

Year 10 GCSE - Art and Design

Spring Term		
What we are 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>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</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>relevant to intentions as work progresses.</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>Intervention and support sessions are every Thursday after school, or make a separate appointment for 1:1 support.</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 Studies

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>

Half Term 2

- External influences on a business
- Products and services
- Customer needs
- Market research
- Market segmentation
- Impact of customer demographics
- Market mapping
- The competitive environment

- 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?
- 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?

Year 10 English –*Macbeth*

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?
<ol style="list-style-type: none"> 1. Why did Shakespeare write <i>Macbeth</i>? 2. What ideas of heroism create a dramatic start to the play? 3. How is the supernatural used to convey ideas of fate and destiny? 4. How does the theme of ambition foreshadow tragedy? 5. How is the Divine Right of Kings used to show a contrast between good and evil? 6. How does regicide create chaos and disorder? 7. How does Shakespeare develop the powerful relationship between the Macbeths? 8. How is tyranny connected with mental instability? 9. How is the supernatural used to present hubris? 	<ol style="list-style-type: none"> 1. Can you write a summary of each Act? (There are five). 2. How do Macbeth and Lady Macbeth change throughout the play? 3. What does the play tell us about ideas of: ambition, guilt, pride, and honour? 4. How does Shakespeare create different moods in his play? 	<ol style="list-style-type: none"> 1. Test your child on knowledge from their Knowledge Organiser 2. Students should work until they have completed 100% of this revision course on Century Tech: https://app.century.tech/login

<p>10. How is masculinity presented in the play?</p> <p>11. How does Shakespeare use guilt to develop the tragedy?</p> <p>12. How does Shakespeare resolve the tragedy and restore order?</p>		
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Y10 GCSE English Language

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>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 1.</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

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><u>Content:</u></p> <p>This unit will give students the opportunity to talk about hobbies.</p> <p>We will work on giving different detailed opinions, becoming confident with writing extended sentences as well as getting more practice on the imperfect tense.</p> <p><i>Que fais-tu pendant ton temps-libre ?</i></p> <p><i>Quel sport pratiques-tu et pourquoi ?</i></p> <p><i>Est-ce que ta façon de lire a changé ?</i></p> <p><i>Quel genre de musique aimes-tu et comment l'écoutes-tu ?</i></p> <p><i>Qu'est-ce que tu aimes regarder ?</i></p>	<p>What activities do you do during your free time?</p> <p>What sport do you practice?</p> <p>Do you read in the same way as when you were little?</p> <p>What type of music do you like?</p> <p>What films or TV programs you like to watch and why?</p>	<p>Log in to languagenut.com</p> <p>Work related to the topics will be set up.</p>

Half Term 2

Content:

This half term, we will keep on with the topic of hobbies and we will start on “festivals and celebrations”

We will focus on structuring a good paragraph and on getting acquainted with worldwide traditions.

Que fais-tu sur l'internet ?

Quels sont les avantages et les inconvénients des réseaux sociaux ?

Décris ta vie quotidienne.

Es-tu déjà allé à la fête de la musique ?

Que penses-tu des évènements sportifs ?

How do you use the internet?

What are the advantages and disadvantages of social media?

Describe you daily life and what you do at the weekend.

Have you already been to a music festival?

What is your opinion on sporting events?

Year 10 Geography

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 and 2</u></p> <p>The living world</p> <p>We explore how the biotic (living) parts of an ecosystem such as plants and animals interact with the abiotic (non-living) parts such as sunlight, water, and soil. Then we pan out to look at large-scale ecosystems, known as biomes.</p> <p>We learn that each biome has its own unique characteristics, for example tropical rainforests are warm and wet and have an enormous range of plant and animal life, whereas the tundra is cold and dry and supports far fewer species. We learn that latitude (distance from the equator) is the main reason for these unique biome characteristics.</p> <p>We then go on to look at Tropical Rainforests and Hot Deserts in more detail to find out about the plant and animal adaptations while</p>	<ol style="list-style-type: none"> 1) What are Biotic and Abiotic factors and how do they interact? 2) What is an example of a small scale ecosystem in the UK? 3) What is the difference between a food chain and food web? 4) What impact does latitude have on Biome distribution? 5) What role does sunlight play in determining biome distribution. 6) What are the Biomes of the world? 7) Where are Tropical Rainforests located? 8) Where are Hot Deserts located? 9) What are the characteristics of 	<p>Students should complete online work based on Seneca.</p> <p>On Seneca, KS4 Geography The Living World</p> <p>2 The Living World</p> <p><input type="checkbox"/> 2.1 Ecosystems</p> <p><input type="checkbox"/> 2.2 Tropical Rainforests</p> <p><input type="checkbox"/> 2.3 Hot Deserts</p>

<p>also learning about the challenges and opportunities that humans face in these environments.</p>	<p>Tropical Rainforests and Hot Deserts? 10) What are the animal and plant adaptations for Tropical Rainforests and Deserts?</p>	
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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</p> <p>Paper 2: Period study</p> <p>Option P4: Superpower relations and the Cold War, 1941–91</p> <p>Our Enquiries:</p> <ol style="list-style-type: none"> 1. What were the origins of the Cold War? 2. Why did tensions escalate between East and West from 1941-58? 3. Why did the Cold War intensify after 1958? 4. What drove the Cold War to end in 1991? 	<p>Enquiry: What were the origins of the Cold War?</p> <ol style="list-style-type: none"> 1. What was the Cold War? 2. How did Soviet/US relations change 1945-1946? 3. How do I explain the consequences of historical events? <p>Enquiry: Why did tensions escalate between East and West from 1941-58?</p> <ol style="list-style-type: none"> 1. What was the impact of the Marshall Plan and the Truman doctrine? 2. What was the impact of the 1948-1949 Berlin Crisis? 3. How do I write a narrative account? 4. How did the Cold War develop in the 1950s? 5. What were the consequences of the 	<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 Cold War- Hyperlearning' <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/guides/z3h9mnb/revision/1 5. https://www.bbc.co.uk/bitesize/guides/z8fwhv4/revision/1 6. Use the additional Knowledge Organisers and Model Answer documents to

	<p>1956 Hungarian Uprising?</p> <p>6. How do I explain the importance of historical events?</p> <p>Enquiry: Why did the Cold War intensify after 1958?</p> <ol style="list-style-type: none">1. Why was the Berlin Wall built and what were the consequences?2. Why did the USA try to invade Cuba at the Bay of Pigs?3. What were the consequences of the Cuban Missile Crisis?4. Why did the Prague Spring happen in 1968?5. What were the consequences of events in Czechoslovakia in 1968? <p>Enquiry: What drove the Cold War to end in 1991?</p> <ol style="list-style-type: none">1. Why and how did tensions reduce in the 1970s?2. How did the Soviet invasion of Afghanistan in 1979 change the Cold War?3. How did Reagan's 'Second Cold War' and Gorbachev's 'new	<p>help with exam questions</p>
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	<p>thinking' impact the Cold War?</p> <ol style="list-style-type: none">4. How did Gorbachev's 'new thinking' affect Soviet control of Eastern Europe?5. How did Gorbachev's new thinking bring about an end to the Cold War?	
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Year 10 Music GCSE

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking/ what can you do at home to assist them?	What do I do if my child was absent, or I want them to do extra work?
<p>Film Music</p> <p>MAD T SHIRT – Musical Elements</p> <p>Topics that will be studied include:</p> <p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> • Melody • Articulation • Dynamics • Texture • Structure • Harmony and Tonality • Instrumentation • Rhythm • Tempo • Film Music (Why do composers write music for film?) • Diegetic/ Non Diegetic Music • Why do composers use specific elements for different films/ scenes? 	<ul style="list-style-type: none"> • Look at the knowledge organiser for the topic and quiz them regularly on the definitions of the keywords • Ask them about the music they are listening to – ask them to describe any of the MAD T SHIRT musical elements. • Listen to music at home • Ask your child why composers include music in films • Ask your child to name keywords from each of the musical elements (e.g. Melody – ascending/ descending) • Sign and check in with your child’s practise diary each week (ask to hear them sing/ play!) 	<p>https://www.bbc.co.uk/bitesize/examspecs/zbmct39</p> <p>https://www.musictheory.net/ (this is useful to work on musicianship)</p> <p>https://www.bbc.co.uk/bitesize/topics/zn4tkmn</p>

Practical skills

- Solo instrumental lessons practise
- Building up to a solo performance of 1:30

Composition

- Composing a song using Garageband (this should be 1:30 in length)

<p><u>Practical skills</u></p> <ul style="list-style-type: none">• Solo instrumental lessons practise• Building up to a solo performance of 1:30 <p><u>Composition</u></p> <ul style="list-style-type: none">• Composing a song using Garageband (this should be 1:30 in length)		
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Year 10 RE

AQA Islam Beliefs and Teachings

In Autumn, we learnt about the doctrine of the holy trinity, the doctrine of original sin and the concept of salvation as a theological investigation of Christianity. The life of Jesus provided the background for key Christian practices including the festivals, baptism and the Eucharist.

In Spring we will turn our theological skills toward Islam. Islam was revealed on the Night of Power and what it truly means to see God as indivisible and how a omnipotence and predestination can co-exist. The five pillars and the ten obligatory acts will guide us through Islamic practices and ways worship.

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>Year 10: <i>What does Islam teach us about believing, thinking, and living?</i></p> <p>Content:</p> <ol style="list-style-type: none"> 1. What is the Oneness of God and the supremacy of God's will? 2. If there is Tawhid why is there a split in Islam? 3. What is the best way to describe God? 4. How important are angels in Islam? 5. What influence does belief in life after death have on the life of a Muslim? 6. What is the prophethood? 7. Who is Muhammad and the Imamate? 	<p>Questions based on the specification for AQA GCSE Paper 1: Islam</p> <ol style="list-style-type: none"> 1. Is Islam a monotheistic religion? 2. What are 6 key characteristics of Allah? 3. What does merciful mean? 4. What does omnipotent mean? 5. What does benevolent mean? 6. What does just mean? 7. What does immanent mean? 8. What does transcendent mean? 9. What does Tawhid mean? 10. What are the key lines of Surah 112? 11. What does begotten mean? 12. What are the 2 main traditions in Islam? 13. What are the similarities between Sunni and Shi'a Islam? 14. What is a key difference between Sunni and Shi'a Islam? 15. What are the six articles of faith in Sunni Islam? 16. What are the five articles of faith in Shi'a Islam? 17. What is the purpose of angels? 18. What do angels do? 19. Why is Angel Jibril important? 	<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 Islam using BBC Bitesize <p>https://www.bbc.co.uk/bitesize/topics/z4v7gwx</p>

<p>7. What influence does the crucifixion have on Christians?</p> <p>8. How does the resurrection underpin salvation?</p>	<p>20. Why is angel Mika'il important?</p> <p>21. What is Al-Qadr (predestination)?</p> <p>22. What do Sunnis believe about judgement?</p> <p>23. What do Shi'as believe about judgement?</p> <p>24. What happens on Day of Judgement?</p> <p>25. What is Akhirah?</p> <p>26. Who was the first Prophet?</p> <p>27. What is a key event in Prophet Ibrahim's life?</p> <p>28. Who was called 'seal of the prophets'?</p> <p>29. Why is the revelation to Prophet Muhammad important?</p> <p>30. Is the Qur'an regarded as the most important holy book?</p> <p>31. What do Muslims believe about other holy books?</p> <p>32. What is the Tawrat? (Torah)</p> <p>33. What is the Zabur? (Psalms)</p> <p>34. What is the Injil? (Gospel)</p> <p>35. What is the Hadith?</p> <p>36. What is the Sunnah?</p> <p>37. What is the purpose of the Hadith and Sunnah?</p> <p>38. What is the Imamate?</p>	
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Year 10 Science

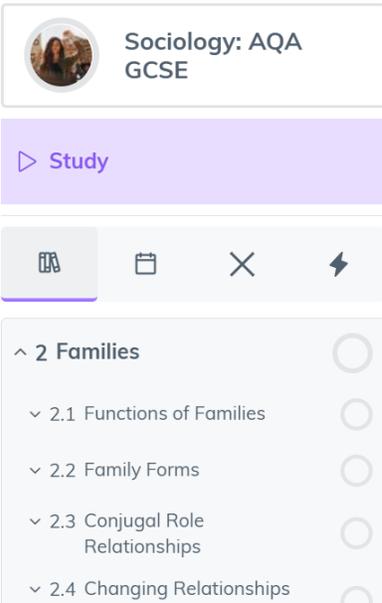
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?	How will my child be assessed this term?
<p>Biology</p> <p>Circulation and respiration:</p> <p>Students will be able to describe the structure of the lungs and how this structure relates to function. Students will be able to understand the circulatory system and the role of the heart and blood vessels and how the circulatory and respiratory system are related. They will also carry out a heart dissection, to see these structures in real life, before looking at blood vessels in more detail, followed by the different components of blood. Students will link this knowledge to how blood vessels can be</p>	<p>Look at the knowledge organiser in the booklet for the topic and ask them about it.</p> <p>The function of the alveoli is</p> <p>The right ventricle pumps blood</p> <p>Natural resting heart rate is controlled by...</p> <p>The vena cava is connected to...</p> <p>Veins have thinner walls than arteries because...</p> <p>The blood components are...</p> <p>A risk factor for developing coronary heart disease is ...</p>	<p>BBC KS4 Science-Biology</p> <p>https://www.bbc.co.uk/bitesize/topics/znyycdm</p> <p>BBC KS4 Science-Chemistry</p> <p>https://www.bbc.co.uk/bitesize/topics/z9r4jxs</p> <p>BBC KS4 Science-Physics</p> <p>https://www.bbc.co.uk/bitesize/topics/z4brd2p</p> <p>Oaknationalacademy.com</p> <p>https://www.thenational.academy/</p> <p>YouTube – MyGCSEScience</p>	<p>Format: 1 paper</p> <p>Section A - 30 MCQ's</p> <p>Section B - standard and extended response</p> <p>as per content below. Students <i>will also have a mastery quiz at the end of each unit. This will consist of a section A (MCQ) and section B (short answer questions).</i></p> <p>B4.2 Circulation and respiration</p> <p>Structure of lungs</p> <p>The circulatory system</p> <p>Blood vessels</p> <p>Coronary heart disease</p> <p>Aerobic/anaerobic respiration</p> <p>Metabolism</p> <p>Response to exercise</p> <p>C4.2 Extraction of Metals</p>

<p>damaged in coronary heart disease, then evaluate the different methods of treatment for CHD. Students will be able to describe the process of aerobic respiration and anaerobic respiration and the body's response to exercise, including the changes to the respiratory and circulatory system.</p> <p>Chemistry-</p> <p>Students will learn about the extraction of less reactive metals using displacement reactions. Students studying higher tier material will be introduced to ionic and half equations and redox equations. Students will meet the process of electrolysis and completing the required</p>	<p>The products and reactants in anaerobic respiration are...</p> <p>Metabolic processes require energy to take place. This energy is transferred from...</p> <p>What do all acids have in common?</p> <p>What is the reactivity series?</p> <p>When lithium and aluminium oxide react, the product is ...</p> <p>What is reduction/oxidation?</p> <p>Explain why electrolysis will not work with solid sodium chloride?</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>	<p>The reactivity series</p> <p>Ionic equations</p> <p>Writing half equations</p> <p>Extraction of metals</p> <p>Electrolysis</p> <p>Corrosion and its prevention</p> <p>Recycling</p> <p>P4.2 Energy conservation</p> <p>Conservation</p> <p>Density</p> <p>Energy in systems</p> <p>Specific heat capacity</p> <p>Power</p> <p>Energy resources</p> <p>B4.3 Plant and Material Cycling</p> <p>Transpiration</p> <p>Translocation</p> <p>Plant structure</p> <p>Photosynthesis</p> <p>Limiting factors</p> <p>Material cycling- decay</p> <p>Material cycling- The carbon cycle</p>
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<p>practical in electrolysis. They will look at corrosion and its prevention, alternative methods of extraction and recycling metals.</p> <p>Physics</p> <p>Energy conservation-</p> <p>Students will start with the review of density, including a theoretical explanation of what the density of a substance means before practising the calculation. Students will then use their understanding of the movement of particles in each state of matter to explain how gases exert pressure and the relationship between gas pressure and temperature, linking back to their understanding</p>	<p>A student carried out electrolysis of potassium chloride solution. What was produced at the negative electrode?</p> <p>In which state of matter are particles able to flow?</p> <p>What is the density of an object that has a mass of 5 g and displaces 25 cm³ of water?</p> <p>What force must be applied to a balloon to exert 50 N/cm² of pressure on an area of 0.1 cm²?</p> <p>Which is the correct definition of specific heat capacity?</p> <p>How much kinetic energy does an object of mass 7 kg have when it is travelling at 10 m/s?</p> <p>A resting spring is 10 cm but it is stretched until it is</p>		<p>Material cycling- The water cycle</p> <p>C4.3 Quantitative Chemistry</p> <p>Atom economy</p> <p>Calculating moles</p> <p>Concentration</p> <p>Acids, alkalis, and neutralisation</p> <p>Titrations</p> <p>Strong and weak acids</p> <p>Volume of gases</p> <p>P4.3 Electric circuits</p> <p>Circuits</p> <p>Energy</p> <p>Current, Voltage and resistance</p> <p>Circuit components</p> <p>Induced potential</p> <p>Transformers</p>
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<p>of the effect of heating on the internal energy of a system. Physics only students will also look at Boyle's law and the mathematical relationship between the pressure and volume of a gas. They will also look at pressure in fluids in greater depth, including how fluids are used in hydraulic systems as force multipliers. These students will also revisit the relationship between the pressure exerted on a surface, the force applied and the surface area, equation to calculate kinetic energy at this point.</p>	<p>17 cm. What is the extension of spring?</p>		
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Year 10 Sociology

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 and 2</u></p> <p>Families and Households</p> <p>This unit will allow students to explore the structure and change of the family. Students will investigate how family structures can influence human behaviour and society.</p>	<ol style="list-style-type: none"> 1) What is one function of the family as identified by Murdock? 2) What is the difference between a family and a household? 3) Why is the nuclear family still seen as important in modern Britain? 4) What is the difference between the double shift (dual burden) and the triple shift? 5) Explain one criticism of the functionalist view on conjugal roles. 6) How might family life disadvantage women's careers? 7) Outline two changes in society that have contributed to the increase in lone parent families. 8) What is meant by the 'dark side' of the family? 9) What changes in society have contributed to the increase in divorce rates in the UK? 	<p>Students should complete online work based on Seneca.</p> <p>On Seneca, the families and household's content is unit 2.</p> 

	<p>10) What are the consequences of divorce for family members?</p>	
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