



Curriculum Booklet
Year 10

Dear Parents/Carers

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 10 at St Philip's School. Please support them by ensuring they bring a pencil case with basic stationery and their student planner to school each day. They must also bring their PE kit on days when they have timetabled PE lessons.

Due to the changes the Government are making to the GCSEs, we will confirm the curriculum for the Science course after October half term.

Your son/daughter will receive homework throughout the week. This may be a short task to be completed within a short time frame or a project to be completed over a longer period of time. Homework tasks will be recorded in the student planners. In addition, pupils should try to read each day at home. This could be a book brought home from school, a newspaper or magazine, a book from the library or something of interest on the internet. The expectation is that all pupils complete homework tasks and return them. If pupils do not complete homework without a justifiable reason they may receive a break time detention.

You may find these websites useful when working with your son/daughter at home.

www.ictgames.co.uk - maths and literacy activities.

<http://resources.woodlands-junior.kent.sch.uk/maths> - maths activities.

www.mathszone.co.uk - Maths activities.

www.bbc.co.uk/schools/scienceclips/ - Science activities.

Top 5 Learning Skills



STOP AND THINK
I make sure I know what to do



PLANNING
I make sure I have a plan **BEFORE** I start work



CHECK AND CHANGE
Mistakes are good as they help me learn
I look for mistakes and change them



ASKING QUESTIONS
If something is confusing I use my skills to help make things clear, like asking questions



REMEMBERING
I use more than one piece of information at a time

English Functional Skills & GCSE

Students will focus predominantly on acquiring and developing English skills in preparation for the Functional Skills Level 1 qualification and English Language examinations in 2018. For the academic year 2018 – 19, this cohort will then focus on developing their English skills in preparation for the GCSE literature examination in June 2019.

Unit of Work	Knowledge and Content
An Inspector Calls (modern play)	Preparation for GCSE Literature exam in 2019
Speaking and Listening	Speaking & listening preparation for GCSE Language Paper And Functional Skills (2018)
Language skills	Preparation for GCSE Language Paper (June 2018)
A Christmas Carol (19c text)	Preparation for and writing of GCSE Literature (June 2019)
Romeo and Juliet (Shakespeare)	Preparation for GCSE Literature (June 2019 examination)
Poetry	Preparation for the GCSE Literature paper (June 2019 examination)
Language skills	Revision and past papers
Exam season	Functional Skills (2018) TBA 8700/1 Explorations in creative reading and writing (5 June 2018) 8700/2 Writers' viewpoints and perspectives (8 June 2018) 8700/C Non-exam assessment: Spoken Language 9 & 10 Submit by 07 May 2018

English Functional Skills

Functional skills are designed to equip students with the skills to operate confidently, effectively and independently in education, work and everyday life.

Functional Skills English at Entry Levels 1, 2 & 3 and Level 1, aims to ensure that each individual is able to communicate effectively and develop skills in:

- speaking, listening and communication
- reading
- writing.

For each component realistic contexts have been designed so that students develop the functionality they need. Students must pass each component at their chosen level in order to achieve the award for Functional Skills English.

Unit of Work	Knowledge and Content
Speaking, Listening and Communicating	<p>Students are expected to meet the following criteria during a group discussion and one to one conversations:</p> <ul style="list-style-type: none">• Follow the main points of discussions• Use techniques to clarify and confirm understanding• Give own point of view and respond appropriately to others' points of view• Use appropriate language in informal and formal discussions/exchanges• Make relevant contributions allowing for and responding to others' input.
Reading	<p>Students are expected to meet the following criteria:</p> <ul style="list-style-type: none">• Understand the main points of texts• Obtain specific information through detailed reading• Use organisational features to locate information• Read and understand texts in different formats using strategies/techniques appropriate to the task
Writing	<p>Students are expected to meet the following criteria:</p> <ul style="list-style-type: none">• Plan, draft and organise writing• Sequence writing logically and clearly• Use basic grammar including appropriate verb-tense and subject-verb agreement• Check work for accuracy, including spelling.

Maths

Students following the Functional Skills course will learn the following content:

Knowledge and Content

Level 1

- Use whole numbers, positive and negative numbers in practical contexts
- Add, subtract, multiply and divide whole numbers
- Understand equivalences between common fractions, decimals and percentages.
- Add and subtract decimals up to two decimal places
- Solve simple problems involving ratio, where one number is a multiple of the other
- Use simple formulae expressed in words
- Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature
- Convert units of measure in the same system
- Work out areas and perimeters in practical situations
- Construct geometric diagrams and models and shapes
- Extract and interpret information from tables, diagrams, charts and graphs
- Collect and record discrete data and organize and represent information in different ways
- Find mean and range
- Use data to assess the likelihood of an outcome

Level 2

- Understand and use positive and negative numbers of any size in practical contexts
- Carry out calculations with numbers of any size in practical contexts, to a given number of decimal places
- Understand, use and calculate ratio and proportion, including problems involving scale
- Understand and use equivalences between fractions, decimals and percentages.
- Understand and use simple formulae and equations involving one- or two-step operations
- Recognize and use 2D representations of 3D objects
- Find area, perimeter and volume of common shapes
- Use, convert and calculate using metric and, where appropriate, imperial measures
- Collect and represent discrete and continuous data, using ICT where appropriate.
- Use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate
- Use probability to assess the likelihood of an outcome

Maths

Students following the Entry level courses will learn the following content:

Unit of Work	Knowledge and Content
Entry Level 1	<ul style="list-style-type: none">• Numbers up to 10• Words up to 10• Comparing sizes• Patterns of 2• Describing shapes• Adding and subtracting• More, less or the same?• Ordering• Where does it belong?• Sides and corners• Cubes• Where and when?• Calculator numbers
Entry Level 2	<ul style="list-style-type: none">• Counting to 20• Repeating patterns• Up to 100 and beyond• Ordering• Counting in steps• Measuring lines• Angles• Adding and subtracting• Using a calculator• Measuring• Collecting data and presenting it in a table• Block graphs• Turning shapes• Shapes and their properties• Shopping and squares• Shopping problems• How much more?• Matching diagrams• Sharing
Entry Level 3	<ul style="list-style-type: none">• Hundreds, tens and units• Addition and subtraction• Symmetry• 2-D and 3-D Shapes• Pictograms• Sequences• Journeys• Time• Folding and shading• Half of• Fractions• Money• Angles• Reading scales• Colder and colder• Two way tables• Number patterns• Multiples• Remainders

Science

Students will be following the AQA Entry Level course and will be learning the following content throughout Year 10 and Year 11.

Unit of Work	Knowledge and Content
Component 1 – Biology: The Human Body	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none">• What the body is made of.• How the body works.• How the body fights disease.• How the body is coordinated. <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
Component 1 – Biology: The Human Body Teacher devised assignment	<ul style="list-style-type: none">• Students will plan and carry out an experiment that meets the objectives of this module.• This will be carried out during class time and will count towards their overall score at the end of the entry level qualification.• They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method.• After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.
Component 3 – Chemistry: Elements, mixtures and compounds	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none">• Atoms, elements and compounds.• How the structure of a material affects its properties.• Separating mixtures.• Metals and alloys.• Polymers <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
Component 3 – Chemistry: Elements, mixtures and compounds Teacher devised assignment	<ul style="list-style-type: none">• Students will plan and carry out an experiment that meets the objectives of this module.• This will be carried out during class time and will count towards their overall score at the end of the entry level qualification.• They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method.• After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.
Component 6 – Physics: Electricity, magnetism and waves	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none">• Electrical current.• Domestic electricity supply.• Magnetism and electromagnetism.• Different types of waves.• Electromagnetic waves. <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
Component 6 – Physics: Electricity, magnetism and waves Teacher devised assignment	<ul style="list-style-type: none">• Students will plan and carry out an experiment that meets the objectives of this module.• This will be carried out during class time and will count towards their overall score at the end of the entry level qualification.• They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method. <p>After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.</p>

IT

Students following the Information and Communication Technology Entry Pathways course will learn the following content:

Unit of Work	Knowledge and Content
Improving productivity using IT	This unit is designed to enable the learner to plan the use of an IT system for a purpose, use an IT system to complete a planned task and review own use of IT.
Spreadsheet software	This unit is designed to enable the learner to use a range of basic software tools to present and check spreadsheets that are straightforward.
Using Word Processing Software	This unit is designed to enable the learner to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents.
Presentation Software	This unit is designed to enable the learner to use a range of basic presentation software tools and techniques to produce straightforward slide presentations.
Desktop Publishing Software	This unit is designed to enable the learner to use a range of basic desktop publishing software tools and techniques to produce straightforward publications.

Art

Unit of work	Knowledge and Contents
<u>Module 1</u> Pop Art – Andy Warhol	By the end of each module all students should be able to: <ul style="list-style-type: none">• Develop ideas through investigations, demonstrating critical understanding of sources• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes• Record ideas, observations and insights relevant to intentions as work progresses• Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language
<u>Module 2</u> Pop Art – Keith Haring	
<u>Module 3</u> Pop Art – Wayne Thiebaud	
<u>Module 4</u> Pop Art – Roy Lichtenstein	
<u>Module 5</u> African Art – Introduction	
<u>Module 6</u> African Art – Textiles	

Photography

Unit of Work	Knowledge and Content
Compositional Techniques	Students will gain knowledge and understanding about basic compositional techniques including: orientation, framing, point of view, texture, colour, patterns, leading lines, diagonals, the rule of thirds, the rule of odds, symmetry and reflections
Photographic Techniques	Students will gain knowledge and understanding about photographic techniques and how to use different settings on their camera. These will include: exposure, shutter speed, ISO, depth of field, use of flash and external lighting sources
Editing Techniques	Students will learn how to transfer images to a computer and simple editing techniques including: cropping, straightening, adjusting colour and exposure, filters Editing program: www.ipiccy.com

Horticulture

Unit of Work	Knowledge and Content
Recognise plants Entry 2 D/502/0517	To enable learners to demonstrate their ability to recognise one example of each of tree, shrub, vegetable and fruit commonly found in a horticultural setting
Plant flower bulbs Entry 3 H/504/5337	This unit introduces the skills required to plant bulbs for naturalisation or for bedding
Introduction to sowing seed indoors in containers Entry 2 L/600/0287	This unit introduces the learner to the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy
Prepare and plant an area Entry 2 F/502/0526	To enable learners to demonstrate their ability to prepare and plant an area of land

Or for Level 1:

Unit of Work	Knowledge and Content
Prepare ground for sowing or planting F/502/4964	The aim of the unit is to enable learners to develop the knowledge and skills required to prepare land for sowing and planting, using secondary cultivations, i.e. raking to a level surface, appropriate consolidation to ensure aeration and water holding, and the production of a suitable tilth. Primary cultivations are not included in this unit
Plant flower bulbs for naturalisation or bedding H/502/5041	The aim of the unit is to enable learners to develop the knowledge and skills required to plant flower bulbs correctly, ensuring optimum depth and spacing. This unit can be taken in the context of naturalisation or bedding
Sow seed indoors in containers F/502/5063	The aim of the unit is to enable learners to develop the knowledge and skills required to sow seeds indoors, broadcast into containers, to the correct depth and density and to water the containers effectively after sowing
Plant container grown subjects M/502/4961	The aim of the unit is to enable learners to develop the knowledge and skills required to plant container grown plants in a prepared area of soil and understand the requirements for their establishment. A variety of plant types may be used for this unit to accommodate the abilities of a wide range of candidates and the context in which the unit is carried out

Media

Unit of Work	Knowledge and Content
<p align="center">Film Genre</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Identify film genres. • Identify films from genres. • Identify similarities between films in genres. • Identify typical settings of film genres. • Identify typical characters of film genres. • Identify typical events of film genres. • Identify a title for a new film. • Identify the setting of the new film. • Identify key characters from the new film. • Identify main events in the new film's story.
<p>Making an audio visual sequence</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Outline a range of common camera shot types in audio-visual sequences. • Identify examples of sound used in audio-visual sequences. • Develop a range of ideas for an audio-visual sequence. • Identify a range of camera shots to be used in the sequence. • Identify a clear order for the camera shots to be used in the sequence. • Identify examples of sound to be used in the sequence. • Use a range of common camera shots. • Order camera shots in a clear sequence. • Use added sound.
<p>Using the voice in a dramatic context</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Identify and use a minimum of two different types of vocal skills • Establish when to use vocal skills in different situations • Identify at least 2 types of vocal skills thinking about various moods and emotions. • Use and understand the meaning of pace, pitch and pause. • Identify and use their vocal skills to create appropriate and various roles • Create roles using accents, status and age.
<p>Contributing to a dramatic improvisation</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Use body movements and vocal skills to create different characters • Change their voices through the use of tone, volume, pitch and pace. • Create improvised scenes based on starter lines • Develop characters and scenes through improvisations • Create an improvisation and develop it through planning and rehearsing. • Use a stimulus to create an improvised piece of drama and establish the beginning, middle and end of a created scene. • Work in a group to create and develop an improvised drama based on stimulus

PSHE (Entry Level 1 and 2)

Unit of Work	Knowledge and content (Rolling programme in Year 10 & 11)
Healthy Lifestyles	<p>Entry Level 1 Choose, from given materials, three things needed for a healthy body. Communicate two ways to protect the body from the sun. Recognise, from given materials, three healthcare services. Communicate the location of a local health facility.</p> <p>Entry Level 2 Communicate three things needed for a healthy body. Identify three good eating habits. Identify three physical activities which promote fitness. Communicate one reason why protection from the sun is important. Communicate two ways to achieve this. Identify the roles of four given healthcare services.</p>
Personal Safety	<p>Entry Level 1 Communicate three potential dangers found in the home or Garden. Identify, from given material, three precautions to take when crossing a busy road. Identify, from given material, a social network site. Communicate one risk associated with the use of social network sites. Identify one agency that gives advice on safety. Identify, from given material, what type of advice is given.</p> <p>Entry Level 2 Identify three potential dangers found in the home. Identify two potential dangers found in a garden. Identify three precautions to take when crossing a busy road Give one example of 'joy riding'. Communicate one negative consequence of 'joy riding'. Identify one social network site and its age restriction. Communicate one risk associated with the use of social network sites. Name an agency that gives advice on safety. Identify the type of advice it gives.</p>
Emotional Wellbeing	<p>Entry Level 1 Communicate (a) two happy experiences (b) two sad experiences. Recognise who might help deal with two given emotional experiences e.g. break-up of parents, bereavement. Recognise one action that can be seen as bullying. Identify, through participation in or observation of role play, an assertive attitude to bullying. Identify a person to tell if bullying is taking place. Communicate one way to help a friend.</p> <p>Entry Level 2 Identify four emotions. Communicate how two given emotional experiences might be managed. Recognise three actions that can be seen as bullying. Communicate an assertive attitude to bullying. Name one agency that supports the victims of bullying. Identify three ways to be a good friend. Identify given illnesses as mental or physical.</p>
Making informed career choices	<p>Entry Level 1 Communicate the jobs or careers of three known people. Recognise an important requirement for each of three given jobs or careers. Recognise two alternatives to paid employment e.g. further education, voluntary work. Choose an appropriate employment, training or FE destination. Obtain some information on the preferred option.</p> <p>Entry Level 2 Communicate two sources of career or job information or advice. Communicate own career or job ideas. Choose two appropriate preferred careers or jobs. Recognise three requirements for each of the two careers or jobs. Match own skills and /or qualities to the requirements of the two preferred careers or jobs.</p>
SRE	<p>Entry Level 1 Communicate the name of a friend, a family member, and any other person with whom a different relationship exists. Communicate one feeling about each of these relationships. Recognise, from given material, a change in a relationship. Recognise, from given material, a sexual relationship. Recognise appropriate body space in close and formal relationships. Recognise three physical differences between male and female at puberty. Recognise that an egg and a sperm make a baby. Recognise from which part of the body a baby is born.</p> <p>Entry Level 2 Communicate three different kinds of relationship. Communicate two good and two bad features that can exist in relationships. Communicate how a relationship may change over time. Recognise a sexual relationship. Recognise the difference between appropriate and inappropriate physical contact. Recognise and locate three parts of the male and three parts of the female reproductive systems. Recognise the main stages of reproduction and birth. Communicate how one method of contraception works. Make a decision on an appropriate method of contraception for a healthy young couple in a stable relationship. Indicate how the transmission of sexually transmitted infections can be prevented.</p>
Drugs & Alcohol	<p>Entry Level 1 Sort six given substances into safe and unsafe categories when swallowed. Recognise, from given material, two legal drugs in common use, e.g. alcohol, tobacco. Recognise, from given material, two over-the-counter medicine. Recognise, from given materials, two illegal drugs. Communicate one problem relating to the abuse of alcohol. Communicate one problem relating to the use of tobacco. Recognise the legal age for buying tobacco and alcohol.</p> <p>Entry Level 2 Sort six given substances into safe and unsafe categories when used inappropriately. Communicate one reason for each decision. Sort six given drinks into alcoholic and non- alcoholic. Identify three problems relating to alcohol abuse. Identify three problems connected to the use of tobacco. Identify the legal age for buying alcohol and tobacco. Identify two precautions relating to the use of medicines. Identify three illegal drugs. Identify three addictive drugs.</p>

PSHE (Entry Level 3)

Unit of Work	Knowledge and content (Rolling programme in Year 10 & 11)
Emotional Wellbeing	Link five emotions to different events. Identify two stressful situations and explain how each could be managed. Identify three ways to improve self-confidence. Recognise that bullying can be both physical and non-physical and know an assertive attitude to bullying. Outline the work of one agency that supports the victims of bullying. Use examples to show how peer pressure works. Identify the main difference between physical and mental illness. To know what anxiety, depression and OCD. To be able to describe and understand about autism and ADHD.
Sex and Relationships Education (SRE)	Communicate three different kinds of relationships (including peer pressure) and what good/respectful and that bad and abusive relationships can exist and where to get help. Recognise a sexual relationship. Recognise the difference between appropriate and inappropriate physical contact. Recognise the main stages of reproduction and birth. Communicate how one method of contraception works and how the transmission of sexually transmitted infections can be prevented. To know about delaying sexual interaction. To know about sexual offences and the law. To know what risky online behaviour is including explicit images and the law and how to stay safe and protect yourself online. Protecting girls and their health and how it can affect a girl and where to go for help. To know what domestic violence is and where to go for help. To know what realityVsfantasy with games/internet.
Drugs & alcohol	To be able to identify the current government advice for men and women on safe alcohol consumption. To be able to identify three problems associated with alcohol abuse, including peer pressure. To be able to state briefly the law relating to the purchase and use of alcohol and tobacco. To be able to explain why people smoke and to identify the main health risks associated with tobacco. To be able to classify five given illegal drugs into Class A, B or C. To identify three health risks associated with the use of illegal drugs. To be able to describe and understand what 'stop and search' is and the law around this. To know what shisha is and what legal highs are. To know first aid training related to alcohol and drugs.
Diversity, prejudice and discrimination	Give two examples of differences between people, e.g. in food, fashion or music. Give two examples of similarities between people. State briefly what is meant by prejudice. Give two examples of prejudice. Give two reasons why a person might become prejudiced. Give two examples of discrimination. Name two laws that are designed to prevent discrimination. To know what racism is and to be able to give examples.
Healthy Lifestyles	Identify how choices in respect of diet and exercise can affect health. Identify local facilities which promote physical wellbeing. Produce a plan to promote own health. Communicate one reason why protection from the sun is important. Communicate three ways to achieve this. List three organisations which offer support in respect of specific health-related problems. Outline the support available from one of these organisations. Apply, in a simulated situation basic first aid. State the main features of anorexia. State the main features of bulimia – food disorders. To know about domestic violence and where to get help.
Personal Safety	Identify three dangers found in a home and garden and state how each could be made safe. Produce a plan to evacuate own household in case of a fire. Identify three precautions to take when crossing a busy road. Describe three negative consequences of 'joy riding'. Identify one social network site and its age restriction. Identify the potential dangers of social network sites. Outline the support available from one organisation that gives advice on another aspect of safety. To know what gang crime is the law and where to go for help and support. To understand more about road and personal safety from the Police. To understand about assaults, knife and weapons and the law.
Applying for jobs and courses	Produce a basic letter of application and CV for a given job or course. Prepare answers which might be asked in an interview for a given job or course. Identify two examples of good practice and two of bad practice when attending an interview and give a reason for each. Select three pieces of relevant information that can be used to support an application for a given job or course and communicate why each is relevant.

Construction

Unit of work	Knowledge and Content	Skills
Health and safety	<p>By the end of the module students should be able:</p> <ul style="list-style-type: none"> • To understand the rules of the Workshop and know why we have these rules. • To understand safety signage in the workshop. • To be able to identify hazards on a construction site • To understand that there are different fire extinguishers all with different purposes • To be able to identify suitable hazard prevention methods for a construction site • To understand the role of PPE in safe working practice 	<p>Working safely Hazard detection Hazard prevention.</p>
Joinery	<ul style="list-style-type: none"> • To be able to identify a range of wood joints • To be able to measure and mark out accurately • To be select an appropriate wood joint • To be able to use a Tenon saw safely and accurately • To be able to use a chisel safely and accurately • To understand the need for a paint or varnish finish to a wooden product 	<p>Safe working practice Sawing Measuring Use of chisel Finishing (painting/varnishing)</p>
Bricklaying	<ul style="list-style-type: none"> • To understand the associated Hazards of bricklaying • To be able to identify a range of bricklaying tools • To be able to identify a range of brick bonds • To be able to quantity survey using the dry stacking method. • To understand the manufacturing process of bricks. • To be able to mix mortar safely. 	<p>Safe working practice Laying out Mixing mortar Brick laying</p>

Food Technology

Over Year 10 and 11 students will cover

Unit of Work	Knowledge and Content	Skills
<p>Basic Food Preparation and cooking</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Name the principle methods of cooking - State typical cooking methods for different foods - Prepare, cook and present simple dishes using different methods of cooking - Clean work areas and equipment safely and hygienically - Evaluate own performance and make suggestions for future improvements 	<p>Finely chopping Finely slicing Dicing Chopping herbs Ribboning De-seeding Peeling Grating Weighing Mixing Simmering Boiling Draining Baking Grilling Frying Stir-frying Planning Researching Evaluating Tasting Washing up Drying Cleaning</p>
<p>Using Kitchen Equipment</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Give examples of large kitchen equipment and describe how they are used - Give examples of small kitchen equipment and describe how they are used - State the safety requirements for using kitchen equipment - Select the correct equipment for routine tasks - Use different kitchen equipment safely and hygienically - Follow correct procedures when cleaning equipment 	<p>As previous unit</p>
<p>Introduction to food commodities</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Describe the main types of food commodity - State where different commodities can be obtained - State the benefits of using different suppliers for different commodities - State safe and hygienic storage methods for food commodities 	<p>As previous units</p>

Animal Care

Unit of Work	Knowledge and Content
An introduction to Animal care	Animal Industry and careers Explore key areas of the animal care industry Explore local animal care services and facilities Research two leisure activities popular with visitor's public spaces/parks, involving animals Investigate specified work related tasks in the running of an animal care establishment, eg feeding the animals, cleaning the animals' housing, grooming the animals, taking the animals for walks/exercise Investigate the careers available in the animal care industry and be aware of local colleges which run animal care courses. Develop a presentation to deliver about an animal to a group of primary aged children.
An introduction to Animal care	Health and Safety Give two examples of current health and safety legislation and outline one responsibility for each that applies to working with animals Investigate how to identify who accidents, incidents or problems should be reported to in own area of work and why this is necessary Explore specific hazards in animal care situation Explore who else might be affected by the hazards
Reptiles and Amphibians	Reptiles and Amphibians Recognise at least two reptile species and two amphibian species commonly kept as pets Select correct foods for and feed these to different kinds of animal Select clean water using suitable vessels for the chosen animals Use suitable and safe handling techniques for the chosen animals Move each animal safely to a separate suitable holding area Clean the vivarium of each of the chosen animals. Dispose of soiled materials in line with given policy. Prepare a suitable vivarium for the occupation of each of the chosen animals. Identify basic signs of health of each of the chosen animals

Steps to Transition (Careers)

<p>Personal Action Planning</p>	<p>To identify at least three of own strengths To identify at least three of own weaknesses To identify one priority area for improvement To identify one target which will help to improve own performance in the priority area To complete a basic action plan for one target including information on action required and review date.</p>
<p>Applying for jobs and courses</p>	<p>Produce a basic letter of application and CV for a given job or course. Prepare answers which might be asked in an interview for a given job or course. Identify two examples of good practice and two of bad practice when attending an interview and give a reason for each. Select three pieces of relevant information that can be used to support an application for a given job or course and communicate why each is relevant.</p>
<p>Making informed career choices</p>	<p>To identify three sources of career information or advice To use the sources to identify three appropriate careers</p> <p>To report on basic requirements of one of the selected careers using the headings of qualifications, training, skills and experience.</p> <p>To produce a basic personal careers action plan for the selected career which includes (a) targets (b) action points (c) review dates</p>
<p>Relationships and Practices in the Workplace</p>	<p>Identify three job roles in a given workplace e.g. a hotel, a supermarket State the relationship between two of these jobs To identify the roles of three different departments in an organisation To outline two major rights and two major responsibilities of (a) an employee (b) an employer To be able to list three areas of equal opportunities to be taken into account in the workplace To identify three major roles of trade unions To be able to state the main health and safety requirements relating to work in a given area To be able to carry out a risk assessment to find and report on three health and safety issues in a known environment</p>

PE

Unit of Work	Knowledge and Content
YMCA	The gym option is delivered at the YMCA Gym in Surbiton. During the term the students will be taught a range of safety rules which will enable them to access the gym and use the equipment safely and independently. They will be able to demonstrate that they can set up and access a range of equipment and understand effects of training. These include Heart rate, hydration and recovery. It also includes the importance of warming up and down.
Golf	The Golf sessions are delivered in partnership with Chessington Golf Course. During the programme the students will learn a range of skills both at the driving range, putting greens and on the golf course. The sessions are delivered by a qualified PGA instructor and are aimed at encouraging participation outside of school hours.
Tennis	The Tennis course is run at Surbiton Tennis Club. The groups are taught a range of skills, which build on those they were taught in Key Stage 3. The students are shown a range of tactics and strategies to overcome opponents in direct competition. They are also encouraged to develop their technique and improve their performance.
Games	As part of the games offer, students will be given the opportunity to take part in a variety of sports and activities. As part of these activities the students are encouraged to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. In addition the students are taught to apply basic principles suitable for attacking and defending. They will also be given the chance to take part in a number of inter school competitions. These include badminton, basketball, cricket, futsal, and boccia.
Swimming	The swimming sessions are delivered at the Kingfisher in Kingston. During the lessons the students are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They are encouraged to use a range of strokes effectively. These include, front crawl, backstroke and breaststroke. They are also taught water safety which includes self-rescue.
Canoeing	The Canoeing sessions are delivered in partnership with Albany Park Boating Centre in Kingston. During the programme the students will learn a range of skills using a variety of boats. These include kayaks, bell boats and canadian canoes. The sessions are delivered by a qualified RYA/BCU instructor and are aimed at encouraging participation outside of school hours.
Dance	The students will learn to perform a range of dances using a range of movement patterns. These sessions will be delivered at school and by a qualified dance teacher. There will be opportunities to perform these dances during assemblies and whole school productions.

Grounds Maintenance

Unit of Work	Knowledge and Content
Module 1 Health and safety	By the end of the unit, students will know about Health and Safety in the work place including the Health and Safety Act. They will know about, and recognise, PPE (personal protective equipment). They will be able to identify the three basic Health and Safety rights.
Module 2 Shrub pruning	By the end of the unit, students will know the correct time to trim shrubs. They will know how to prune bushes and be able to identify reasons why we prune bushes. They will know the correct tools to use when pruning and be able to prune large branches.
Module 3 Assessing Playground equipment.	By the end of the unit, students will be able to identify different types of playground equipment. They will know what to look for when inspecting playground equipment and how to fix faulty playground equipment.
Module 4 Ponds.	By the end of the unit, students will know about general pond maintenance. They will be able to identify pond plants and vegetation as well as pond creatures. They will be aware of hazards around ponds.

Humanities

Unit of Work	Knowledge and Content
<p>Module 1 A non- British Society in the past – USA 1920s</p>	<p>At Entry Level 2 pupils should:</p> <ul style="list-style-type: none"> • Identify features connected with this non-British society in the past. • Identify people from this non-British society in the past. • Show how people's lives in this non-British society were similar to life today. • Show how people's lives in this non-British society were different from life today. • Identify different types of historical sources. • Select information from historical sources. <p>At Entry Level 3 pupils should:</p> <ul style="list-style-type: none"> • Describe features of a non-British society in the past. • Describe the importance of certain people in a non-British society in the past. • Describe similarities between a non-British society and their own society. • Describe how people's lives were different in a non-British society from lives today. • Categorise different types of historical sources. • Use historical sources to make observations about a period of non-British history. <p>Understand various aspects of:</p> <ul style="list-style-type: none"> • Historical enquiry • Similarity and difference • Cause and consequence • Significant periods in History.
<p>Module 2 Persecution of people – The Holocaust</p>	<p>At Entry Level 2 pupils should:</p> <ul style="list-style-type: none"> • Identify examples of persecution of individuals. • Identify examples of persecution of groups. • Identify causes of persecution. • List events that happened during persecution of people. • Identify ways in which people's lives have been affected by persecution. • Identify how the persecution of peoples can be remembered. <p>At Entry Level 3 pupils should:</p> <ul style="list-style-type: none"> • Identify examples of persecution of people. • Outline causes of persecution of people. • Describe events that happened during persecution of people. • Describe how people have been affected by persecution. • Give reasons why it is important to learn about persecution of people. <p>Understand various aspects of:</p> <ul style="list-style-type: none"> • Historical enquiry • Similarity and difference • Cause and consequence <p>Significant periods in History.</p>
<p>Module 3 Child Exploitation and Poverty</p>	<p>At Entry Level 2 pupils should:</p> <ul style="list-style-type: none"> • Identify the rights of children. • State how these rights can help children. • Identify ways children can experience poverty. • Identify reasons why children experience poverty • Identify organisations that aim to protect children. • Outline the work of organisations that aim to protect children. <p>At Entry Level 3 pupils should:</p> <ul style="list-style-type: none"> • Identify the basic rights of children. • Describe how rights can help children. • Identify causes of child poverty. • Describe ways children are affected by poverty • Identify organisations that aim to protect children. • Describe the work of organisations that aim to protect children.

Music Technology

Over the two year course, the students will study the follow units of work.

Unit of Work	Knowledge and Content
Radio Production	<p>Students start the course by sharing and listening to each other's music tastes. This then moves on to using this music to create their very own radio show.</p> <p>Skills learnt in this unit: Interview skills, basic music arrangement on garage band, structuring a radio show and editing and recording intros and jingles.</p>
Basics of DJing	<p>Students will be able to use theirs and others music tastes to create a DJ Set. Students will have the opportunity to learn how to mix tracks using CD Decks and Virtual DJ Software.</p> <p>Skills learnt in this unit: Counting beats Per Minute, mixing tracks, understanding volume and knowing your audience.</p>
Introduction to music production	<p>Students will be making their very own song using audio loops, samples and live recordings. This will give students an opportunity to experience multiple elements involved with the music technology industry (performance, production and sound engineering).</p> <p>Skills Learnt in this unit: Composition, plugin microphones, editing audio samples, mixing down a track to put on a CD and rhythmic and melodic patterns.</p>
Self-Recording in a music studio	<p>Students will be able to set up a small studio and be able to label all the equipment needed to run a home studio.</p> <p>Skills learnt in this unit: Using a studio to record a vocal performance, attending independent studio sessions (options will be lunch times, break times, after school), record live instruments and editing samples using effects and trimming</p>
Stage managing a live performance	<p>Students will use their skills learnt over the last year and a half to manage the stage for one of the schools cabarets.</p> <p>Skills learnt in this unit: setting up a PA system, setting up lighting, coordinating and arranging equipment and acts, planning a running order, follow health and safety procedures, assisting in performances.</p>