



# Contents Page



<b>Introduction</b>	<b>2</b>
<b>Art</b>	<b>4</b>
<b>Business Studies</b>	<b>5</b>
<b>Computer Science</b>	<b>6</b>
<b>Design and Technology</b>	<b>7</b>
<b>English</b>	<b>8</b>
<b>Geography</b>	<b>9</b>
<b>Graphics</b>	<b>10</b>
<b>History</b>	<b>11</b>
<b>Mathematics</b>	<b>12</b>
<b>Modern Foreign Languages (French)</b>	<b>13</b>
<b>Modern Foreign Languages (Spanish)</b>	<b>14</b>
<b>P.E. (GCSE)</b>	<b>15</b>
<b>P.E. : Sports (BTEC)</b>	<b>16</b>
<b>Religious Education</b>	<b>17</b>
<b>Science</b>	<b>18</b>
<b>Sociology</b>	<b>19</b>
<b>Assessment &amp; Revision</b>	<b>20</b>
<b>Leaning Apps</b>	<b>21</b>
<b>Go4Schools</b>	<b>22</b>



Welcome to our 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.

S Kisten

Assistant Headteacher – Curriculum & Outcomes



Dear Parent/Carer,

During Year 10 your son will gain a deep knowledge of his subjects in preparation for his GCSE exams next year. This will also be a key year for your son to develop aspirations and gain employability skills through programmes and work experience.

This booklet and evening is designed to raise your awareness of work and events in relation to Year 10. It is important that you are informed so that you are in a position to support your child as they negotiate their time at school and adjust to this transition period.

The evening and booklet will inform you of key Year 10 information including:

- Curriculum Structure
- Measuring Academic Progress, including Reports
- School & Home Support Strategies
- Target Setting
- Landmark Assessments
- Homework

If there are any topics on which you feel you need more information, please do not hesitate to contact us.

We do hope you enjoy the evening and find this booklet useful.  
Thank you for your continued support.

Yours sincerely,  
Mr S Taylor  
Head of Year 10



Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	Week: 1. Introductory Course to GCSE Art 2. Research on Artists 3. And 4 – Experimentation (traditional and experimental recording materials) 5. Work in an artist’s style 6. Work in artist’s style. 7. AfL: Peer and self-assessment.	Week: 1. Portfolio of Work: Theme individual and group discussions 2. Research on Artists 3. Development of Personal Project ideas 4. Work on Personal Project. 5. Work on Personal Project 6. Experimentation with media. 7. AP1 – Christmas Test
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	Week: 1. Portfolio of work: contextual studies 2. Experimentation (traditional and experimental recording materials) 3. Same as above 4. Development of ideas informed by contextual and other sources 5. Test/Afl: Peer and Self-Assessment 6. Enrichment	Week: 1. Portfolio of work: Refine Ideas 2. Select appropriate resources, media, materials, techniques and processes 3. As Above 4. Develop their ideas through investigations informed by contextual and other sources 5. Test/Afl: Peer and Self-assessment 6. Enrichment
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	Week: 1. Portfolio of Work: Recording 2. Ideas Proposals – Tutorials 3. Ideas Proposals – Research 4. Development – Record ideas and development 5. Development – Theme discussions 6. Test/Afl: Peer and self-assessment	Week: 1. Portfolio work– Tutorials 2. Portfolio work – Research 3. Portfolio work – Experimentation 4. Summer Moderation 5. AP2 – Summer Test 6. Work Experience.



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.

Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<p><b><u>Topic 1.5 Understanding external influences on business (Continued)</u></b></p> <p>1.5.1 Business stakeholders 1.5.2 Technology and business</p> <p><b><u>2.1 Growing the business</u></b></p> <p>2.1.1 Business growth 2.1.2 Changes in business aims and objectives</p>	<p><b><u>2.1 Growing the business</u></b></p> <p>2.1.3 Business and globalisation 2.1.4 Ethics, the environment and business</p>
<b>Focus/Context for Learning</b>	<p><b><u>Spring 1</u></b></p> <p><b><u>2.2 Making marketing decisions</u></b></p> <p>2.2.1 Product 2.2.2 Price 2.2.3 Promotion 2.2.4 Place 2.2.5 Using the marketing mix to make business decisions</p>	<p><b><u>Spring 2</u></b></p> <p><b><u>2.3 Making product decisions</u></b></p> <p>2.3.1 Business operations 2.3.2 Working with suppliers 2.3.3 Managing quality 2.3.4 The sales process</p>
<b>Focus/Context for Learning</b>	<p><b><u>Summer 1</u></b></p> <p><b><u>2.4 Making financial decisions</u></b></p> <p>2.4.1 Business calculations 2.4.2 Understanding business performance</p> <p><b><u>2.5 Making people decisions</u></b></p> <p>2.5.1 Organisational structures 2.5.2 Effective recruitment 2.5.3 Effective training and development</p>	<p><b><u>Summer 2</u></b></p> <p><b><u>Exam Practice &amp; Revision Theme 1 &amp; Theme 2</u></b></p>



## 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.

### Edexcel

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

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

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



## Head of Department: Mr L. Northey

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



AQA	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<p><b>Language Paper 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> <li>• Creative, Argue, Persuade Writing skills</li> </ul> <p><b>EXAMINED:</b></p> <p>1. LANGUAGE PAPER 1 &amp; 2 (1 HOUR 45 MIN EACH)</p>	<p><b>Language Paper 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> <li>• Creative, Argue, Persuade Writing skills</li> </ul> <p><b>EXAMINED:</b></p> <p>1. LANGUAGE PAPER 1 &amp; 2 (1 HOUR 45 MIN EACH)</p>
<b>Focus/ Context for Learning</b>	<p><b>Spring 1</b></p> <p><b>Shakespeare's Romeo and Juliet:</b></p> <ul style="list-style-type: none"> <li>• Revision of J&amp;H – exam practice</li> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> </ul> <p><b>EXAMINED:</b></p> <p>1. LITERATURE PAPER 1 (1 HOUR 45MIN)</p>	<p><b>Spring 2</b></p> <p><b>Shakespeare's Romeo and Juliet:</b></p> <ul style="list-style-type: none"> <li>• Revision of J&amp;H – exam practice</li> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> </ul> <p><b>EXAMINED:</b></p> <p>1. LITERATURE PAPER 1 (1 HOUR 45MIN)</p>
<b>Focus/ Context for Learning</b>	<p><b>Summer 1</b></p> <p><b>Dennis Kelly's DNA &amp; AQA Poetry Anthology – relationships cluster</b></p> <ul style="list-style-type: none"> <li>• Unseen poetry approaches</li> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> </ul> <p><b>EXAMINED:</b></p> <p>1. LITERATURE PAPER 2 (2 HOURS 15 MIN)</p>	<p><b>Summer 2</b></p> <p><b>Dennis Kelly's DNA &amp; AQA Poetry Anthology – relationships cluster</b></p> <ul style="list-style-type: none"> <li>• Unseen poetry approaches</li> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> </ul> <p><b>EXAMINED:</b></p> <p>1. LITERATURE PAPER 2 (2 HOURS 15 MIN)</p>



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



**Head of Department: Mr L. Northey**

**Year 10**

Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<ol style="list-style-type: none"> <li>1. Introduction to the year 10 course.</li> <li>2. Graphic design – drawing skills.</li> <li>3. Graphic design – painting skills.</li> <li>4. Graphic designers – selection.</li> <li>5. Graphic designers – selection.</li> <li>6. Skill development – Adobe Photoshop.</li> <li>7. Skill development – Adobe Illustrator.</li> </ol>	<ol style="list-style-type: none"> <li>1. Artist – influence on graphic design.</li> <li>2. Artist– Influence on graphic designers.</li> <li>3. Drawing skills project.</li> <li>4. Drawing skills project two.</li> <li>5. Photoshop Project.</li> <li>6. Photoshop Project – continuation.</li> <li>7. AP1 – Christmas Test.</li> </ol>
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	<ol style="list-style-type: none"> <li>1. Contextual studies – graphic designers.</li> <li>2. Context of studies – graphic designers.</li> <li>3. Drawing skills – sketchbook.</li> <li>4. Painting skills – Sketchbook.</li> <li>5. Adobe Photoshop skills – coursework development.</li> <li>6. Adobe Photoshop – experimentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Portfolio work – contextual Studies.</li> <li>2. Adobe Photoshop skills development.</li> <li>3. Experimentation – traditional materials.</li> <li>4. Experimentation – New materials.</li> <li>5. Development of ideas – project work.</li> <li>6. Development of ideas – continuation of project work.</li> </ol>
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	<ol style="list-style-type: none"> <li>1. Design Project – selection.</li> <li>2. Design project – concept analysis.</li> <li>3. Design project – contextual studies; artists’ and designers.</li> <li>4. Design project – ideas development.</li> <li>5. Design project – Adobe Photoshop work.</li> <li>6. Design project – Adobe Photoshop work.</li> <li>7. Design project – drawing work. Painting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Final design development.</li> <li>2. Adobe Illustrator design design.</li> <li>3. Adobe Illustrator design work.</li> <li>4. Transfer of the main/key images.</li> <li>5. Transfer of work to sketchbook.</li> <li>6. Final piece design – portfolio. AP2 – summer test.</li> </ol>



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



**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.

Edexcel	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	Graphs and sequences Mensuration Calculations Proportion and percentages Equations and formulae  <b>Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework.</b>	Number Angles Data Transformations Calculations  <b>Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework.</b> AP1
	<b>Spring 1</b>	<b>Spring 2</b>
<b>Focus/ Context for Learning</b>	Equations and formulae Data Number Angles Mensuration  <b>Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework</b>	Proportion and percentages Transformations Graphs and sequences  <b>Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check.</b>
	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus/ Context for Learning</b>	Angles Probability Equations and formulae Number Graphs and sequences  <b>Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework</b>	Calculations Constructions  <b>Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check.</b> AP2



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



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



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



In Sport BTEC....

Edexcel	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<p><b>Unit 6 - A1, A2, A3-</b> Sports Leaders and their attributes and responsibilities.</p> <p><b>Unit 6 - B1 and B2</b> - Planning a sports activity.</p>	<p><b>Unit 6 - B3 and B4</b> - Lead a sports activity and measuring success</p>
	Spring 1	Spring 2
<b>Focus/ Context for Learning</b>	<p><b>Unit 6 - B3 and B4</b> - Lead a sports activity and measuring success</p> <p><b>Unit 6 - C1 and C2</b> - Review and targets for development</p>	<p><b>Unit 1 - A1</b> - Components of Physical Fitness</p> <p><b>Unit 1 - A2</b> - Components of Skill-Related Fitness</p> <p><b>Unit 1 - A3</b> - Why fitness components are important for successful participation in given sports</p> <p><b>Unit 1 - A4</b> - Exercise intensity and how it can be determined.</p>
	Summer 1	Summer 2
<b>Focus/ Context for Learning</b>	<p><b>Unit 1 - A5</b> - The basic principles of training (FITT)</p> <p><b>Unit 1 - A6</b> - Additional principles of training</p> <p><b>Unit 1 - B1</b> - Requirements for each of the different training methods</p> <p><b>Unit 1 - B3</b> - Fitness training methods - Speed training</p>	<p><b>Unit 1 - B2</b> - Additional requirements for each of the fitness training methods.</p> <p><b>Unit 1 - B3</b> - Fitness training methods - Flexibility training</p> <p><b>Unit 1 - B3</b> - Fitness training methods - Strength, muscular endurance and power training</p> <p><b>Unit 1 - B3</b> - Fitness training methods - Aerobic Endurance</p>

# Religious Education



**Head of Department: Ms L. Carter**

**Year 10**

Edexcel	Autumn 1	Autumn 2
<p><b>Focus/ Context for Learning</b></p>	<p><b><u>Catholic Beliefs and teachings</u></b> Students will look at the teachings on the Trinity, how the Trinity is expressed in the Bible and worship. Students will look at what the Bible teaches about creation and understand how different Christian denominations interpret Genesis. Students will examine what it means to be made in the image of God and how this affects their relationship and place within the world.</p> <p><b><u>Catholic Practices</u></b> 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><b><u>Arguments for the existence of God</u></b> Students will examine the importance of revelation, in particular the revelation of Jesus. Students will examine and evaluate how visions, miracles and religious experience can be proof that God exists.</p>
<p><b>Focus/ Context for Learning</b></p>	<p><b><u>Catholic Beliefs and teachings</u></b> Students will look at what the incarnation is and what it reveals to us about God. Students will understand the events of the Paschal mystery and their significance for the lives of Christians today. Students will examine the role of the Holy Spirit and grace in human salvation. Student will understand the different Christian teachings on the afterlife and the impact that has on Christians today.</p>	<p><b><u>Catholic Practices</u></b> 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><b>Focus/ Context for Learning</b></p>	<p><b><u>Arguments for the existence of God</u></b> Students will examine and evaluate how the Design and Cosmological argument proves that God exists. Students will understand the problem of evil and how Catholics respond to the problem of evil in their lives today.</p>	<p><b><u>Revision for Summer exam</u></b> 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>



## Head of Department: Ms H. Clarke

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	<p><b><u>Combined Science</u></b> 1C. Bonding, structures and the properties of matter 2B. Digestive system &amp; Enzymes</p> <p><b><u>Separate Science</u></b> 1C. Bonding, structures and the properties of matter &amp; Using resources 2B. Digestive system &amp; Enzymes</p>	<p><b><u>Combined Science</u></b> 3P. Atomic structure 4C. Chemical changes</p> <p><b><u>Separate Science</u></b> 3P. Atomic structure 4C. Chemical changes (Part 1)</p>
	Spring 1	Spring 2
Focus/ Context for Learning	<p><b><u>Combined Science</u></b> 5B. Lungs, heart, blood and respiration</p> <p><b><u>Separate Science</u></b> 5B. Lungs, heart, blood and respiration</p>	<p><b><u>Combined Science</u></b> 6P. Forces 7C. Energy changes</p> <p><b><u>Separate Science</u></b> 6P. Forces 7C. Energy changes</p>
	Summer 1	Summer 2
Focus/ Context for Learning	<p><b><u>Combined Science</u></b> 8B. Photosynthesis 9P. Electromagnetism</p> <p><b><u>Separate Science</u></b> 8B. Photosynthesis &amp; plant disease 9P. Electromagnetism</p>	<p><b><u>Combined Science</u></b> 10C. Quantitative chemistry</p> <p><b><u>Separate Science</u></b> 10C. Quantitative chemistry &amp; Chemical changes (Part 2 – Sep only)</p>



**Head of Department: Ms K. O'Donoghue**

**Year 10**

AQA	Autumn 1	Autumn 2
<p><b>Focus/ Context for Learning</b></p>	<p><b><u>3.3 Families</u></b>                      3.3.1 Functions of families                      - Differing views of the functions of families.                      Parsons - functionalist perspective on primary socialisation and the stabilisation of adult personalities.                      3.3.2 Family forms                      How family forms differ in the UK and within a global context.                      The work of the Rapports on family diversity.                      3.3.3 Conjugal role relationships                      Different views of conjugal role relationships.                      The feminist perspective of Oakley on the idea of the conventional family.</p>	<p><b><u>3.3 Families</u></b>                      3.3.4 Changing relationships within families                      Changing relationships within families.                      How relationships within families have changed over time.                      The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.                      3.3.5 Criticisms of families                      Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families).                      The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.                      3.3.6 Divorce                      - Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p>
<p><b>Focus/ Context for Learning</b></p>	<p><b><u>3.5 Crime and deviance</u></b>                      3.5.1 The social construction of crime and deviance                      The social construction of concepts of crime and deviance and explanations of crime and deviance.                      The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.                      3.5.2 Social control                      Formal and informal methods of social control.                      The work of Heidensohn on female conformity in male dominated patriarchal societies.</p>	<p><b><u>3.5 Crime and Deviance</u></b>                      3.5.3 Criminal and deviant behaviour                      Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.                      The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.                      3.5.4 Data on crime                      The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.</p>
<p><b>Focus/ Context for Learning</b></p>	<p><b>Summer 1</b>  <u>Mock Prep</u></p>	<p><b>Summer 2</b>  <u>Sociology Research Project</u></p>



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 – 15<sup>th</sup> November 2021

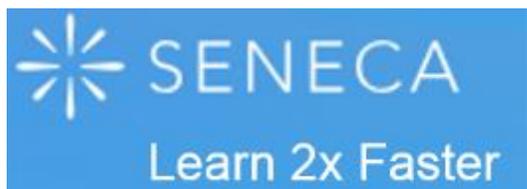
Progress Check – 7<sup>th</sup> March 2022

Mock 1 – 6<sup>th</sup> June 2022

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.

## Online Learning Apps



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

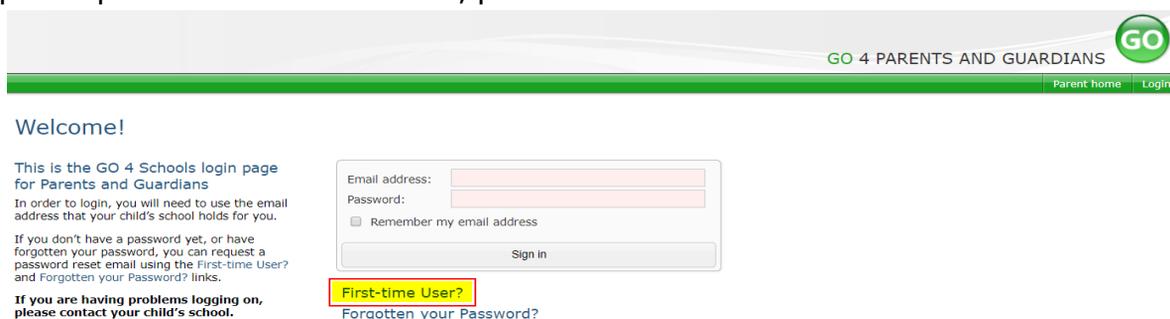
Your child's page is constantly updated, providing you with the latest information.

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>.

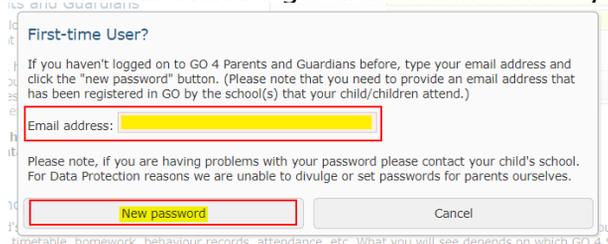
## Accessing your Go 4 Schools Account

To access the site, please go to [www.go4schools.com](http://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.

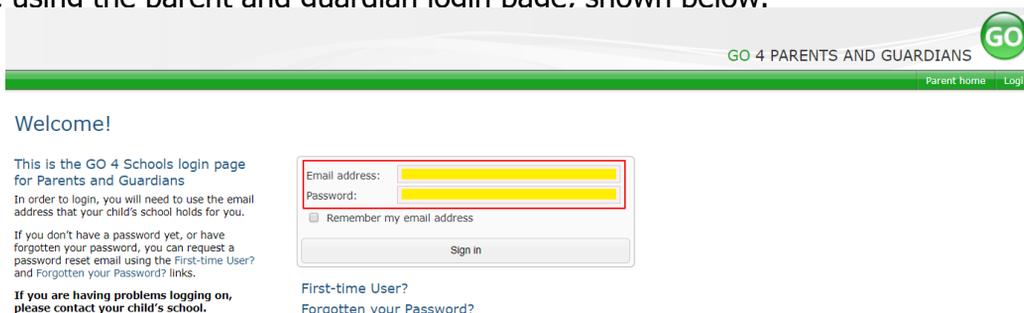
To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.



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.



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.



## Once logged in, what will you see?

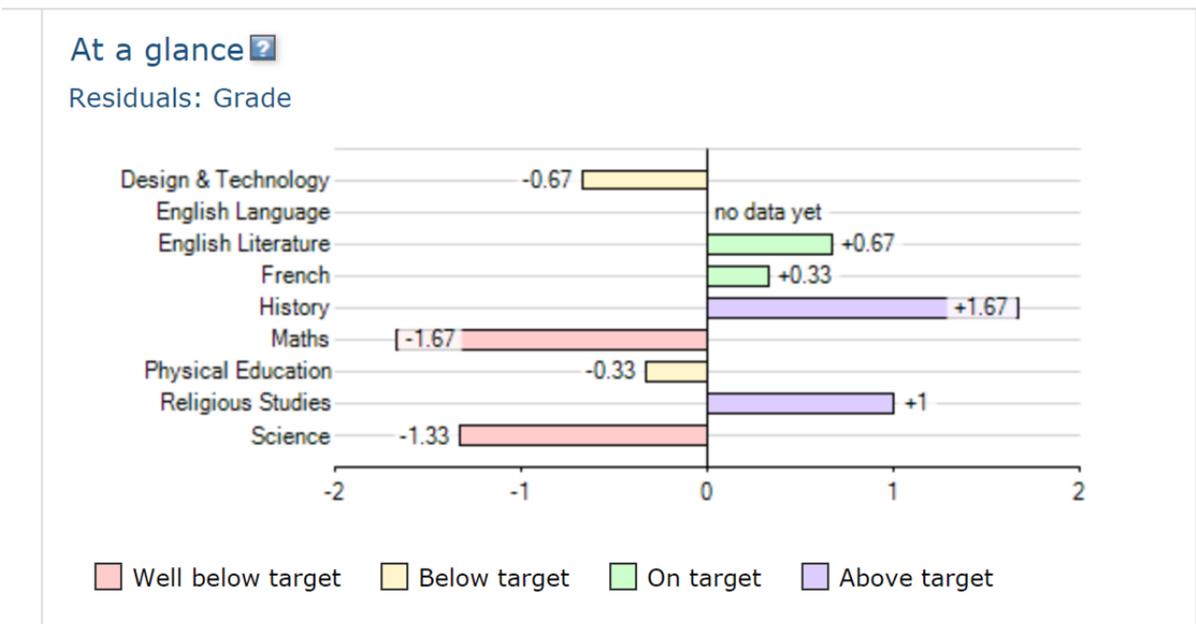
### Parent home view

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

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](#)

<b>Attendance</b>	100.00%	 <ul style="list-style-type: none"> <li><span style="color: green;">■</span> Attendance</li> <li><span style="color: yellow;">■</span> Authorised absences</li> <li><span style="color: red;">■</span> Unauthorised absences</li> <li><span style="color: grey;">■</span> Unknown marks</li> </ul>
<b>Authorised absences</b>	0	
<b>Unauthorised absences</b>	0	
<b>Unknown marks</b>	0	
<b>Possible sessions</b>	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 Gamba	-	-	-	
Maths Ms K Royston	9B	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson <a href="#">View subject description</a>	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - <a href="#">Unit 2 Practical Sports Performance</a> - 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 pointes.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
<a href="#">More</a>	

[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

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

[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%
	<a href="#">View report</a>	<a href="#">View report</a>	<a href="#">View report</a>	

## 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 ▾

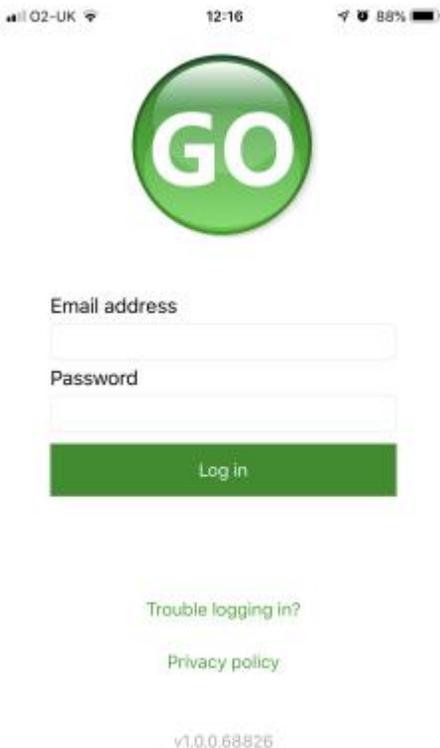
### Behaviour update emails

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

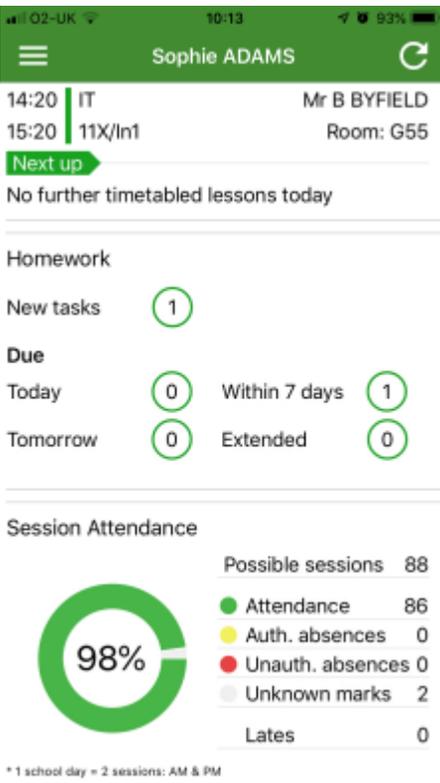
*If you do not wish to receive updates about your child's behaviour please contact your child's school.*

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

## How to log in to the App

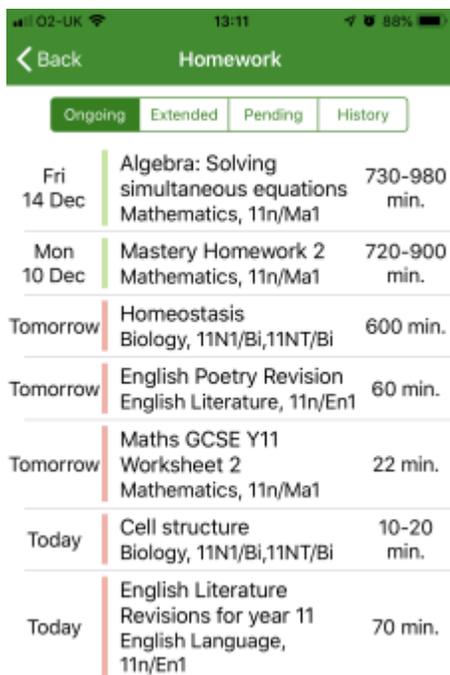


1. Tap on the App to open.
2. Type in your email address and password. *This is the same email address and password you use to log into the Go4Schools website.*
3. Click on "log in". *If you are a first-time user you will need to log into the website first to receive your password.*



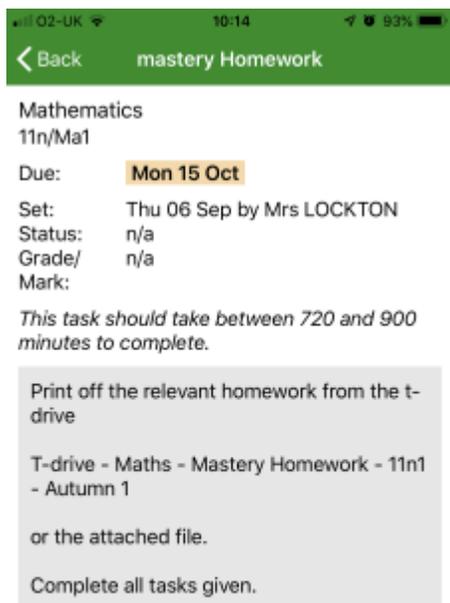
The homepage shows a student's current timetable and overview of the status of their homework. Tap on the timetable or homework to view more information.

## How to view your child's homework



Day	Subject	Duration
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.



**Mathematics**  
11n/Ma1

Due: **Mon 15 Oct**

Set: Thu 06 Sep by Mrs LOCKTON  
Status: n/a  
Grade/ Mark: n/a

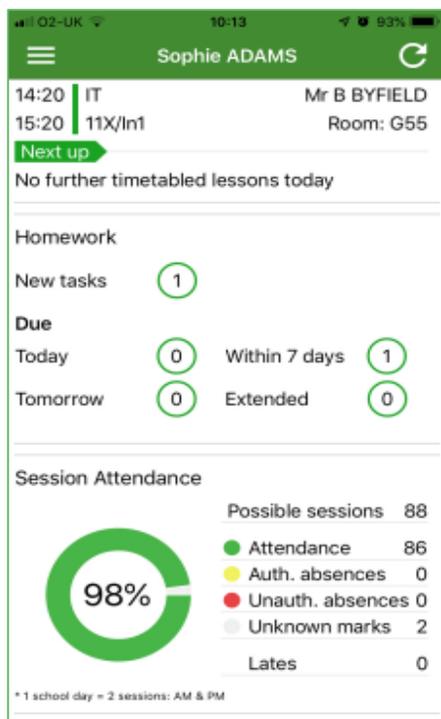
*This task should take between 720 and 900 minutes to complete.*

Print off the relevant homework from the t-drive  
T-drive - Maths - Mastery Homework - 11n1 - Autumn 1  
or the attached file.

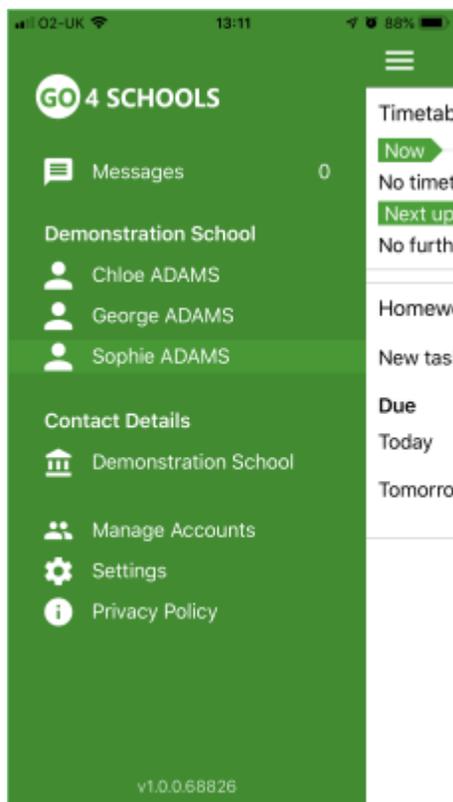
Complete all tasks given.

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

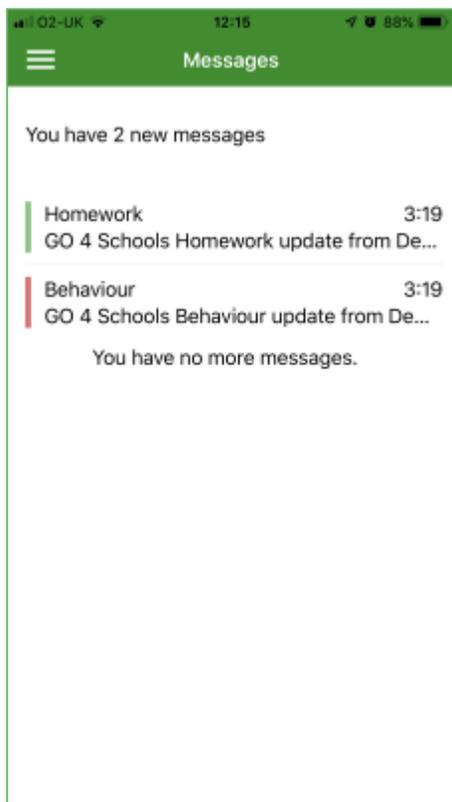


Tap on the menu in the top-left corner to access messages and settings.

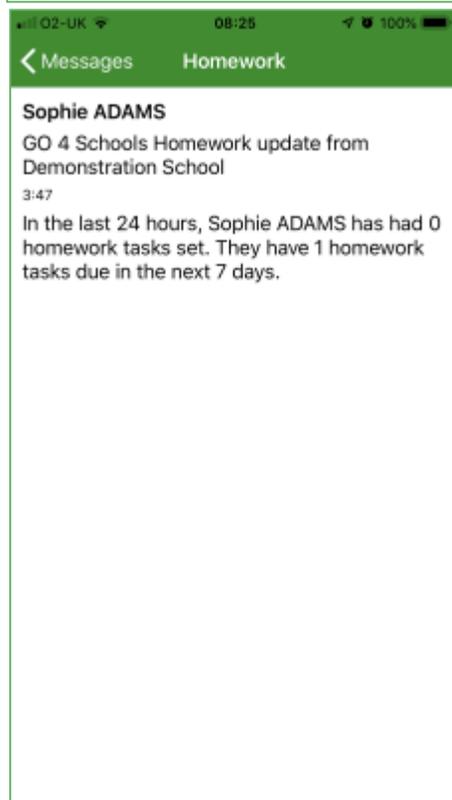


From the menu you can view messages, or swap between schools and select individual students with GO 4 Schools accounts. Your settings can also be accessed from this menu.

## How to view your messages

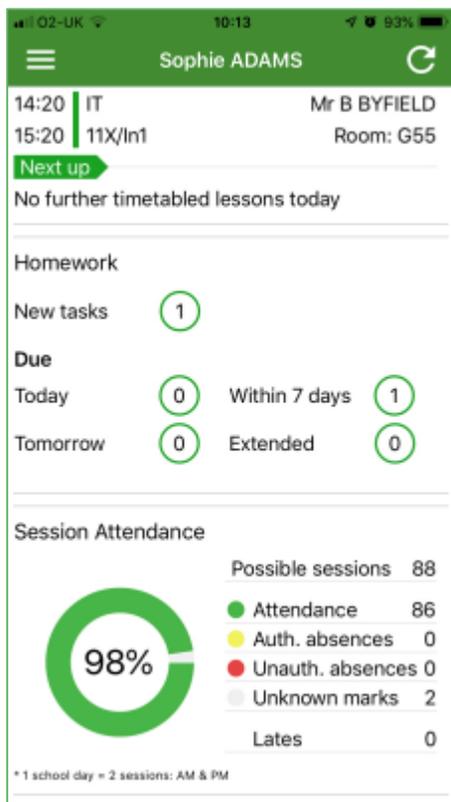


In the message inbox tap on the message for more detail. Your messages will be organised by date order and titled by areas such as Homework and Behaviour.



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.



