

Year 10 Essential Information

Colchester County High School for Girls

2022-2023



The Year 10 Tutor Team

Mrs Burnett 10C
Mr Nachman 10O
Mr Guille 10O
Mr Garland 10L
Mr Minton 10H
Mrs Watkins 10E

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The first point of contact is the Year 10 Tutor

Contacting us

Mrs Pye	Examinations Officer	exams@cchsg.com
Mrs Ward	Upper School Pastoral Assistant	jward@cchsg.com
Mrs Daniels	Year Leader Y10 & 11, SENCO & Associate to SLT	kdaniels@cchsg.com
Mrs Frost	Associate Principal	dfrost@cchsg.com
Dr Parrott	Associate Principal	sparrott@cchsg.com

Dates for your diary

October

6 Year 10 Computing Trip to the Centre for Computing History

November

14 Progress Check 1 sent home

w/c 21 RS Mock Examination (Date & time to be confirmed)

January

11 Year 10 MADE Revision Skills Workshop (during the school day) & Parent MADE Revision Evening

16 Year 10 RS Mock Result to parents

16 Jack Petchey Speak Out Challenge

23 Progress Check 2 sent home

26 Parent Consultation Evening (May be online)

February

9-10 Year 10 Art Examination

20 Year 10 Examinations (until 1 March)

March

23 Year 10 Examination results and RE Report sent home sent home

June

19 Year 10 Report sent home

August

GCSE Results Day for Religious Studies (Date to be confirmed)

Safeguarding at CCHSG

CCHSG believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

Safeguarding depends on staff being made aware of issues by students. Form Tutors have the role of "First Responders" and work closely with the Pastoral Team to help identify issues and support students. Students are aware of the Pastoral Team and Safeguarding Team with posters around the school to help them identify those members of staff and how to contact them.

The student planner also provides advice and gives details of support organisations and useful contacts; The Student Voice Team work with the Safeguarding Team to help ensure the content and advice is appropriate and updated annually.

We understand that some students may find reporting difficult, especially communicating worries and concerns to members of staff for a variety of reasons and as such CCHSG have introduced an online reporting system in 2021-22 to enable students to report more freely; This can be accessed through the "Never Acceptable" link on the school website.

The Safeguarding Team

Designated Safeguarding Lead (DSL):

Mrs K Daniels kdaniels@cchsg.com

Deputy DSL:

Mrs D Frost dfrost@cchsg.com
Dr S. Parrott sparrott@cchsg.com
Mrs S Hughes shughes@cchsg.com
Mr M Muldoon mmuldoon@cchsg.com
Mrs S Torr storr@cchs.com
Mrs K Sharp ksharp@cchsg.com

Wellbeing Support and Early Help

Pastoral Team – Form Tutor, Year Leader and Pastoral Assistant 1:1 meetings and monitoring.

WARMS Team – Appointments by Year Leader referral. Drop-in sessions are also available.

School Nurse and School Counsellor – Appointments by Year Leader referral and student request.

Rev Greenland - offers chaplaincy services on a voluntary basis in school to both staff and students, to those of all faiths and none, to offer support both pastoral and spiritual. Meetings are available on Teams, talk on the phone or correspond by email; please contact Rev Greenland via hgreenland@cchsg.com

E-Safety - Who you can turn to:

All students receive e-safety guidance both in lessons and assemblies; however, we strongly encourage parents to take an active role in monitoring their child's on-line and social media activity to ensure they are safe. You can find more helpful information on the e-safety section of the CCHSG website or alternatively access the websites below. If you have a specific e-safety concern regarding one of our students then please do not hesitate to contact the school safeguarding lead, Mrs Daniels, or a member of the pastoral team. There is a weekly e-safety update in the parent and student bulletin and there will be e-safety events taking place during the school year.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Common Sense Media - <https://www.commonsensemedia.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

Mobile phones must remain turned off during the school day.

Examinations

If there are any circumstances you feel may affect your child's examination performance or access arrangement requests, please ensure that you have informed Mrs Pye our Examinations Manager. Mrs Pye can be contacted by telephone on 01206 576973 or via email at exams@cchsg.com. If a student is ill on the day of the examination Mrs Pye must be informed that day and a letter from the GP is required for the school to be able to apply for special considerations. Please see the examinations area of the school website for more information.

GCSE Religious Studies

In May/June of Year 10, the students will sit their Religious Studies GCSE examination. They will sit three papers. The examination board is OCR and the code is J625, with the relevant modules J625/01, J625/02 and J625/06. Virtual after school revision classes will be advertised to students and parents throughout the year and revision materials will be posted on Microsoft Teams and SharePoint. If you have any questions please email Mr Summers, Head of Religious Education at msummers@cchsg.com.

CCHSG Curriculum Intent

The curriculum at Colchester County High School for Girls is designed to enable students to:

- develop a depth of knowledge
- have a richness of experience
- develop their strength of character

Year 11 PSHCE Curriculum Intent

Depth of knowledge – Equipping students with knowledge and skills and that are appropriate for their age that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Richness of Experience – Expanding horizons and gain cultural capital experiences through the delivery of a diverse programme.

Strength of Character – Develop students' capacity to make sound decisions when facing risks. Support students to develop resilience, to know how and when to ask for help and to know where to access support.

Subject Examination Board Specification	Text book	Website
Art & Design Edexcel 1FA0	Not applicable Visiting Art exhibitions is recommended	http://qualifications.pearson.com/en/qualifications/edexcel-gcse.html http://www.bbc.co.uk/schools/gcsebitesize/art/ http://www.studentartguide.com/ http://www.pinterest.com/studentartguide/beautiful-igcse-gcse-art/ https://www.tate.org.uk/art/student-resource/exam-help
Biology Edexcel 1BI0	New Biology for You by Gareth Williams Nelson Thornes	Website with full specification and some past papers: https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#%2Ftab-Biology Useful revision sites: http://www.s-cool.co.uk/gcse/biology http://www.docbrown.info/gcsebiology.htm https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f https://www.physicsandmathstutor.com/biology-revision/ https://www.youtube.com/watch?v=SX6mow1AExI&list=PLAd0MSIZBSsHv1pioWRdq-pZCWT084cdP (core practicals)
Chemistry Edexcel 1CH0	Chemistry for You by Lawrie Ryan	https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Chemistry_Spec.pdf Useful revision site: http://www.bbc.co.uk/schools/gcsebitesize/science/ https://www.physicsandmathstutor.com/chemistry-revision/gcse-edexcel/
Computer Science OCR J277	PG Online - OCR GCSE (9-1) Computer Science – S Robson and PM Heathcote Online resources Teach-ICT Username: co33us Password: python1 Seneca Learning ISAAC Computer Science	https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/ http://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html https://student.craigndave.org/

Subject Examination Board Specification	Textbook	Website
Drama WJECeduqas 601/8420/6 C690QS	Not applicable	http://www.eduqas.co.uk/
English Language AQA 8700	<p>Book1 – AQA GCSE English Language. Developing the skills for learning and assessment. Helen Backhouse and Beverley Emm.</p> <p>Book 2 – AQA GCSE English Language. Assessment preparation for Paper 1 and Paper 2. Jane Branson and Peter Ellison.</p>	http://www.aqa.org.uk/subjects/english/gcse/english-language-8700
English Literature AQA 8702	<p>Not applicable -a range of texts are used: An Inspector Calls Romeo & Juliet Poetry Anthology Pride And Prejudice</p>	http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702
French AQA 8658	<p>GCSE French Higher (AQA) Students will have access to an electronic copy of the text book and resources using an individual kerboodle login.</p> <p>AQA GCSE French Higher Student Book Publisher: Oxford University Press ISBN 978 019 836583 583 9</p>	<p>https://www.aqa.org.uk/subjects/languages/gcse/french-8658 www.tv5.org http://www.languagesonline.org.uk/</p>
Geography AQA 8035	<p>AQA GCSE (9-1) Geography Publisher: Hodder Education ISBN-13: 9781471859922</p> <p>GCSE Geography AQA Student Book Publisher: Oxford University Press ISBN-13: 9780198366614</p> <p>GCSE Geography for AQA Student Book Publisher: Cambridge University Press ISBN-13: 9781316604632</p> <p>CGP AQA GCSE Revision Guide</p>	https://www.aqa.org.uk/subjects/geography/gcse/geography-8035

Subject Examination board specification	Textbook	Website
German AQA 8668	GCSE German Higher (AQA) Students will have access to an electronic copy of the text book and resources using an individual kerboodle login. AQA GCSE German Higher Student Book Publisher: Oxford University Press ISBN 978 019 836587 7	http://www.aqa.org/ https://www.languagesonline.org.uk/ www.memrise.com/
History AQA 8145	Oxford AQA GCSE History; Germany 1890-1945 AQA GCSE History; Understanding the Modern World AQA GCSE History; Health and the People AQA GCSE History; Elizabethan England c1568-1603 Oxford AQA GCSE History; Thematic Studies c.790-Present Day	http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources
Latin OCR J282	Own 'in house' course and course booklet 'GCSE Latin' : distributed as a booklet and available electronically on SHAREPOINT	http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/
Mathematics Edexcel 1MA1	Edexcel GCSE (9-1) Mathematics: Higher Student Book (for lesson use) and an accompanying Problem Solving and Practice Book for homework.	http://www.edexcel.org.uk/ www.corbettmaths.com www.nrich.maths.org www.bbc.com/education www.mathsgenie.co.uk www.drfrostmaths.com
Music EDUQAS C660QS	WJEC/Eduqas GCSE Music Student Book: Revised Edition. Publisher: Illuminate Publishing. ISBN-13: 978-1912820696 OR WJEC/Eduqas GCSE Music Revision Guide. Publisher: Illuminate Publishing. ISBN-13: 978-1912820788	https://www.eduqas.co.uk

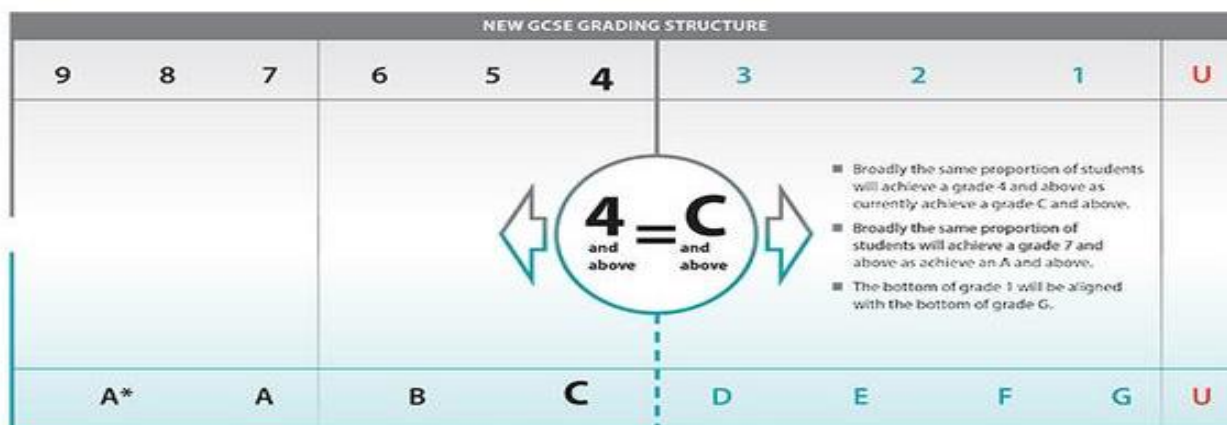
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Subject Examination board specification	Textbook	Website
Physical Education AQA 8582	AQA GCSE (9-1) PE Ross Howitt Mike Murray	www.aqa.org GCSE Physical Education Specification Specification for first teaching in 2016 (aqa.org.uk)
Physics Edexcel 1PH0	Physics for You by Keith Johnson	http://www.edexcel.com/ https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Physics_Spec.pdf Useful revision site: http://www.bbc.co.uk/schools/gcsebitesize/science/ https://senecalearning.com/en-GB/ https://isaacphysics.org/
Psychology Edexcel 1PS0	Edexcel GCSE (9-1) Psychology Student Book by Christine Brain etal Or Psychology GCSE Revision Guide for Edexcel by Ali Abbas	https://qualifications.pearson.com/en/qualifications/edexcel-gcse/psychology-2017.html
Religious Studies OCR J625	OCR GCSE (9-1) Religious Studies By Lorraine Abbott	https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/

Please contact the Head of Department for subject specific queries

Department	Head of Department	Email address
Art	Mrs Saunders	msaunders@cchsg.com
Biology	Dr Martin	imartin@cchsg.com
Chemistry	Miss Moore	amoore@cchsg@cchsg.com
Computer Science	Mr Nachman	cnachman@cchsg.com
Drama	Mrs Cudmore-Rice	mcudmore@cchsg.com
English	Miss Withers (Acting)	bwithers@cchsg.com
French	Mme Ollite	kollite@cchsg.com
Geography	Mr King	jking@cchsg.com
German	Mr Page	spage@cchsg.com
History	Mr Paz (Acting)	ipaz@cchsg.com
Latin	Miss Hodgkinson	bhodgkinson@cchsg.com
Mathematics	Mrs Roshen	broshen@cchsg.com
Music	Mrs Jefferies	fjefferies@cchsg.com
Physical Education	Mrs Knight	nknight@cchsg.com
Physics	Mrs Swannell	aswannell@cchsg.com
Psychology	Mrs Bridge	sbridge@cchsg.com
Religious Studies	Mr Summers	msummers@cchsg.com
Head of Science	Mrs Clayton	aclayton@cchsg.com

GCSE Grades (9-1) are in line with the reformed examination specifications for GCSE.



The chart above shows the link between the reformed GCSE (9-1) grades and the recently used GCSE (A*-G) grades with which you are probably more familiar.

Recording Progress in Year 10 2022-23

Your child's attainment and progress will be measured using the GCSE Grades 9 to 1.

In Year 9 each student was issued with a School Target Measure (GCSE Grade) for each subject. GCSE Grades (9-1) are in line with the reformed examination specifications for GCSE and are generated from the FFT Aspire database. This database uses the school context and Key Stage 2 information to provide an indication of the GCSE Grade the student should achieve at the end of Year 11. We take these grades as a starting point, but also take into consideration progress in years 7 and 8.

Progress Checks and School Reports issued during Year 10 will provide a Working at Measure for each subject that will be generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student. It suggests the **GCSE grade** the subject teacher considers the student **will achieve in their GCSE at the end of the GCSE course if they continue to work in the current manner.**

School Mock Examination Results will provide the Progress Measure (GCSE Grade) the student achieved in the assessment set by the subject. All students in the year group studying a subject will sit the same assessment during the Year 10 Mock Examinations in the spring term.

Attitude to Learning

After each progress check students will also be issued with an Attitude to Learning Measure (ATL) which indicates the current approach they are taking towards their studies. They will be issued with a measure between 1 and 4; the descriptors of which can be found below:

- 1 – Attitude to learning is outstanding
- 2 – Attitude to learning is good
- 3 – Attitude to learning requires improvement
- 4 – Attitude to learning is unsatisfactory

Year 10 Information Evening
Year 10 Curriculum Outline 2022/23

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

Subject	Autumn Term	Spring Term	Summer Term
Art and Design (GCSE) Pearson Edexcel 1FA0	TOPIC: SIGNS AND SYMBOLS Reconnection with drawing - Key Skills: objective observation, media & annotation –mark making inc. painting, drawing, printmaking, mixed media, collage/montage, photography and computer aided image manipulation. <ul style="list-style-type: none"> • Generating ideas, visual research, developing & refining original source material • linking contextual studies • extending and refining ideas • meeting assessment objectives • experimenting with different materials and techniques • resolving problems • realising ideas / presenting final work 	TOPIC: THEMATIC COMPONENT AND YEAR 10 MOCK EXAM Key Skills: working with independence/ understanding effective examination preparation and planning to meet assessment criteria <ul style="list-style-type: none"> • how to generate interesting/original ideas • understanding controlled assessment • impact/presentation • preparation studies for mock examination • gallery visit / contextual links • reflection for progression • personal outcome(s) 	TOPIC: THEMATIC COMPONENT Key Skills: media selection/ critical reflection/contextual/cultural understanding/sculpture/3D construction <ul style="list-style-type: none"> • portfolio development • printmaking • 3D outcome • preparing for end of year assessment and maximising impact and presentation • Vanitas/momento mori Introduction of the thematic summer project (The Human Condition) summer project development
Biology (GCSE) Pearson Edexcel 1BI0	<ul style="list-style-type: none"> • Homeostasis cont'd • Osmoregulation • DNA, variation and inheritance 	<ul style="list-style-type: none"> • DNA, variation and inheritance (cont'd) • Cell division and genetic modification 	<ul style="list-style-type: none"> • Cell division and genetic modification (cont'd) • Ecosystems
Chemistry (GCSE) Pearson Edexcel 1CH0	<ul style="list-style-type: none"> • basic concepts • separating and purifying • acids • mole calculations • structure and bonding • gases 	<ul style="list-style-type: none"> • earth and the atmosphere (recap) • organic chemistry 1 (hydrocarbons) • organic chemistry 2 (fuels) • ionic equations and precipitation • reactivity series and metals 	<ul style="list-style-type: none"> • electrolysis • organic chemistry 3 (polymers) • organic chemistry 4 (alcohols and carboxylic acids)

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Subject	Autumn Term	Spring Term	Summer Term
Computer Science (GCSE) OCR – (9-1) - J277	<ul style="list-style-type: none"> • 2.3 Producing robust programmes – (10 lessons) • 1.3 Computer networks, connections and protocols – (12 lessons) • 1.4 Network security – (8 lessons) • Robot Wars – (1 lesson) 	<ul style="list-style-type: none"> • 1.2 Memory and storage (part 2) – (12 lessons) • Exam preparation – (2/3 lessons) • Year 10 Examination process – (2/3 lessons) • 1.6 Ethical, legal, cultural and environmental impacts of digital technology – (8 lessons) 	<ul style="list-style-type: none"> • Programming skills audit – (15 lessons) • Programming project – version 2 – (18 lessons) • 10hrs off-curriculum programming day – students achieve ITS Certification in Python*
Drama (GCSE) WJEC Eduqas 3690QS	<p>An introduction to the course. Practitioners and Genres: Stanislavski - Realism Brecht – Alienation, didactic theatre and gestus Physical Theatre Musical Theatre</p> <p>Student led practitioner/genre research: Emma Rice – Finding new ways to produce popular works Berkoff and Subverting theatrical convention Artaud and Theatre of Cruelty Craig and pure emotion/arrested development Boal – Theatre of the Oppressed Grotowski – Poor Theatre Maeterlinck – Theatre of Symbolism Meyerhold – Non naturalism in a realistic play Peter Brook – Empty Theatre T.I.E Using stimulus material to create theatre</p>	<p>Study of Set Text for Section A of the Examination</p> <p>Section B – Review writing</p>	<p>Launch of Devised piece – planning, preparation, rehearsal and collecting evidence.</p>

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Subject	Autumn Term	Spring Term	Summer Term
English (GCSE) Language AQA 8700 Literature AQA 8702	<ul style="list-style-type: none"> • <i>An Inspector Calls</i> preparation for Literature Paper 2 • Poetry anthology 'Power and Conflict' – 7 poems plus unseen poetry – preparation for Literature Paper 2 	<ul style="list-style-type: none"> • Year 10 examination – Language Paper 1 • Complete 'Power and Conflict' poetry anthology, plus unseen poetry 	<ul style="list-style-type: none"> • <i>Romeo and Juliet</i> – preparation for Literature Paper 1 • Non-fiction texts plus non-fiction writing – preparation for Language Paper 2
French (GCSE) AQA 8658 French Higher Textbook OUP	Revision, consolidation and extension of grammar from Years 7, 8, 9 Baseline Assessment Theme 1: Identity and culture Unit 4: Customs and Festivals Vocabulary tests & Phonics Translation, Essays, Role Play and Photo card, End of Topic Assessment Cultural Capital: <ul style="list-style-type: none"> • Videos on Stream • La musique Francophone • Tv5.org, Netflix and YouTube • Language, Culture and Diversity Week • Speaking practice with FLA 	Theme 2: Local, national, international and global areas of interest Unit 5: Home, town, neighbourhood and region Year 10 Examinations Vocabulary tests & Phonics Translation, Essays, Role Play and Photo card, End of Topic Assessment Cultural Capital: <ul style="list-style-type: none"> • Videos on Stream • La littérature Francophone • Tv5.org, Netflix and YouTube • Language, Culture and Diversity Week • Speaking practice with FLA 	Theme 2: Local, national, international and global areas of interest Unit 6: Social Issues Vocabulary tests & Phonics Translation, Essays, Role Play and Photo card, End of Topic Assessment Cultural Capital: <ul style="list-style-type: none"> • Videos on Stream • Le Cinéma Francophone • Tv5.org, Netflix and YouTube • Language, Culture and Diversity Week • Speaking practice with FLA
Geography (GCSE) AQA 8035	Urban Issues & Challenges <ul style="list-style-type: none"> • Urban development in an LIC/NEE • Urban development in an HIC • Urban sustainability 	Physical Landscapes in the UK – <ul style="list-style-type: none"> • Coastal processes and geomorphology • Coastal management • Rivers processes and geomorphology • Flood risk and river management 	Geographical Applications <ul style="list-style-type: none"> • Geographical Fieldwork

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Subject	Autumn Term	Spring Term	Summer Term
<p>German (GCSE) AQA 8668 German Higher text book OUP</p> <p>Foundation pages for all topics</p>	<p>Revision of grammar from Years 7, 8 and 9 and baseline assessment</p> <ul style="list-style-type: none"> • grammar extension to GCSE requirements • writing and translation practice for each topic • role play practice for each topic <p>Theme 1: Identity and Culture Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals</p> <p>Writing tasks and Translation Weekly vocabulary tests</p>	<p>Theme 2: Local, national, international and global areas of interest.</p> <p>Topic 5: Home town, neighbourhood and region</p> <p>Year 10 examinations</p> <p>Topic 6: Social issues. Charity / voluntary work, healthy living Topic 7: Environment, poverty / homelessness</p>	<p>Theme 2: Local, national, international and global areas of interest.</p> <p>Topic 8: Holidays and travel, regions of Germany</p> <p>Theme 3: Current and future study and employment.</p> <p>Topic 9: Life at school and college Topic 10: Jobs, career choices and ambitions</p> <ul style="list-style-type: none"> • continuation of advanced grammar • writing tasks and translation practice for each topic • role play practice for each topic <p>Introduction to the GCSE Speaking test. Preparation of the first 2 conversation topic questions before the end of term. Topics 3 and 4 to be prepared during the summer holidays.</p>

Subject	Autumn Term	Spring Term	Summer Term
History (GCSE) AQA 8145	<ul style="list-style-type: none"> • Escalation of conflict in Vietnam <ul style="list-style-type: none"> ○ The end of French colonial rule and the emergence of the Viet Cong ○ The nature of and reasons for US involvement in Vietnam ○ President Johnson’s escalation of the war and: tactics used by both sides and why the Tet Offensive was a turning point in the conflict. • The ending of the conflict in Vietnam <ul style="list-style-type: none"> ○ The war under President Nixon and how he tried to de-escalate US involvement ○ Opposition to war and the reasons why the media coverage of the conflict is so controversial ○ The end of the war and the reasons why the USA lost the conflict 	Britain: Health and the People (Paper Two) <ul style="list-style-type: none"> • Context for Medieval Period <ul style="list-style-type: none"> ○ Prehistoric ○ Ancient Egyptians ○ Ancient Greece ○ Ancient Rome • Medicine stands still <ul style="list-style-type: none"> ○ Medieval medicine ○ Medical progress ○ Public health in the Middle Ages 	<ul style="list-style-type: none"> • The beginnings of change <ul style="list-style-type: none"> ○ The impact of the Renaissance on Britain ○ Dealing with disease ○ Prevention of disease
Latin (GCSE) OCR J282	<ul style="list-style-type: none"> • intense revision of grammatical points • intense translation work to increase competency, accuracy and speed • new Grammar [Gerund & Gerundive; Accusative and Infinitive] 	<ul style="list-style-type: none"> • focused and intense translation work • Grammar revision 	<ul style="list-style-type: none"> • continued translation work, increasing in difficulty, length and complexity • Begin Literature Verse Set Text

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Subject	Autumn Term	Spring Term	Summer Term
Mathematics (GCSE) Pearson Edexcel 1MA1	8) transformations and constructions 8.1 3D solids 8.2 Reflection and rotation 8.3 Enlargement 8.4 Transformations and combinations of transformations 8.5 Bearings and scale drawings 8.6 Constructions 1 8.7 Constructions 2 8.8 Loci 9) Equations and inequalities 9.1 Solving quadratic equations 1 9.2 Solving quadratic equations 2 9.3 Completing the square 9.4 Solving simple simultaneous equations 9.5 More simultaneous equations 9.6 Solving linear and quadratic simultaneous equations 9.7 Solving linear inequalities 10) Probability 10.1 Combined events 10.2 Mutually exclusive events 10.3 Experimental probability 10.4 Independent events and tree diagrams 10.5 Conditional probability 10.6 Venn diagrams and set notation	11) Multiplicative reasoning 11.1 Growth and decay 11.2 Compound measures 11.3 More compound measures 11.4 Ratio and proportion 12) Similarity and congruence 12.1 Congruence 12.2 Geometric proof and congruence 12.3 Similarity 12.4 More similarity 12.5 Similarity in 3D solids 13) More trigonometry 13.1 Accuracy 13.2 Graph of the sine function 13.3 Graph of the cosine function 13.4 The tangent function 13.5 Calculating areas and the sine rule 13.6 The cosine rule and 2D trigonometric problems 13.7 Solving problems in 3D 13.8 Transforming trigonometric graphs 1 13.9 Transforming trigonometric graphs 2	14) Further statistics 14.1 Sampling 14.2 Cumulative frequency 14.3 Box plots 14.4 Drawing histograms 14.5 Interpreting histograms 14.6 Comparing and describing populations 16) Circle theorems 16.1 Radii and chords 16.2 Tangents 16.3 Angles in circles 1 16.4 Angles in circles 2 16.5 Applying circle theorems NOTE: As well as the above, sets 1 and 2 will study elements of the OCR FSMQ Additional Mathematics course (6993) with a view to entering for the qualification in year 11 (on a voluntary basis and with the agreement of teaching staff/SLT)

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Subject	Autumn Term		Spring Term		Summer Term	
Music (GCSE) Edexcel 1MU0	Component 1: Mock solo performance Component 2: Compositional tasks in relation to the AoS AoS1 Musical Forms and Devices Set Work: <i>Badinerie by Bach</i>		Component 1: Mock ensemble performance Component 2: Compositional tasks in relation to the AoS AoS3 Film Music		Component 1: Tea-time concert and performance of the set work Component 2: Free composition AoS4 Popular Music Set Work: <i>Africa by Toto</i> End of Year Listening Assessment	
Physical Education (Core)	<ul style="list-style-type: none"> • Netball • Football • Badminton • Handball • Rugby Theory focus: <ul style="list-style-type: none"> • Recapping Importance of warm up and cool down 		<ul style="list-style-type: none"> • Cross Country • Badminton • Table Tennis • Handball Theory focus: <ul style="list-style-type: none"> • Applying components of fitness to sports (fitness testing) • Revisit GOAL Setting • Revisit Motivation • Revisit Heart Rate and Training Zones 		<ul style="list-style-type: none"> • Socio Cultural Sport Tasters (Ultimate Frisbee, Tchoukball, Goalball, Volleyball) • “Athletics and Rounders World Cup” Theory focus: <ul style="list-style-type: none"> • Socio-Cultural Factors effecting sport • Sportsmanship and team cohesion 	
Physical Education (GCSE) AQA 8582	Theory <ul style="list-style-type: none"> • Fitness Testing • Principles of Training • Methods of Training • Training Seasons • Preventing Injury 	Practical <ul style="list-style-type: none"> Netball Trampolining Cross country/athletics Climbing Table Tennis 	Theory <ul style="list-style-type: none"> • Skill and Ability • Goal Setting • Basic Information Processing • Guidance and Feedback • Arousal • Stress Management • Aggression and Personality • Motivation 	Practical <ul style="list-style-type: none"> Netball Trampolining Cross country Climbing Swimming 	Theory <ul style="list-style-type: none"> • Social Groups • Commercialisation of Sport • Technology in sport • Prohibited substances • Hooliganism • Sportsmanship 	Practical <ul style="list-style-type: none"> Athletics Swimming Climbing

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Subject	Autumn Term	Spring Term	Summer Term
Physics (GCSE) Pearson Edexcel 1BH0	<ul style="list-style-type: none"> • Space and the Universe • DC Electricity 	<ul style="list-style-type: none"> • Static Electricity • Magnetism 	<ul style="list-style-type: none"> • AC and Magnetism
PSHCE	<ul style="list-style-type: none"> • Great Expectations • Mental Health 1 • Mental Health 2 • Social Media & Self Esteem • Body Image • Careers – How to research possible placements • Apprenticeships Talk (External Speaker) • Careers Library Treasure Hunt • Enterprise Education x 2 • Progress Check 1 • Gender and Trans Identity • Same Sex Relationships • Pornography 	<ul style="list-style-type: none"> • Managing Exam Stress & Anxiety (WARMS) • Jack Petchey Speakout Challenge • Progress Check 2 • Jack Petchey Final • Screen Time – How much is too much? • Year 10 Examinations • CV and covering letters • Introduction to interviews • The Importance of Sleep • Binge Drinking 	<ul style="list-style-type: none"> • Identifying Unhealthy Relationships • Harassment & Stalking • Confidence and Relationships (WARMS) • Consent, Rape and Sexual Abuse • STI's (External Speaker) • Parenting • Extremism • Hate Crime • Report Reading • Crimes, Gangs & County Lines • First Aid

Subject	Autumn Term		Spring Term	Summer Term
Psychology (GCSE) Pearson Edexcel 1PS0	<p>Core Topic 5: Social influence</p> <p>– How do others affect you?</p> <ul style="list-style-type: none"> • The key features of obedience, conformity, deindividuation, bystander effect • The factors affecting bystander intervention, including: personal factors + situational factors • Conformity to majority influence and factors affecting conformity to majority influence, including: personality and situation • Obedience to authority and factors affecting obedience to authority figures, including personality and situation • The behaviour of crowds and the individuals within them and the effect of collective behaviour, including pro- and anti-social behaviour • The possible ways to prevent blind obedience to authority figures • Possible practical activity 	<p>Core Topic 4: The brain and neuropsychology – How does your brain affect you?</p> <ul style="list-style-type: none"> • The structure and function of the brain, including – temporal, occipital, frontal, parietal lobes and the cerebellum. • Knowledge of the lateralisation of function in the hemispheres, e.g. role of the left hemispheres • The Strengths and weaknesses of lateralisation as an explanation of sex differences between males and females • The function of neurons and synapses including how neurons and synapses interact • The role of the central nervous system • The impact of neurological damage on cognitions and behaviour, including: ‘visual agnosia’ and ‘prosopagnosia’ and their symptoms • The impact of damage to the pre-frontal cortex • The key studies of Damasio et al (1994) The Return of Phineas Gage: Clues 	<p>Option Topic 8: Perception – How do you interpret the world around you?</p> <ul style="list-style-type: none"> • Knowledge, examples of, and the reasons for, monocular and binocular depth cues: • visual cues for example - superimposition • Knowledge, examples of, and the reasons for, visual constancies, to include; shape, colour, size • The Direct Theory of Perception (Gibson, 1996) including; sensory input, optic flow, invariants and affordances and the strengths and weaknesses of Gibson. • Constructivist Theory of Perception (Gregory, 1970) including sensory input, perceptual hypothesis, inferences, prior knowledge and the strengths and weaknesses of Gregory. • The effects of motivation, expectation, emotion and culture on perceptual set 	<p>Option Topic 9: Sleep and dreaming</p> <p>– Why do you need to sleep and dream?</p> <ul style="list-style-type: none"> • The functions, features and benefits of sleep • The internal and external influences on sleep (Body rhythms, Hormones, Zietgebers) • The symptoms and explanations of sleep disorders including: insomnia and narcolepsy • The Freudian theory of dreaming (Freud, 1900) • Understand Activation Synthesis Theory (Hobson and McCarley, 1977) <p>The key studies of Freud (1909) Little Hans, analysis of a phobia in a five-year old Boy and Siffre (1975) Six months alone in a cave.</p>

Year 10 Essential Information

		<ul style="list-style-type: none"> • About the Brain from the Skull of a Famous Patient and Sperry (1968) Hemisphere Deconnection and Unity in Conscious Awareness • The issue of how psychology has changed over time in relation to knowledge of the brain. • Possible practical activity 	<ul style="list-style-type: none"> • The key studies of Haber and Levin (2001) and Carmichael, Hogan and Walter (1932) 	
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Subject	Autumn Term	Spring Term	Summer Term
Religious Studies (GCSE) OCR J625	<p>Religion, philosophy and ethics in the modern world from a Christian perspective continued:</p> <p>Dialogue between religious and non-religious beliefs and attitudes</p>	<p>Religion, philosophy and ethics in the modern world from a Christian perspective continued:</p> <p>The existence of God, gods and ultimate reality</p> <p>Religion, peace and conflict</p>	<p>Exam practice and revision</p> <p>GCSE exams</p>

Year 10 Core PE Programme of Study 2022-2023

	10AA	10BB	10CC	10DD	10EE	10ff
3 Weeks	Dance	Netball	Dance	Netball	Table Tennis	Tag Rugby
3 Weeks	Football	Dance	Football	Dance	Netball	Table Tennis
<i>Half Term</i>						
<i>Half Term</i>						
3 Weeks	Badminton/ Basketball	Football	Badminton/ Basketball	Football	Dance	Netball
3 Week*	Tag Rugby	Badminton/ Basketball *	Tag Rugby	Badminton/ Basketball *	Football	Dance
<i>Christmas Break</i>						
<i>Christmas Break</i>						
3 Weeks* Exams	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country
3 Weeks	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness
<i>Half Term</i>						
<i>Half Term</i>						
3 Weeks	Table Tennis	Tag Rugby	Table Tennis	Tag Rugby	Badminton/ Basketball	Football
3 Weeks	Netball	Table Tennis	Netball	Table Tennis	Tag Rugby	Badminton/ Basketball
<i>Easter</i>						
<i>Easter</i>						
3 Weeks	Socio-Cultural Sports	Socio-Cultural Sports	Socio-Cultural Sports	Socio-Cultural Sports	Socio-Cultural Sports	Socio-Cultural Sports
3 Weeks	Athletics/Rounders	Athletics/Rounders	Athletics/Rounders	Athletics/Rounders	Athletics/Rounders	Athletics/Rounders
<i>Half Term</i>						
<i>Half Term</i>						
3 Weeks	Athletics/Rounders	Athletics/ Rounders	Athletics/Rounders	Athletics/Rounders	Athletics/Rounders	Athletics/ Rounders
3 Weeks	Athletics/ Rounders	Athletics/Rounders	Athletics/Rounders	Athletics/ Rounders	Athletics/Rounders	Athletics/ Rounders

Year 10 Homework timetable 2022-23

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
	Mathematics (All)		Mathematics (All)	English (All)	
	English (All)		Block C German (VGR), French (MBU), Geography (MHO), History (KKI), History (APE), Latin (MDO), PE (NWI)	Block A Computing (CNA), German (SPG), French (VGR), Geography (JKI), History (KKI), Latin (BHO), Psychology (VWI)	Block B Art (KCR), Computing (AGU), Drama (MCU), French (SSN), Geography (NKE), History (IPZ), Music (FJE), Psychology (VWI)
AA		Physics, Religious Studies			Biology, Chemistry
BB		Chemistry, Physics			Biology
CC		Biology, Religious Studies	Chemistry		Religious Studies
DD		Biology, physics	Chemistry		Religious Studies
EE		Religious Studies, Chemistry	Biology		Physics
FF		Physics, Biology	Religious Studies		Chemistry

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
	Mathematics (All)	Block C German (VGR), French (MBU), Geography (MHO), History (KKI), History (APE), Latin (MDO), PE (NWI)	Mathematics (All)	Block A Computing (CNA), German (SPG), French (VGR), Geography (JKI), History (KKI), Latin (BHO), Psychology (VWI)	English (All)
		Block B Art (KCR), Computing (AGU), Drama (MCU), French (SSN), Geography (NKE), History (IPZ), Music (FJE), Psychology (VWI)	English (All)		
AA	Biology, Physics			Chemistry	Religious Studies
BB	Chemistry, Religious Studies			Religious Studies, Biology	Physics
CC	Chemistry, Physics			Physics	Biology
DD	Chemistry			Biology, Physics	Chemistry
EE	Religious Studies		Biology	Chemistry	Physics
FF	Biology	Physics		Chemistry	Religious Studies

PRACTICAL STRESS BUSTERS FOR TEENAGERS

DIET	<p>Eat healthily – make sure you have a balanced diet. Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals). Complex carbohydrates sustain long term energy levels and brain power. Eat breakfast. If you eat late, then eat light – no heavy meals before bed. You get out of your body what you put into it – junk in/junk out!</p>
WATER	<p>Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving. Carry a small bottle of water with you and refill when empty.</p>
SLEEP	<p>Your body needs rest. Have a good bedtime routine:</p> <ul style="list-style-type: none"> • Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating. • TURN OFF PHONES – don't get distracted just before trying to get to sleep. • Read a book for 10 minutes or listen to quiet music. • Keep bedroom dark and quiet • Don't go to bed too late; you won't sleep if you are overtired.
EXERCISE	<p>Do what you enjoy – running, cycling, aerobics, football, walking, swimming, yoga, pilates, playing drums(!) – use physical exercise to work off pent up feelings of irritation, annoyance, anger, frustration, aggression, etc.</p>
BAD HABITS/PROPS	<p>Recognise when you are tempted to use bad coping strategies, such as controlling your eating; they are not answers for dealing with stress – they just cause more anxiety: Your body is your best friend, treat it well – treat it with respect.</p>
SHARE	<p>Talk. Talk to someone about your problems - don't bottle up your feelings.</p>
PRACTICAL	<p>Use small exercises to ease physical tension – for instance stretch your shoulders front and back to loosen tense neck muscles. Take time for yourself – reading, seeing friends, hobbies, etc. Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood. Sit or lie quietly with eyes closed:</p> <ul style="list-style-type: none"> • Concentrate on your breathing • Breathe deeply but without force • Visualise yourself somewhere peaceful/safe/happy • Allow positive feelings to fill you from within • Use positive affirmation: 'I can' 'I am' • Open your eyes slowly, listening to external sounds, and get up gently. • YOU CAN USE THIS ANYWHERE, ANYTIME.

VALUE YOURSELF AND DON'T BE A VICTIM OF STRESS

Sources of Support

- EWMHS: <https://www.nelft.nhs.uk/services-ewmhs>
- Website for young people: <https://kooth.com/>
- Young Minds also have a parent helpline: <https://youngminds.org.uk/>
- Parent advice: <http://www.theministryofparenting.com/>
- Self-help CBT approaches www.getselfhelp.co.uk
- Childline www.childline.org.uk Tel: 0800 1111
- Samaritans www.samaritans.org/how-we-can-help-you/contact-us Tel: 116 123
- Youth Enquiry Service <https://www.yesyouthenquiryservice.org/>

What to do?

- Talk to the young person and let them talk – they need you to listen and to understand
- Refer to your GP who may make a referral to EWMHS
- Young people can also self-refer to EWMHS if 14 or over

Student Pastoral Support

Kooth and Mental Health Essex

Kooth is a free, anonymous, confidential, safe online counselling and wellbeing commissioned by the CCG to support young people in Essex from aged 11 to 19. Counsellors are available 365 days a year, Monday – Friday 12.00 – 22.00 and Saturday and Sunday 18.00 – 22.00, assessable on mobile phone, laptop and tablet via www.kooth.com

Their website also includes discussion boards, Kooth Magazine with help articles, journal and self-help tools.

Inspire Suffolk - Wellbeing Service Supporting Young People aged 16-25 living in Suffolk and Essex

Their wellbeing service can offer weekly 30-minute distance counselling sessions with a BACP Accredited Counsellor; to explore choices within mental health, resilience and confidence within mental health. These sessions will aim to provide young people with the knowledge, tools and coping strategies to deal with their own mental health in a positive way during the coronavirus outbreak, lockdown and life in general. Full details are available on their website:

<https://inspiresuffolk.org.uk/courses/wellbeing-service/>

All information correct at the time of publication. Some information may be subject to change depending on changes to current restrictions and Government guidance.