

Art and Design – Year 10 GCSE

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Students have 3 lessons of Art each week.</p> <p>GCSE Art and Design comprises 2 components to be completed over the course of Year 10 and Year 11.</p> <p>Component 1 (portfolio) students develop responses to the initial starting points of Natural Forms.</p> <p>Students will be responding to their project or theme and explicitly address the requirements of all four assessment objectives (AOs) in their sketchbooks:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>In which ways do you develop your theme of Natural Forms?</p> <p>How does the study of different artists inspire your response to the theme of Natural Form?</p> <p>Which other ways could you develop your research of ideas for the project?</p> <p>What are the reasons you need to annotate everything presented in your sketchbook?</p> <p>What is the purpose of exploring a range of different media evidenced in your sketchbook?</p>	<p>Encourage your child to practice observation drawing of related Natural Form subject using different medium: for example using a pencil; ballpoint pen; fineliner pen; charcoal etc.</p> <p>These should be practiced or drawn in the back of the sketchbook, or on separate paper, and later will be included in relevant order.</p> <p>Check that every page in your child's sketchbook has been annotated to explain their research and personal responses.</p> <p>If you want to support your child with extra work:</p> <p>Research Art and Design using BBC Bitesize:</p>

<p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>In which ways can you demonstrate recording Natural forms, relevant to your study?</p> <p>How will your response to the project for AO4 make connections to the evidence (as demonstrated through the 4 Assessment Objectives) in your sketchbook?</p>	<p>https://www.bbc.co.uk/bitesize/guides/zc7sfrd/revision/7</p> <p>If you have any questions specific to your child's work please email to: hwilley@arkacton.org</p>
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Year 10 Business

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><u>Half Term 1</u></p> <p>Enterprise and entrepreneurship</p> <ul style="list-style-type: none"> - Business enterprise - Customer needs and wants - Investigating local businesses - Entrepreneurship - Roles of entrepreneurs - Risk management - Dynamic nature of businesses - Responding to change 	<ol style="list-style-type: none"> 1) What does business enterprise mean? 2) What is the difference between a customer want and customer need? 3) Can you explore a local business and explain how it meets customer wants/needs? 4) Can you define entrepreneurship? 5) Can you list the characteristics of a good entrepreneur? 6) What is the difference between risk and calculated risk? 7) Can you explain opportunity cost? 8) What is a USP? 9) What is a target market? 	<p>Seneca learning modules</p> <p>GCSE Bitesize</p> <p>Youtube – Bizconsesh channel</p>
<p><u>Half Term 2</u></p> <ul style="list-style-type: none"> - External influences on a business - Products and services - Customer needs - Market research 	<ol style="list-style-type: none"> 1) What is innovation? 2) What are the internal and external influences which cause change? 3) What is the difference between a product and a service? 	

<ul style="list-style-type: none">- Market segmentation- Impact of customer demographics- Market mapping- The competitive environment	<ol style="list-style-type: none">4) What is a customer need?5) Can you explain why needs have changed over time?6) Can you explain the impact Covid has had on consumers wants?7) What is primary and secondary research?8) What are 3 methods of primary research?9) What are 3 methods of secondary research?10) What is market segmentation?11) What is demographic segmentation?12) What is a niche market?13) Can you create a market map for a given industry?14) Can you create a SWOT analysis for a given industry?	
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Y10 GCSE English Language

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Students read extracts that explore a range of topics.</p> <p>Each week students read two sources (both pre and post 19th century) and learn how to approach AQA Language Paper 2.</p>	<ol style="list-style-type: none"> 1. Ask your child to explain the 8-step approach to language paper 2? 2. Ask your child to explain the difference between persuasive and descriptive writing 3. Ask your child to talk you through an extract that they have text marked in class. 	<p>Students should work until they have completed 100% of this revision course on Century Tech:</p> <p>https://app.century.tech/learn/my-courses/study-groups/b6315936-4c2f-4b9f-b4c7-c2ca8937ec97</p>

Year 10 French

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><u>Half Term 1</u></p> <p>Content: This unit will give students the opportunity to talk about family and relationships. We will work on giving different detailed opinions, becoming confident with the use of comparatives and superlatives as well as getting acquainted with the imperfect tense.</p> <p><i>Tu t'entends bien avec ta famille ? Avec qui tu t'entends le mieux ? Comment étais-tu quand tu étais plus jeune ? C'est quoi un bon ami pour toi ?</i></p> <p><u>Half Term 2</u></p> <p>Content: This half term, we will focus on friendship and being a role model. We will focus on getting more confident with the negative form and the use of 3 different tenses in a paragraph.</p> <p><i>Quel défaut ne doit pas avoir un bon ami ?</i></p>	<p>Do you get on well with your family? why? Who do you get on better with? Why? Talk about your childhood What did you use to like and do? How is your best friend? What are the qualities of a good friend?</p> <p>What character traits don't you like? What person do you admire the most and why? What do you like to do? What did you do recently? What are you going to do next weekend?</p>	<p>Log in to languagenut.com Work related to the topics will be set up.</p>

***Qui est la personne que
tu admires la plus au
monde ?***

***Quels sont tes projets
pour ce week-end ?***

***Qu'est-ce que tu as fait
récemment ?***

Year 10 History

Autumn Term		
What are we studying? (Our Enquiries)	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Edexcel GCSE Paper 3: Modern depth study Option 31: Weimar and Nazi Germany, 1918–39</p> <p>Our Enquiry: ‘Why did Hitler rise to power in 1933?’</p> <p>Content:</p> <ol style="list-style-type: none"> 1. What kind of country were Germans fighting for in WW1? 2. Why did the Kaiser abdicate in 1918? 3. How did Ebert keep control of Germany during the ‘Revolution’? 4. What were the key features of the Weimar constitution? 5. How did the Treaty of Versailles cause problems for the Weimar Republic? 6. How was the Weimar Republic challenged between 1919-1920? 7. How do I evaluate the utility of a historical source? 8. What were the causes and consequences of Hyperinflation in 1923? 	<p>‘Why did Hitler rise to power in 1933?’</p> <ol style="list-style-type: none"> 1. How did the modern state of Germany form? 2. What were the key features of Germany before the outbreak of the First World War? 3. Why did the results of the First World War shock Germans? 4. What were the circumstances Kaiser Wilhelm II found himself in November 1918? 5. Who did Ebert need to rely on to support his position from 1918-1919? 6. What did Ebert do to gather support from these groups? 7. How secure was democracy in Germany by 1919? 8. How was the government of the Weimar republic formed? 9. How was the parliament of the Weimar republic formed? 10. Why would Coalition governments pose a potential problem for the Weimar Republic? 11. What problems would Article 48 pose for the future? 	<p>If your child is absent:</p> <ol style="list-style-type: none"> 1. Test your child using the knowledge booklet 2. Use the booklet to go through any missed lesson(s). The booklet contains everything from the purpose of each lesson to the readings and learning activities 3. Use Seneca to go through the assigned course ‘History: Edexcel GCSE Germany, 1918-1939’ <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> 4. https://www.bbc.co.uk/bitesize/topics/zymqwx 5. Use the additional Knowledge Organisers and Model Answer documents to help with exam questions

<ol style="list-style-type: none"> 9. How do I explain the difference between historical interpretations? 10. How did Hitler develop the Nazi Party between 1920-1922? 11. Why did the Munich Putsch fail? 12. How did the Nazi Party change its tactics between 1924 and 1928? 13. How successfully did Stresemann solve the problems of the Weimar Government? 14. How far do you agree with Interpretation 2 about the success of Stresemann's policies during the Weimar Golden Age? 15. How far did German Society change between 1924 and 1929? 16. Why did Support for the Weimar Republic fall between 1929 and 1932? 17. Why did Nazi support increase so dramatically between 1929-1932? 18. Why was Hitler elected Chancellor in 1933? 	<ol style="list-style-type: none"> 12. Why was the Treaty of Versailles signed in 1919? 13. What were the terms of the Treaty? 14. Why were Germans deeply unhappy with the Treaty of Versailles? 15. How was the Weimar Republic challenged by right wing groups? 16. How was the Weimar Republic challenged by Communist groups? 17. What were the causes of Hyperinflation? 18. What were the consequences of Hyperinflation? 19. What did Stresemann do in the short term to deal with the Hyperinflation crises? 20. What did Stresemann do in the long term to deal with the Hyperinflation crises? 21. What are the origins of the Nazi party? 22. What was Hitler's role in the early Nazi party? 23. Why did the Munich Putsch fail? 24. Why do some historians say there was a golden age from 1924-1928 in Weimar Germany? 25. What were the 'lean years' for the Nazi party? 26. What was the impact of the Wall Street Crash on Germany in 1929? 27. How did the Nazi party use the Wall Street Crash to their advantage? 28. What long term reasons led to the increased support of the Nazi party after 1929? 	
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	<p>29. What short term reasons led to the increased support of the Nazi party after 1929?</p> <p>30. What role did Von Papen play in Hitler becoming Chancellor in 1933?</p>	
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Maths: Year 10 Foundation

What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><u>Half Term 1</u></p> <p>Negative numbers, hierarchy of operations:</p> <ul style="list-style-type: none"> • Be able to order a list of positive and negative integers • Be able to complete addition and subtract problems including addition and subtraction of positives and negatives • Be able to multiply and divide positive and negative numbers by positive and negative numbers. • Understand that the order that operations are calculated affect the value of a calculation, and that there is a convention to do certain calculations before others <p>Decimals:</p> <ul style="list-style-type: none"> • Be able to order decimals using place value • Be able to round to the nearest 1000, 100, 10 and integer • Be able to round to a given number of decimal places 	<p>How does the order of operations impact the completion of calculations?</p> <p>Generalise the impact of adding/subtracting/multiplying by/dividing by negative numbers.</p> <p>To which degrees of accuracy to round in Maths?</p> <p>How do we estimate in Maths?</p> <p>Generalise the impact of adding/subtracting/multiplying by/dividing by decimals.</p>	<p>https://sparxmaths.com/</p> <p>www.bbc.co.uk/bitesize</p> <p>www.khanacademy.org</p> <p>www.senecalearning.com</p> <p>Seneca Learning:</p> <p>Maths: Edexcel GCSE Foundation à Number</p> <p>https://classroom.thenational.academy/units/directed-numbers-fe66</p> <p>Seneca Learning:</p> <p>Maths: Edexcel GCSE Foundation à Number</p> <p>https://classroom.thenational.academy/units/decimals-9913</p>

<p>by listing and using Venn diagrams</p> <ul style="list-style-type: none"> • Be able to recognise prime numbers (two-digit) • Be able to find the prime factorisation of integers <p>Algebra:</p> <ul style="list-style-type: none"> • Understand and have familiarity with basic algebraic terms and conventions • Be able to form expressions in a geometric context • Understand the different features of expression, equations, identities and formulae, and identify them • Be able to simplify expressions by collecting like terms or through multiplication • Be able to divide an algebraic term by an integer 	<p>Simplify: $x + 2y + 7x - 2y - 3x$</p>	<p>https://classroom.thenational.academy/units/hcf-and-lcm-872d</p> <p>Seneca Learning:</p> <p>Maths: Edexcel GCSE Foundation à Algebra</p> <p>https://classroom.thenational.academy/units/collecting-like-terms-simplifying-59b1</p>
<p>Expressions, formulae and substitution:</p> <ul style="list-style-type: none"> • Be able to expand and simplify a single bracket • Experience the equivalence of expressions written in factorised form and expanded form • Be able to factorise expressions requiring a single bracket 	<p>Expand $2x(x+3)$.</p> <p>Factorise $3x^2+2x$</p> <p>Substitute different values for x into the expressions above.</p>	<p>Seneca Learning:</p> <p>Maths: Edexcel GCSE Foundation à Algebra</p> <p>https://classroom.thenational.academy/units/expand-and-simplify-brackets-8710</p> <p>https://classroom.thenational.academy/units/fact</p>

<ul style="list-style-type: none">• Understand that factorising is the inverse of expanding• Be able to form expressions and formulas• Be able to substitute positive and negative values into expressions and formulas		<p><u>olving-single-bracket-9220</u></p> <p><u>https://classroom.thenational.academy/units/solving-equations-1-one-step-two-step-and-brackets-2ba6</u></p> <p><u>https://classroom.thenational.academy/units/substitution-and-rearranging-formulae-a512</u></p>
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Maths: Year 10 Higher

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Half Term 1</p> <p>Calculations, checking and rounding:</p> <ul style="list-style-type: none"> • Compare products and quotients of different numbers with the same digits • Be able to multiply and divide decimals by 'rebalancing' • Be able to round to a given number of decimal places and significant figures and use this to make estimations • Be able to write inequalities to describe the range of values of a rounded number • Reason why an estimate might be an over-/under-estimate <p>Indices, roots, reciprocals and hierarchy of operations:</p> <ul style="list-style-type: none"> • Use index notation with 0, negative and fractional indices • Use the square, cube, power, root and memory buttons on a calculator 	<p>•</p> <p>Is your answer an under- or over-estimate?</p> <p>•</p>	<p>https://sparxmaths.com/</p> <p>www.bbc.co.uk/bitesize</p> <p>www.khanacademy.org</p> <p>www.senecalearning.com</p> <p>Seneca Learning:</p> <p>Maths: Edexcel GCSE Foundation à Number</p> <p>https://classroom.thenational.academy/units/upper-and-lower-bounds-39dd</p> <p>Seneca Learning:</p> <p>Maths: Edexcel GCSE Foundation à Number</p> <p>https://classroom.thenational.academy/units/types-of-</p>

<ul style="list-style-type: none"> • Estimate the value of roots by considering the values they lie between • Convert between index notation and root notation <p>Factors, multiples, primes, standard form and surds:</p> <ul style="list-style-type: none"> • To be able to order and compare numbers written in standard form • To be able to convert ordinary numbers to standard form and vice versa • To be able to add, subtract, multiply and divide numbers written in standard form • To know how to identify rational and irrational numbers • To be able to simplify surds by writing a surd as a product of two roots • To be able to add, subtract, multiply and divide surds, writing answers in their simplest form, including in algebraic contexts <p>Algebra essentials:</p> <ul style="list-style-type: none"> • Be able to use a calculator to perform iterations of a function • Be able to simplify expressions by factorising where necessary and then cancelling 	<p>Expand and simplify:</p> <ul style="list-style-type: none"> • <p>Rearrange each of these equations to make y the subject:</p> <ul style="list-style-type: none"> • 	<p>numbers-and-rules-of-indices-8615</p> <p>https://classroom.thenationalacademy/units/negative-and-fractional-indices-d4ec</p> <p>Seneca Learning:</p> <p>Maths: Edexcel GCSE Foundation à Number</p> <p>https://classroom.thenationalacademy/units/simplifying-surds-71e6</p> <p>https://classroom.thenationalacademy/units/adding-surds-a57d</p> <p>https://classroom.thenationalacademy/units/multiplying-surds-5b65</p> <p>https://classroom.thenationalacademy/units/dividing-and-rationalising-surds-05ee</p> <p>Seneca Learning:</p> <p>Maths: Edexcel GCSE Foundation à Algebra</p>
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<ul style="list-style-type: none"> • Be able to model multi-step linear equations from worded and pictorial contexts and involving unknowns on both sides/in a denominator • Be able to rearrange equations to make a variable the subject, including cases with the variable on both sides of the equals sign, and equations that require factorising. • Be able to expand double brackets • Be able to factorise quadratic expressions in the form ax^2+bx+c • Be able to factorise quadratic expressions in the form of the difference of two squares <p>Sequences:</p> <ul style="list-style-type: none"> • Be able to continue quadratic sequences • Understand how language such as finite/infinite and ascending/descending can be used to describe sequences • Be able to describe in words the term-to-term rule of special sequences • Be able to find the n^{th} term of an ascending and descending sequence • Be able to generate terms of a sequence from the n^{th} term 	$x = 2y + 1$ $p = \frac{\sqrt{16+y}}{7}$ $2y + xy = x^2 + 9$ <p>For each of these sequences, decide whether 58 is a term.</p> <p>And, if it is a term, what number term is it?</p>	<p>https://classroom.thenational.academy/units/functions-f129</p> <p>https://classroom.thenational.academy/units/solving-equations-2-simple-algebraic-fractions-5494</p> <p>https://classroom.thenational.academy/units/algebraic-fractions-4926</p> <p>https://classroom.thenational.academy/units/factorise-and-solve-a-quadratic-a-1-876e</p> <p>https://classroom.thenational.academy/units/factorise-and-solve-quadratics-a-1-70f2</p> <p>https://classroom.thenational.academy/units/substitution-and-rearranging-formulae-a512</p> <p>https://classroom.thenational.academy/units/further-algebra-change-the-subject-binomial-expansion-9906</p> <p>Seneca Learning:</p> <p>Maths: Edexcel GCSE Foundation à Algebra à Sequences</p> <p>https://classroom.thenational.academy/units/quadratic-sequences-ce05</p>
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<ul style="list-style-type: none">• Be able to use the n^{th} term to check if a number is a term of a sequence• Be able to find the n^{th} term of a quadratic sequence	<ul style="list-style-type: none">• $2n + 3$• $3n - 2$• $12 - 5n$• $11n + 3$	
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RE – Year 10 AQA Christian Beliefs and Teachings

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Year 10: <i>What does Christianity teach us about believing, thinking, and living?</i></p> <p><u>Content:</u></p> <ol style="list-style-type: none"> 1. What is the Holy Trinity? 2. What are the nature and qualities of God? 3. What is the creation? 4. Who is God the Father? 5. What is the incarnation and how does it show the 	<p>Questions based on the specification for AQA GCSE Paper 1: Christianity</p> <ol style="list-style-type: none"> 1. What are the three main branches of Christianity? 2. What does God being omnipotent mean? 3. What does God being benevolent mean? 4. What does God being just mean? 5. What are the three parts of the Trinity? 6. How many days did it take God to create the world in Genesis? 7. In John's Gospel: the _____ was with God and the _____ was God 8. What is the word for God becoming flesh as Jesus? 9. What is the word for Jesus' death on the Cross? 10. What is the word for Jesus returning to life? 11. What is the word for Jesus going up into heaven? 12. Which parable tells Christians how God will judge people? 	<p>If your child is absent:</p> <ol style="list-style-type: none"> 1. Test your child using the knowledge booklet 2. Test your child using reference to scripture section of the course companion <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> 3. Research Christianity using BBC Bitesize <p>https://www.bbc.co.uk/bitesize/topics/zbndy9q</p>

<p>power of the Holy Spirit?</p> <p>6. What is the role of the Son of God in the doctrine of the Holy Trinity?</p> <p>7. What influence does the crucifixion have on Christians?</p> <p>8. How does the resurrection underpin salvation?</p>	<p>13. What part of the afterlife is a place of eternal punishment?</p> <p>14. What part of the afterlife is a place of eternal happiness?</p> <p>15. Where do Christians believe you go after you die?</p> <p>16. What is purgatory?</p> <p>17. What is sin?</p> <p>18. What is original sin?</p> <p>19. What is salvation?</p> <p>20. Who do Christians believe gives them salvation?</p>	
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Science – Year 10

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Combined Science</p> <p>Biology – B4.1 The digestive system in the Big Idea Bodies are systems</p> <p>B4.2 Circulation and Respiration in the Big Idea Bodies are systems</p> <p>Chemistry – C4.1 Structure and bonding in the Big Idea Structure determines properties</p> <p>Triple: Nanotubes and polymers</p> <p>Physics – P4.1 Motion in the Big Idea Forces predict motion</p> <p>Triple: Moments levers and gears</p>	<p>Look at the knowledge organiser in the booklet for the topic and ask them about it</p> <p>What are the tests for sugar, starch, protein and fats?</p> <p>Explain how the intestine is adapted to its function</p> <p>Explain the difference between ionic, covalent and metallic bonding</p> <p>Explain why metals have a high melting point</p> <p>Compare diamond and graphite</p> <p>Describe Newtons second law and use it to explain how a seatbelt works</p> <p>What affects the ability of a car to brake?</p> <p>What is the difference between thinking and stopping distance?</p>	<p><u>YouTube – MyGCSEScience</u></p> <p><u>BBC Bitesize – GCSE Science</u></p> <p><u>Seneca – Students are using this for homework already</u></p> <p><u>Physics and maths tutor – exam practice</u></p>