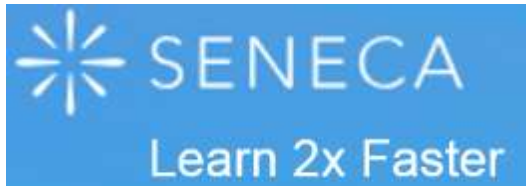
Pupils that underachieved will have to attend a meeting with their parents and a senior member of staff to discuss lack of progress. The pupils may be asked to resit another assessment.

Reports will be available after each assessment point on Go4Schools. Please use the report to discuss your son's progress and the next steps with them.

Learning Apps



Online Learning Apps



Educake



Many departments in the school have invested in online learning apps to take advantage of the excellent range of resources available to our students. These are extremely useful to build student's knowledge which can allow them to get ahead, catch up or revise. Some apps enable students to access the course textbook at home (e.g. Kerboodle) which provides a useful resource when completing homework or revising. Others enable students to test themselves on knowledge to build their retention and prepare for assessments.

All Apps can be accessed by going through the Student Hub on the school website.

Using GO 4 Schools, you will be able to view your child's progress online and access the following information at any time:

- **Timetable** – Your child's daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued
- **Homework** – Homework is set on Go4Schools and can be accessed by both parents and students via the app. Parents and students can easily see what homework has been set, when it is due and parents will also be able to track when the homework has been completed

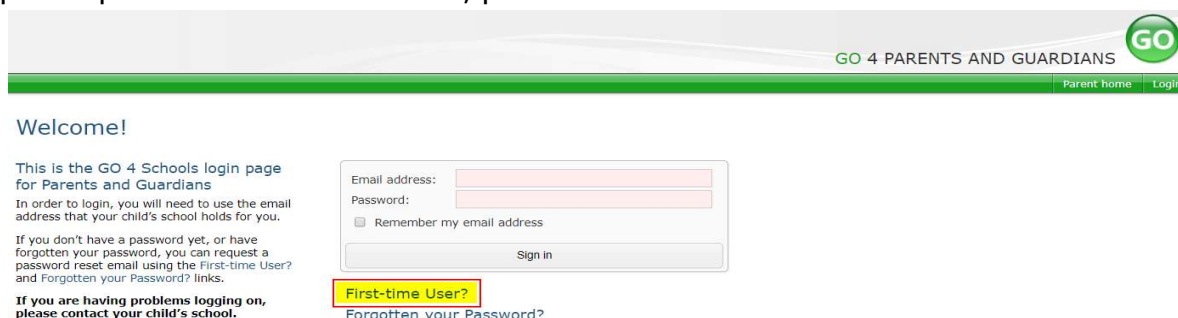
Your child's page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

Accessing your Go 4 Schools Account

To access the site, please go to www.go4schools.com and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.



GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the First-time User? and Forgotten your Password? links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

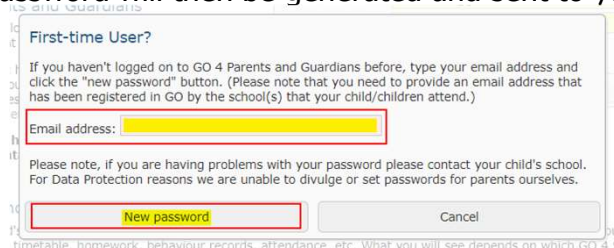
☐ Remember my email address

Sign in

First-time User?

Forgotten your Password?

Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.



First-time User?

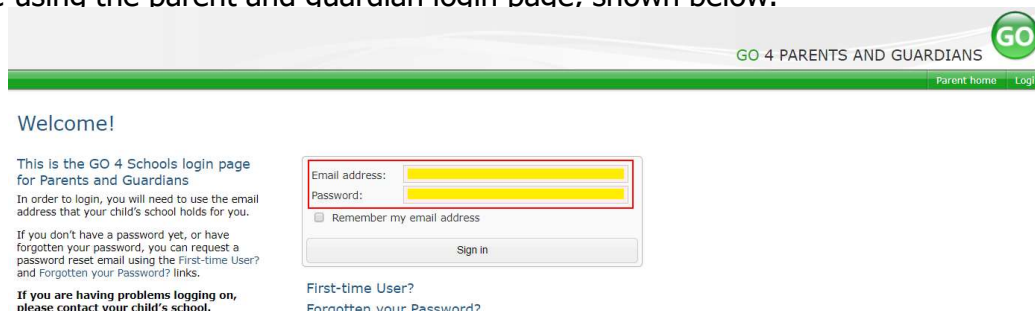
If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "new password" button. (Please note that you need to provide an email address that has been registered in GO by the school(s) that your child/children attend.)

Email address:

New password Cancel

Please note, if you are having problems with your password please contact your child's school. For Data Protection reasons we are unable to divulge or set passwords for parents ourselves.

You will then be able to log into the site using your email and generated password then view your child's page using the parent and guardian login page, shown below.



GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the First-time User? and Forgotten your Password? links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

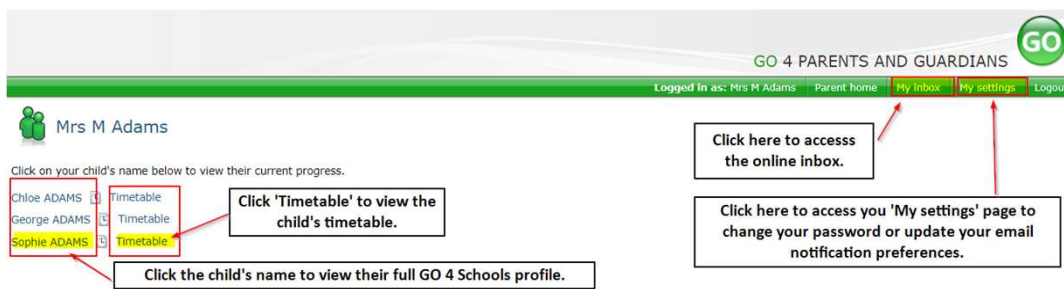
☐ Remember my email address

Sign in

First-time User?

Forgotten your Password?

Once logged in, what will you see?



GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams | Parent home | **My inbox** | **My settings** | Logout

Mrs M Adams

Click on your child's name below to view their current progress.

- Chloe ADAMS Timetable
- George ADAMS Timetable
- Sophie ADAMS Timetable

Click 'Timetable' to view the child's timetable.

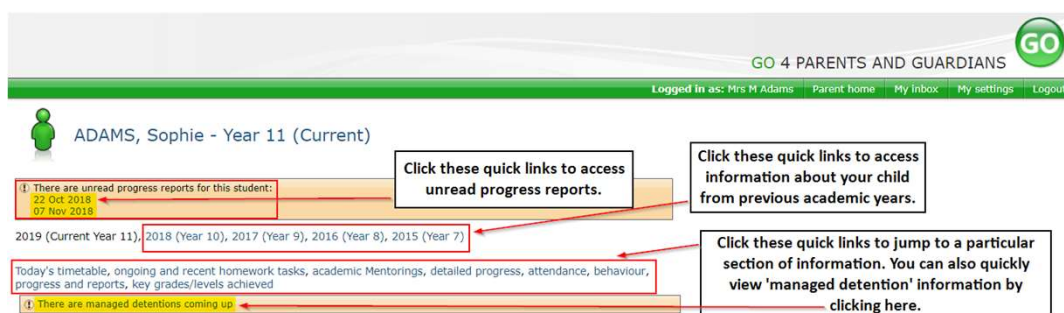
Click the child's name to view their full GO 4 Schools profile.

Click here to access the online inbox.

Click here to access your 'My settings' page to change your password or update your email notification preferences.

Parent home view

When you log in you will see names of your children that attend the school.



GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams | Parent home | My inbox | My settings | Logout

ADAMS, Sophie - Year 11 (Current)

There are unread progress reports for this student: 22 Oct 2018, 07 Nov 2018

Click these quick links to access unread progress reports.

Click these quick links to access information about your child from previous academic years.

2019 (Current Year 11), 2018 (Year 10), 2017 (Year 9), 2016 (Year 8), 2015 (Year 7)

Click these quick links to jump to a particular section of information. You can also quickly view 'managed detention' information by clicking here.

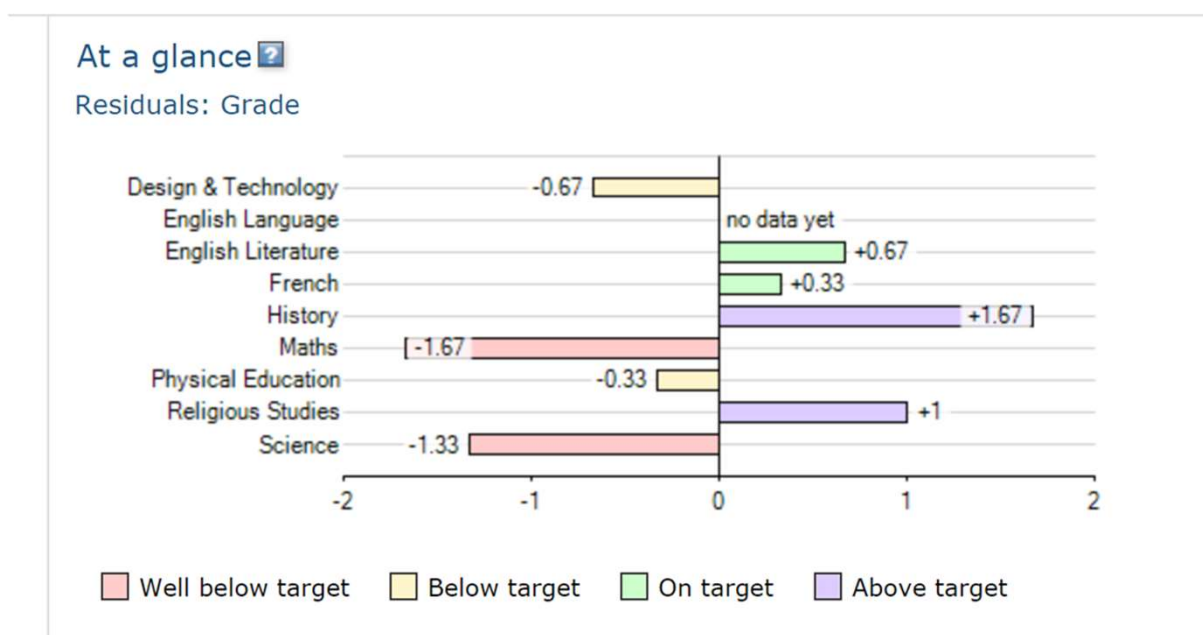
Today's timetable, ongoing and recent homework tasks, academic Mentorings, detailed progress, attendance, behaviour, progress and reports, key grades/levels achieved

There are managed detentions coming up

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target




Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Attendance

[View detailed attendance record](#)

Attendance	100.00%	 <ul style="list-style-type: none"> Attendance Authorised absences Unauthorised absences Unknown marks
Authorised absences	0	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	74	

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Detailed progress

Subject	Year 7 Baseline	Eoy 9 TARGET	Current Grade	Mark sheet summary
English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography G Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Garrib	-	-	-	
Maths Ms K Royston	95	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson View subject description	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - Unit 2 Practical Sports Performance - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

Behaviour Data

This will give you an overview of positive and negative behaviour points.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
More	

[View full profile](#)

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

Today's timetable

Tu	08:50	09:15	10:15	10:15	11:20	11:40	12:40	12:40	14:20	14:20	15:20
	Tutorial 11G/Tu Dr A ARMSBY CONNEL	Mathematics 11n/Ma1 Mrs T TWEEDIE	Biology 11NT/BI Mr A AL-ADELI			French 11Z/Fr1 Miss A AKANOVA		Geography 11Y/Gg1 Mrs L LALONDE		French 11Z/Fr1 Miss A AKANOVA	

[View full timetable](#)

Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	View report	View report	View report	

Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

My settings

Your login email address is:

Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▼	Enable ▼

Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▼	Enable ▼

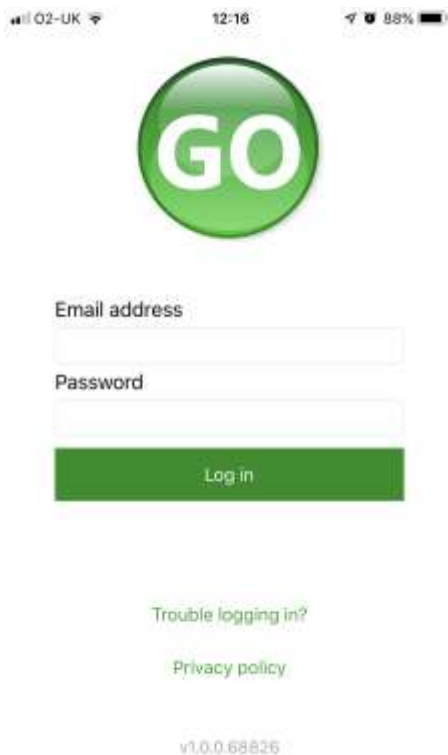
Behaviour update emails

How often should we send you email updates about behaviour events?

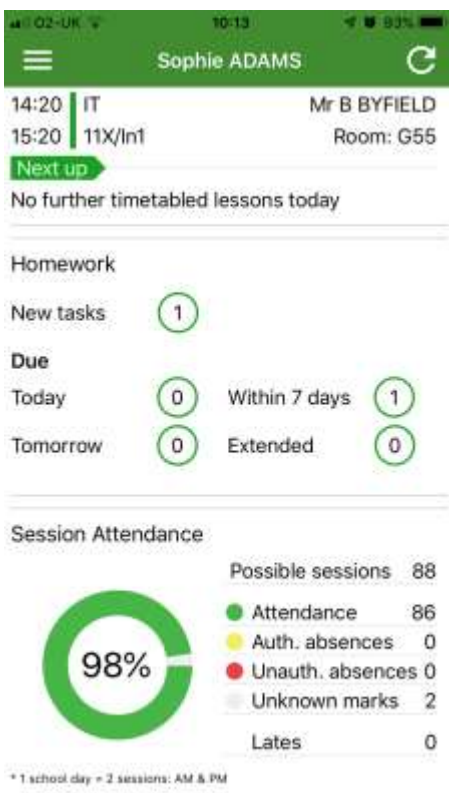
If you do not wish to receive updates about your child's behaviour please contact your child's school.

We will send updates only if new events have been recorded by Demonstration School.

How to log in to the App



1. Tap on the App to open.
2. Type in your email address and password. *This is the same email address and password you use to log into the Go4Schools website.*
3. Click on "log in". *If you are a first-time user you will need to log into the website first to receive your password.*



The homepage shows a student's current timetable and overview of the status of their homework. Tap on the timetable or homework to view more information.

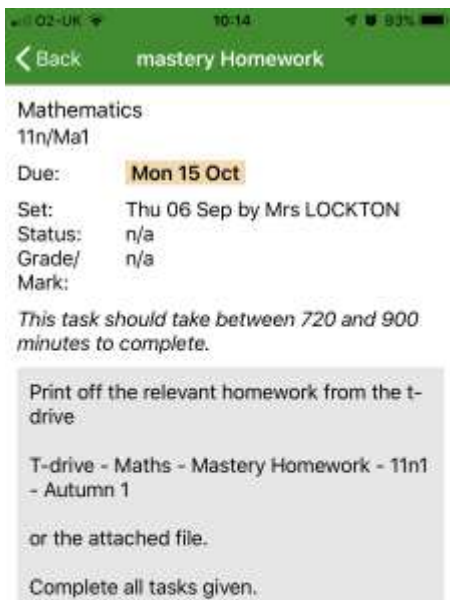
How to view your child's homework

02-UK 13:11 88%

< Back Homework

	Ongoing	Extended	Pending	History
Fri 14 Dec	Algebra: Solving simultaneous equations Mathematics, 11n/Ma1			730-980 min.
Mon 10 Dec	Mastery Homework 2 Mathematics, 11n/Ma1			720-900 min.
Tomorrow	Homeostasis Biology, 11N1/Bi, 11NT/Bi			600 min.
Tomorrow	English Poetry Revision English Literature, 11n/En1			60 min.
Tomorrow	Maths GCSE Y11 Worksheet 2 Mathematics, 11n/Ma1			22 min.
Today	Cell structure Biology, 11N1/Bi, 11NT/Bi			10-20 min.
Today	English Literature Revisions for year 11 English Language, 11n/En1			70 min.

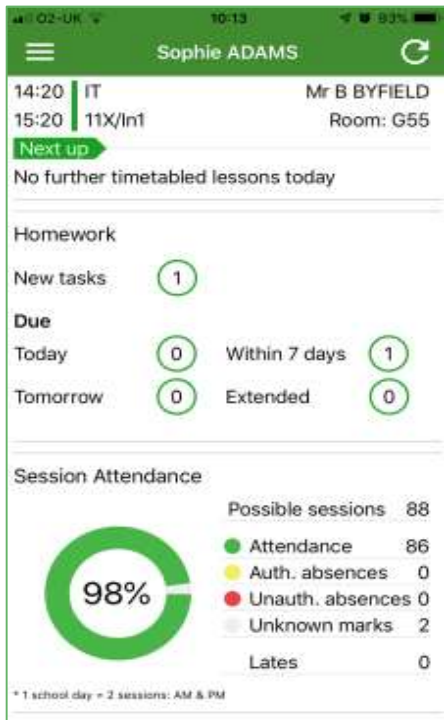
The homework card allows you to filter by ongoing, extended, pending, and homework history. Tap on the specific homework you wish to view.



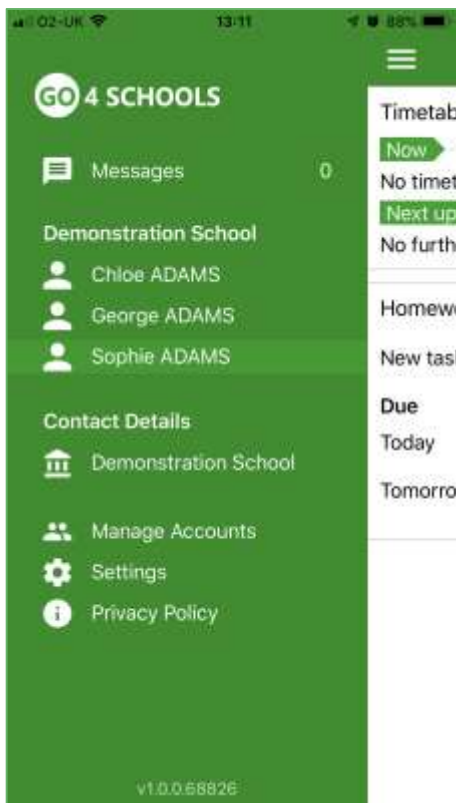
mastery Homework	
Mathematics	11n/Ma1
Due:	Mon 15 Oct
Set:	Thu 06 Sep by Mrs LOCKTON
Status:	n/a
Grade/	n/a
Mark:	
<i>This task should take between 720 and 900 minutes to complete.</i>	
Print off the relevant homework from the t-drive	
T-drive - Maths - Mastery Homework - 11n1 - Autumn 1	
or the attached file.	
Complete all tasks given.	

Detailed homework information is visible with attachments and weblinks. If the school tracks homework you can see when a class teacher has ticked off the completion of Homework tasks or marks if the work has been assessed.

How to view your messages

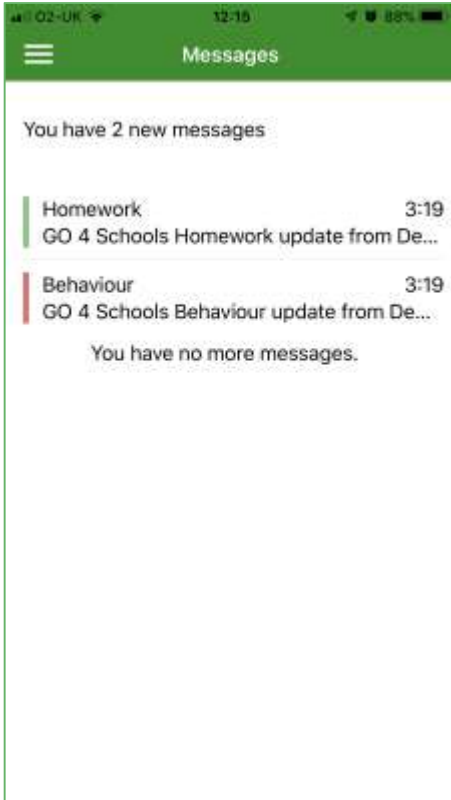


Tap on the menu in the top-left corner to access messages and settings.

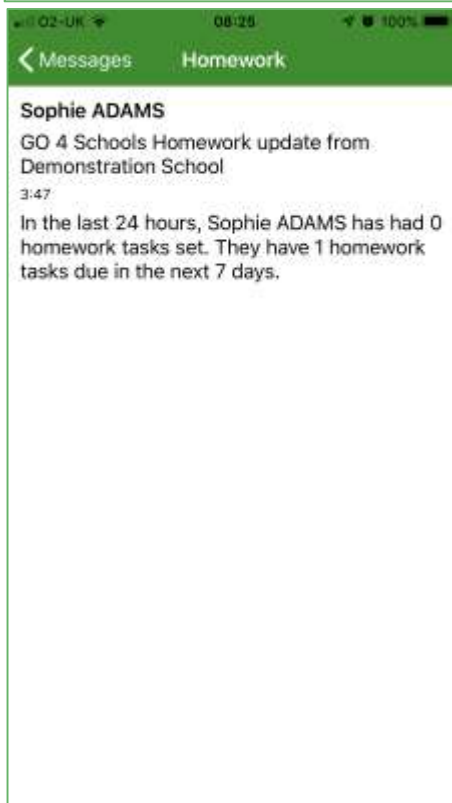


From the menu you can view messages, or swap between schools and select individual students with GO 4 Schools accounts. Your settings can also be accessed from this menu.

How to view your messages

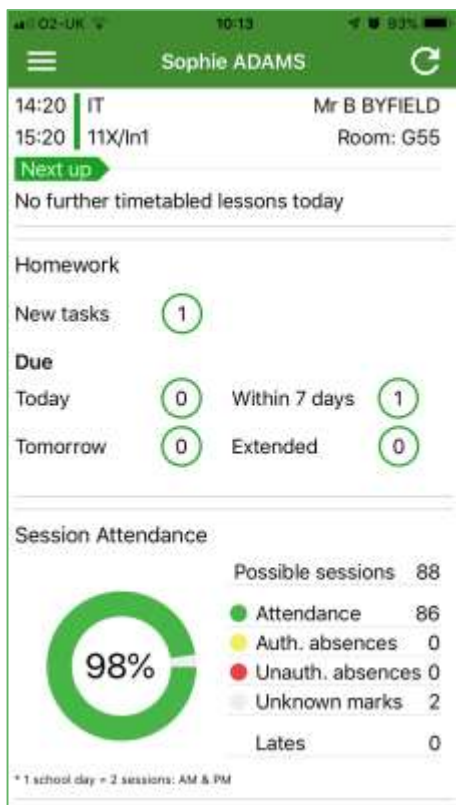


In the message inbox tap on the message for more detail. Your messages will be organised by date order and titled by areas such as Homework and Behaviour.



Tap back on messages and then your child's name to return to the main screen.

How to view your child's attendance



The attendance information is displayed on the main App page and shows the overall percentage attendance as a chart with details for authorised and unauthorised absence including a count of late marks. Where an unknown mark is displayed this may be due to the school waiting for confirmation for the reason of the absence.

Notes

