

Year 10 Curriculum Guide Options

Sapere Aude

I came to give life - life in all its fullness

High expectations - no excuses



Subject: Geography

Intent for the year:

At Key Stage Four students will build upon the skills and knowledge acquired at Key Stage Three to develop their awareness of the issues facing the world today. Students will follow a specification which is an issues-based curriculum looking at the relationship between people and the planet. Human and physical geography disciplines are interwoven to develop a clear understanding of the world. The course also has a decision making aspect based upon a pre-released booklet of information which students will study and be examined upon. Students who complete the course will have the skills and experience to progress onto A-level and beyond.

Topics covered:

	Topic		Topic
Michaelmas 1	The living world: <ul style="list-style-type: none"> ➤ What are biomes? ➤ Environmental characteristics of deserts ➤ Reducing the risk of desertification 	Lent 2	Physical landscapes - rivers: <ul style="list-style-type: none"> ➤ River erosion ➤ River landscapes ➤ Managing river systems
Michaelmas 2	The urban world: <ul style="list-style-type: none"> ➤ The emergence of megacities ➤ Focus on Rio de Janeiro ➤ Managing the growth of squatter settlements 	Pentecost 1	Changing economic world: <ul style="list-style-type: none"> ➤ Exploring Nigeria ➤ The role of Trans National Corporations ➤ The impacts of international aid
Lent 1	Urban change in the UK: <ul style="list-style-type: none"> ➤ Economic opportunities in urban areas ➤ Environmental challenges in urban areas ➤ Regeneration of urban areas 	Pentecost 2	The UK economy: <ul style="list-style-type: none"> ➤ Changes in the UK economy ➤ The role of technology: Science and business parks ➤ The North South divide should HS2 be built?

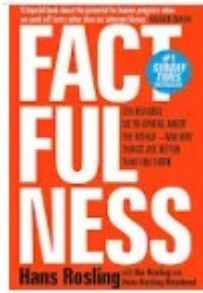
Parents / Carers can help by:

- Watching the news regularly
- Encouraging use of detail explanations when discussing topics
- Frequent use of key words and terms

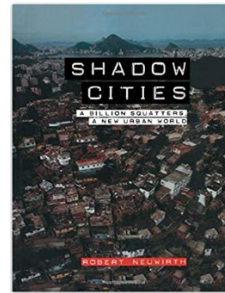
Useful websites:

- www.bbc.co.uk
- <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>
- <https://worldmapper.org/> maps as you haven't seen them before!
- www.quizlet.com

Recommended reading:



A wonderful guide to an improving world, as well as being a well-stocked source of sound advice as to how to think about factual and statistical claims .



In almost every country of the developing world, the most active builders are squatters, creating complex local economies with high rises, shopping strips, banks, and self-government. An interesting read outlining the future role of these settlements.



A guide to the growing global population issues and how this can be survived.



Travel book with plenty of challenging environments described from the perspective a a bike seat!

Extra-curricular opportunities

- World Wise quiz from the Geographical Association – can you make the TBOWA team?
- Geography clinic – catch up missing or misunderstood work
- Fairtrade group – help make TBOWA a fair trade hotspot

Exam board – AQA**Specification - 8035**

Exam units	Revision areas	
Paper 1 – Living with the physical environment (1.5 hours)	Tectonic hazards Weather hazards Climate change Ecosystems Hot deserts	UK landscapes Coasts Rivers
Paper 2 Challenges in Human environment (1.5 hours)	Urban world Urban change UK Sustainable urban development The development gap Nigeria – a newly emerging economy	The changing UK economy Resource management Water management
Paper 3 – Geographical applications and skills (1.25 hours)	Issue evaluation Fieldwork Geographical skills	

Key dates:	
Fridays 2-3	After school catch-up sessions
TBC	Fieldtrip
15 December 2020	Parents' evening
20 April 2021	Parents' evening

Recommended revision books: CGP GCSE Aqa Geography revision and practice papers ISBN: 978-1782946106	Recommended revision websites: <ul style="list-style-type: none">➤ https://app.senecalearning.com/login➤ https://www.aqa.org.uk/subjects➤ https://www.bbc.co.uk/bitesize/examspecs/zcbchv4
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Subject: History

Intent for the year:

The Bishop's History curriculum aims to inspire students with a deep fascination of history and furnish them with the talents that great historians possess to help them succeed in life. We know that studying History is an essential life-skill. Through knowing and understanding our past and how our past has been (or can be) interpreted our students are able to: develop a sense of identity and respect for our place in the world; defend against misinformation and prejudice in a changing and diverse world; develop knowledge and understanding of different historical periods, the arcs of historical change, and the complexities of historical debates; understand the connections across subjects allowing students to remember more and accomplish more in all aspects of their curriculum.

In Year 10 specifically this is addressed through exploring the Civil Rights movement in America, America's role in the Vietnam war and the impact of the Vietnam war on society in the USA, and beginning to explore the reigns of Richard and John.

Topics covered: Policing in Whitechapel, USA: Conflict at Home and Abroad 1954-1975 and the reigns of King Richard and King John.

	Topic		Topic
Michaelmas 1	Policing Whitechapel: <ul style="list-style-type: none"> ➤ Causes of tension in Whitechapel ➤ Policing Whitechapel ➤ The Jack the Ripper murders. 	Lent 2	The Vietnam War: <ul style="list-style-type: none"> ➤ The causes of the Vietnam War ➤ American involvement 1954-1963 ➤ American involvement 1963-69
Michaelmas 2	The Civil Rights movement: <ul style="list-style-type: none"> ➤ The state of America in 1950 ➤ Changes on Transport 1954-1962 ➤ Changes to education 1954-1962 	Pentecost 1	The Vietnam War: <ul style="list-style-type: none"> ➤ American involvement 1970-1975 ➤ The changing nature of support for the War in the US ➤ The changing nature of opposition for the War in the US
Lent 1	The Civil Rights movement: <ul style="list-style-type: none"> ➤ Changes in legislation 1962-1975 ➤ Malcolm X and the Black Power movement ➤ Essay skills. 	Pentecost 2	The reigns of King Richard and King John: <ul style="list-style-type: none"> ➤ Richard seizing power ➤ Richard travelling to the Holy Lands ➤ The Third Crusade

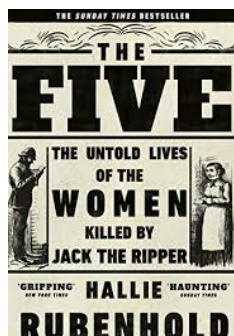
Parents / Carers can help by:

- Encourage students to complete extra reading around the topics they are studying in class.
- Check what homework is set and that it is being done.
- Encourage students to access the resources saved on the students shared area '0.2018 History Revision' folder on the student R drive at school has useful materials to aid students' revision.
- Encourage your child to redraft work, especially exam questions.
- Question your child on key events and topics that they have studied and support them in learning the key figures and chronology.

Useful websites:

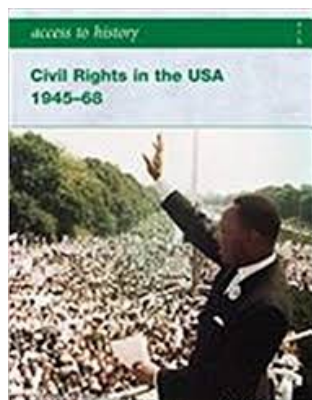
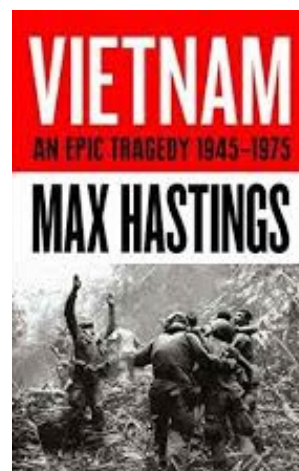
- The Edexcel website has example exam papers (<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>)
- www.senecalearning.com
- BBC Bitesize

Recommended reading:

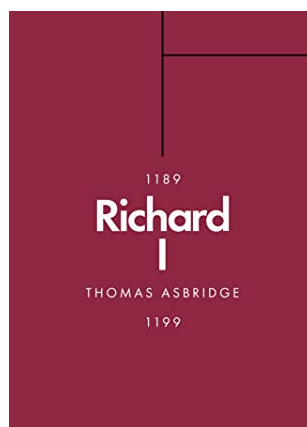


A book that gives students an understanding of what Whitechapel was like as well as exploring the lives of the women who became Jack the Ripper's victims

A book that gives the students a real understanding of the Vietnam War from a number of viewpoints.



A book that gives students an academic viewpoint of the History of Civil Rights in America



A book that gives students a great contextual understanding of Richard's reign.

Extra-curricular opportunities

- The Historical Association's Young Quills competition
- The Historical Association's Write your own Historical fiction competition
- External workshops TBC

Exam board – Edexcel**Specification - History (9–1)
from 2016**

Exam units	Revision areas
Paper 1 – Section A Whitechapel (22 minutes)	Living Conditions in Whitechapel The causes of Tension in Whitechapel The difficulties of policing Whitechapel The Jack the Ripper Murders
Paper 1 – Section B Crime and Punishment (53 minutes)	Crime and Punishment in the Medieval period (1000-1250) Crime and Punishment in the Later Middle Ages (1250-1500) Crime and Punishment in the Early Modern period (1500-1750) Crime and Punishment in the Industrial period (1750-1900) Crime and Punishment in the Twentieth and Twenty-First centuries (1900-present)
Paper 2 – Section A Superpower relations and the Cold War (52 minutes)	The causes of the Cold War The escalation of tension The crises of the Cold War The period of Détente The Second Cold War The end of the Cold War
Paper 2 – Section B The reigns of Richard and John (52 minutes)	Richard securing power Richard on Crusade Richard's capture and John's treachery Richard retaking the continental lands John's problems in France John's dispute with the Pope The Barons' Rebellion against John and his death.
Paper 3 – USA: Conflict at Home and Abroad (1954-1975) (80 minutes)	The rise of the Civil Rights movement 1954-1962 The Civil Rights Movement 1962-1968 The Black Power movement The Civil Rights Movement 1968-1975 The causes of the Vietnam War US involvement in the Vietnam War The changing perception of the Vietnam War in the US

Key dates:	
TBC	After school revision
TBC	Mocks

Recommended revision books: - Revise Edexcel GCSE (9-1) History Crime and Punishment in Britain Revision Guide and Workbook - Revise Edexcel GCSE (9-1) History Superpower relations and the Cold War Revision Guide and Workbook	Recommended revision websites: ➤ https://app.senecalearning.com/login ➤ https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016 ➤ https://www.bbc.co.uk/bitesize/
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<ul style="list-style-type: none">- Revise Edexcel GCSE (9-1) History King Richard I and King John Revision Guide and Workbook- Revise Edexcel GCSE (9-1) History The USA Revision Guide and Workbook	
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Subject: Spanish



Intent for the year:

Being able to communicate in more than one language, opens-up a world of opportunities to students in regards to personal travel, friendship and employment opportunities. The academic rigour involved in the acquisition of a second language, facilitates the development of memory and reasoning skills and gives students a broader perspective that contributes to success in other academic areas.

Our vision is that all language learners develop linguistic skills and self- confidence in their role as a “World Citizen” Ultimately, we want our students to have a love of Spanish language and culture as they work towards developing mastery and an enduring curiosity to build upon their knowledge after they have left our school.

In Year 10 specifically this is addressed through building upon the KS3 skills developed to talk about themselves and extending that knowledge to involve the ability to talk about others, the world around them and the most significant Spanish holidays and traditions.

Topics covered:

Intereses e influencias (Free time)
De Costumbre (Customs and traditions)

Mi Ciudad (All about your city)

	Topic		Topic
Michaelmas 1	Intereses e influencias <ul style="list-style-type: none">➤ What you normally do in your free time➤ Talking about sports➤ Talking about what's trending	Michaelmas 2	Intereses e influencias <ul style="list-style-type: none">➤ What you normally do in your free time➤ Talking about sports➤ Talking about what's trending
Lent 1	Mi ciudad <ul style="list-style-type: none">➤ Describing the features of your region➤ Talking about problems in your town➤ Describing a visit to a city in the past	Lent 2	Mi ciudad <ul style="list-style-type: none">➤ Planning what to do➤ Shopping for clothes and presents➤ Returning items when shopping
Pentecost 1	De Costumbre <ul style="list-style-type: none">➤ Describing mealtimes➤ Talking about your daily routine➤ Talking about injuries and illnesses➤ Asking for help at the pharmacy	Pentecost 2	De Costumbre <ul style="list-style-type: none">➤ Talking about typical foods➤ Comparing different Spanish festivals➤ Describing a special day➤ Ordering in a restaurant➤ Talking about a music festival

Parents / Carers can help by:

- Being willing to give it a go yourself! – Request to see your student's General Conversation flash cards. Do your best to ask them the Spanish questions written on one side whilst you listen to their prepared response. Be willing to make pronunciation mistakes so your son/daughter can correct you and show you what they have learned.
- Encourage students to complete extra listening and reading activities around the topics they are studying in class and Spanish cultural topics that interest them.
- Check Show My Homework for Spanish homework being set and spot check that it is being completed.

Useful websites:

- <https://www.memrise.com>
- <https://www.duolingo.com/course/es/en/Learn-Spanish-Online>
- www.quizlet.com
- www.bbc.co.uk/languages
- <https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#Topics>

Recommended reading and listening:



Short natural dialogues to improve your spoken Spanish at home.



Extra in Spanish-developed for second language Spanish learners.

https://www.youtube.com/watch?v=mcwp8_dhgCU&list=PLEuAUO1zP7T4IsSg651oU0UBWRVKSfzXL

Level A2 of the Common European Framework

A book about the various cultures that make up the Spanish speaking world.



Spanish national television

<https://www.rtve.es/directo/la-1/>

Extra-curricular opportunities

- Visit to the Linguistic Centre at Southampton University
- Become an ambassador for an international student
- Watch Spanish movies after school

Exam board – AQA Specification 8698- Spanish (9–1) from 2016

Exam units	Revision areas
Paper 1 – Listening – 25%	All 8 topics covered in the Specification are: 1-Desconéctate (How you spend the summer holidays) 2-En Mi Insti (School) 3-Mi Gente (Family and friends) 4-Intereses e influencias (Free time activities) 5-Mi Ciudad (All about your city) 6-De Costumbre (Customs and traditions) 7-A currar (Work) 8-Hacia un mundo mejor (Making the world a better place)
Paper 2 – Speaking – 25%	
Paper 3 – Reading – 25%	
Paper 4 – Writing – 25%	

Key dates:	
To be announced	After school Spanish tutoring
15 December	Opportunity to speak to your child's Spanish teacher at the Year 10 Parents Evening
3 – 12 January	Mock Spanish listening, reading and writing exams
22 – 26 February	Mock Spanish speaking exam
20 April	Opportunity to speak to your child's Spanish teacher at the Year 10 Parents Evening

Recommended revision books:	Recommended revision websites:
<ul style="list-style-type: none">➤ CGP- AQA GCSE Spanish Revision for grades 1 - 9 Exams➤ Collins- AQA GCSE Spanish 9 - 1: All in one Revision + Practice➤ CGP- Spanish Vocabulary for AQA Grade 9 - 1 Revision Question Cards	<ul style="list-style-type: none">➤ https://app.senecalearning.com/login➤ https://www.bbc.co.uk/bitesize/subjects/z4dqxnb



Subject: Creative Arts

Intent for the year:

At the Bishop of Winchester Academy, Creative Arts encourages all students to develop their skills, knowledge, understanding and creativity to manage opportunities that will arise in their futures. It intends that all students are taught to be expressive, creative and develop their artistic ideas in various ways, which in turn will develop their **self-esteem, resilience, confidence, independence** and **imagination**. Encouraging them to be open-minded and determined individuals with the necessary life skills.

Year 10 Creative Arts students will develop their artistic talents through exploring different materials and skill sets, by completing various projects. Students will develop their historical and contextual art knowledge, their ability to research, their understanding of working and handling different materials and processes and in turn this will encourage them to develop independent working practices and ideas.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Drawing Workshop ➤ Research Skills ➤ Painting Workshop ➤ Developing and Generating Ideas 	Lent 2	<ul style="list-style-type: none"> ➤ Observational Drawing wet & dry media ➤ Developing 2D printmaking ➤ Developing 3D design ➤ Application of workshops to own ideas
Michaelmas 2	<ul style="list-style-type: none"> ➤ Project Title Given ➤ Artist Research and Concepts ➤ Experimentation/Use of Sketchbook ➤ Personal Outcomes 	Pentecost 1	<ul style="list-style-type: none"> ➤ Group Critique ➤ Development of Ideas ➤ Final Outcomes & Planning ➤ Further Research
Lent 1	<ul style="list-style-type: none"> ➤ Project Title Given ➤ Project Plan ➤ Mark Making Workshop ➤ Application of workshop to own ideas 	Pentecost 2	<ul style="list-style-type: none"> ➤ Personal Outcomes ➤ Evaluation & Reflection ➤ Launch of Year 11 Summer Project ➤ Planning for Year 11

Parents / Carers can help by:

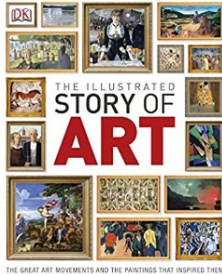
- Having a discussion each week with their child regarding their Creative Art's project and to support with monitoring progress outside of school.
- To support with encouraging their child to attend gallery visits.
- Attend relevant school events/information evenings which are Creative Arts related.
- Read, share and discuss any communication received with regards to Creative Arts related topics.

Useful websites:

Art/Photography/Graphics/Textiles:

- <https://www.art2day.co.uk/> - support with finding artists to develop student's project
- <https://www.tate.org.uk/visit/tate-modern> - to support with inspiration and gallery visits
- <https://www.npg.org.uk/> - to support with inspiration and gallery visits
- <https://www.artsy.net/> - to support with research and wider context, generating inspiration for student
- <https://www.sitebuilderreport.com/inspiration/artist-websites> - artist websites

Recommended reading:



Experience the uplifting power of art in this breath-taking visual tour of 2,500 paintings and sculptures created by more than 700 artists. This beautiful book brings you the very best of from cave paintings to Neo-expressionism.



The Fashion Book takes a fresh look at the fashion world and the people who created and inspired it.



The Decisive Moment is one of the most famous books in the history of photography, assembling Cartier-Bresson's best works from his early years.



Unlike other packaging titles, which simply provide templates to copy, this book enables designers of all packaging types to create 3-D packaging forms that are specific to their needs rather than based on pre-existing designs.

Extra-curricular opportunities

- Arts University Bournemouth Summer School
- Young Photographer's Competition
- South West Dorset Competition

Exam board – Creative Arts AQA

Specification - <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Exam units	Revision areas
<i>For all specialisms (Art, Craft & Design, Photography, Textile Design, Graphic Communication)</i>	
Component 1	Portfolio (60%)
Component 2	Externally Set Assignment (40%)

Key dates:	
Art/Photography/Textiles/Graphics:	
Year 10 April	Hand in of Project 1
Year 11 September	Vocational Trip
Year 11 November Mock Exam	Final Outcomes Production for Project
Year 11 January	Hand in of Project 2
Year 11 January	Exam Project
Year 11 April	Final Practical 10 hours Exam Hand in of Exam Project

Recommended books: Art: <ul style="list-style-type: none">➤ Vitamin P3: New Perspectives in Painting, <i>Phaidon Editors</i>➤ What are you looking at? 150 years of Modern Art in the Blink of an Eye, <i>Will Gompertz</i>➤ 100 Great Artists: A visual journey, <i>Charlotte Gerlings</i> Photography: <ul style="list-style-type: none">➤ The Photo book, <i>Phaidon Editors</i>➤ The Beginners Photography guide: The ultimate step-by-step manual, <i>Chris Gatcum</i>➤ Read this is you want to take great photographs, <i>Henry Carroll</i> Graphics: <ul style="list-style-type: none">➤ Information is beautiful, <i>David McCandless</i>➤ Graphic Design Rules: 365 Essential Design Do's and Don'ts, <i>Peter Dawson</i>➤ Book of Ideas – a journal of creative direction and graphic design (Volume 1), <i>Radim Malinic</i> Textiles: <ul style="list-style-type: none">➤ Stitch and Structure: Design and Technique in 2D & 3D textiles, <i>Jean Draper</i>➤ Threads: Contemporary Embroidery Art, <i>Charlotte Vannier</i>➤ The Fashion Book, <i>Caroline Kinneberg</i>	Recommended websites: <ul style="list-style-type: none">➤ https://www.art2day.co.uk/➤ https://www.artsy.net/
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Subject: Business Studies

Intent for the year:

At The Bishop of Winchester Academy the Business Studies Curriculum in Year 10 gives them the opportunity to explore and analyse the impact of marketing campaigns on themselves and their families. They study the concepts of how, they, as individuals can be perceived by businesses as part of a group or segment and the impact that has on the way different enterprises approach pitching a product. This Business Studies curriculum also enables students to understand how to make informed decisions based on financial calculations. Students' curiosity is nurtured to reflect on a wide range of themes across social, ethical, and moral issues as well as explore the impact of these on the ever-changing economic landscape to broaden their cultural capital and empower them to make informed choices as a consumer.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Business Ownership ➤ Customer Segmentation ➤ Market Segmentation ➤ Market Research 	Lent 2	<ul style="list-style-type: none"> ➤ Advertising ➤ Business Start-Ups ➤ Business Plans ➤ Business Functions
Michaelmas 2	<ul style="list-style-type: none"> ➤ Customer Profiles ➤ Understanding the market ➤ Conducting Market Research ➤ Analysing Market Research 	Pentecost 1	<ul style="list-style-type: none"> ➤ Targeting a market ➤ Product & Service Viability ➤ Attracting & Retaining Customers ➤ Business Considerations
Lent 1	<ul style="list-style-type: none"> ➤ Product Costing ➤ Product Lifecycle ➤ Generating revenue ➤ Customer Retention 	Pentecost 2	<ul style="list-style-type: none"> ➤ Potential Customers ➤ Designing Products ➤ Analysing Products ➤ Reviewing Business Proposals

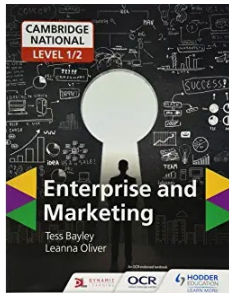
Parents / Carers can help by:

- Encourage your child to complete wider reading such as the recommended text suggested later, or business sections of the news
- Use their Business Studies Knowledge Organiser to quiz them on keywords and definitions to support mastery of the subject
- Watch relevant Business programs such as Dragon's Den & The Apprentice
- Encourage dinner table debates about current business affairs that are impacting on the economy
- Hold conversations about money management matter that focus on how to manage money well and make sound financial decisions. Give them opportunities to practice the skills of budgeting and managing risk.

Useful websites:

- <https://www.bbc.co.uk/bitesize/examspecs/zhrphbk> (OCR Subject specific content)
- <https://www.tutor2u.net/business> (GCSE through to A-Level content)
- <https://www.businessed.co.uk/index.php/home/theory/camnat-public/camnat-theory-notes-public> (Theory notes)
- <http://www.beebusinessbee.co.uk/index.php/tests-quizzes> (Business related quizzes)
- <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/> (Course website)

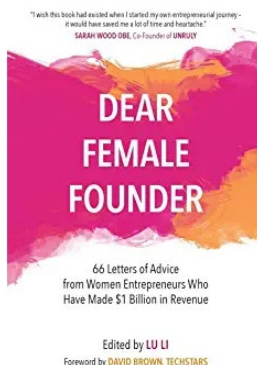
Recommended reading:



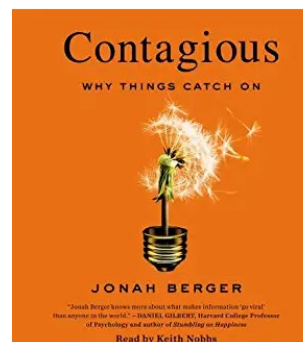
This essential student book will help to build students' knowledge and develop the skills required for success in Enterprise and Marketing.



A memoir rich with insight, humour and hard-won wisdom, this book is also studded with lessons - about building something from scratch, overcoming adversity, and ultimately leaving your mark on the world.



A unique blend of encouragement, wisdom and practical insights, shared by remarkable female entrepreneurs. Every one should read it regardless of gender.



Discover how six basic principles drive all sorts of things to become contagious, from consumer products and policy initiatives to workplace rumours and YouTube videos.

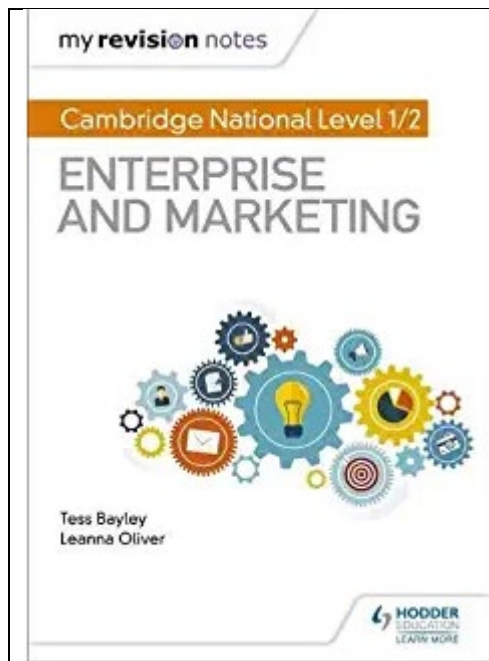
Extra-curricular opportunities

- Prince's Trust Enterprise Challenge
- Tenner Challenge

Exam units	Revision areas
Paper 1 (RO64) 1 hour 30-minute written examination 80 marks (120 UMS) OCR-set and marked	Enterprise & marketing Concepts LO1 – Understand how to target a market LO2 – Understand what makes a product or service financially viable LO3 – Understand product development LO4 – Understand how to attract and retain customers LO5 – Understand factors for consideration when starting up a business LO6 – Understand different business functional activities needed to support a business start-up
This question paper has two parts: <ul style="list-style-type: none">• Part A - comprising of 16 multiple choice questions (MCQs)• Part B – comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4.	
Coursework (RO65) OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	Design a business proposal. The following learning outcomes are assessed: LO1 – Be able to identify the customer profile for a business challenge LO2 – Be able to complete market research to aid decisions relating to a business challenge LO3 – Be able to develop a design proposal for a business challenge LO4 – Be able to review whether a business proposal is viable
Coursework (RO66) OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	Market and pitch a business proposal. The following learning outcomes are assessed: LO1 – Be able to develop a brand identity and promotional plan to target a customer profile LO2 – Be able to plan a pitch for a proposal LO3 – Be able to pitch a proposal to an audience LO4 – Be able to review the strengths and weakness of a proposal and pitch

Key dates:	
Every alternate Friday	After school revision – learning support
w/c 02/11/2020	Mock examinations
15/12/2020	Parents evening
20/04/2021	Parents evening
w/c 14/05/2021	First exam sitting opportunity (TBC)

Recommended revision books: Hodder Education – My revision notes Cambridge National Level 1 / 2 Enterprise and Marketing	Recommended revision websites: <ul style="list-style-type: none">➤ https://www.bbc.co.uk/bitesize/examspecs/zhrphbk (OCR Subject specific content)➤ https://www.businessed.co.uk/index.php/home/theory/camnat-public/camnat-theory-notes-public (Theory notes)➤ http://www.beebusinessbee.co.uk/index.php/tests-quizzes (Business related quizzes)
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- <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/> (Course website)
- <https://www.youtube.com/channel/UCnVHZKYx1vWVnhRjJgJbNdQ> (You Tube revision clips)



Subject: Child Development

Intent for the year:

The Bishops Child Development Curriculum aims to help students to develop the knowledge, skills and attributes they need to manage many of the **opportunities, challenges** and **responsibilities** they will face when working with and supporting children. Students are taught their role as profession in early years and importance of meeting their responsibilities, students will be taught how to keep children safe and aid their holistic development. This curriculum aims to build **self-esteem** and **confidence** in the students abilities, will help them to become **empathetic** when dealing with children who are going through a range of life experiences and **resilient** members of the community.

In Year 10 specifically this is addressed through learning about the types of child care settings and the roles of each setting, as well as the roles of professionals within these services and why these roles are important. Students will learn about how to safeguard children and the impact of following the responsibilities that they have been given.

Topics covered:

	Topic		Topic
Michaelmas 1	An introduction to working with children aged 0-5 years. <ul style="list-style-type: none"> ➤ Types of child care settings ➤ Differences between towns and cities and how this may impact on child care ➤ Issues to consider when preparing for placement ➤ Roles and responsibilities of early years workers ➤ Limits of early years workers 	Lent 2	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> ➤ Social development of children aged 0-5 ➤ Different methods of observing children ➤ Different methods of assessing children for their individual needs ➤ How observations and assessments can be used to support the development of children.
Michaelmas 2	An introduction to working with children aged 0-5 years. <ul style="list-style-type: none"> ➤ Importance of following your role and meeting your responsibilities. ➤ Understanding individual needs and inclusive practice ➤ Being a reflective practitioner in child care ➤ Learning styles and study skills 	Pentecost 1	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> ➤ Factors that may affect holistic development ➤ Routines that support independence ➤ Activities that support independence ➤ Transitions
Lent 1	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> ➤ Physical development of children aged 0-5 ➤ Intellectual development of children aged 0-5 	Pentecost 2	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> ➤ Supporting children through different transitions. ➤ The effects of different transitions that children

	<ul style="list-style-type: none"> ➤ Language development of children aged 0-5 ➤ Emotional development of children aged 0-5 		<ul style="list-style-type: none"> ➤ may experience throughout their lives. ➤ How to support children through different transitions ➤ Reflecting on methods of supporting children through their transitions.
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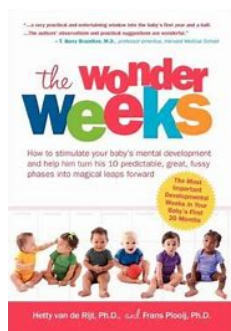
Parents / Carers can help by:

- Having a discussion with your child each week about what they have learnt in child development, some of the subjects may be very sensitive. For example, when learning about the role of a child care worker they will cover safeguarding, this would involve understanding child abuse and case studies of when abuse has occurred.
- Attend relevant school events / information evenings and encourage your child to attend revision sessions.
- Support your child by helping them to develop an awareness of issues/developments in child care or relevant articles in the media which may link to cases of abuse and reporting abuse.
- Encourage your child to justify their points of view by asking them why they think that, and what impact this could have on an individual, their families or society. This will help them to develop their arguments.

Useful websites:

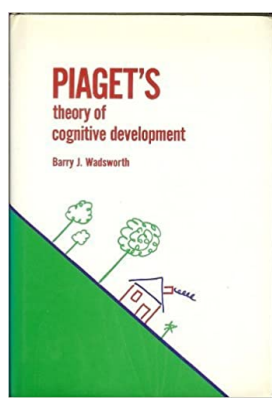
- <https://www.bhf.org.uk/>
- <https://www.rethink.org/>
- <https://www.nhs.uk/conditions/>
- <https://www.nhs.uk/>

Recommended reading:

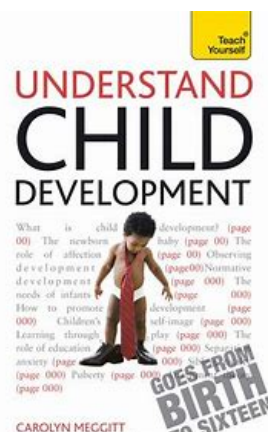


Describes the cognitive development changes (leaps) that children go through and regression periods that babies go through.

A book about the Case of Baby P, a child suffering from abuse, which went unnoticed.



A book about the development of children's thoughts, understanding of the world around them and language.

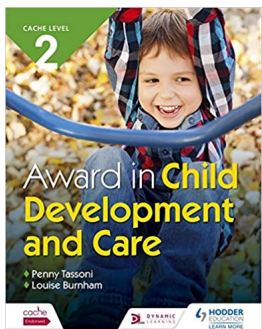


Guide to child development from birth to 16 years.

Exam units	Revision areas
Unit 3 Child care and development 0-5 years	Understand the stages of development of children aged 0-5 years. Understand factors that may affect children's development. Know the variety of provision available for children in different sectors. Understand the responsibilities of early year's workers working with children. Understand how to support children's development and meet their individual needs. Know own preferred learning style and relevant study skills.

Coursework Units	Tasks
Unit 1 An introduction to working with children aged 0-5 years.	Understand the types of settings and local provision for children Understand how to prepare for placement Understand the responsibilities and limits of the early years worker in placements Understand individual needs and the necessity for fairness and inclusive practice Know own preferred learning style and develop relevant study skills
Unit 2: Development and well-being 0-5 years	Understand the development of the child Understand the importance of observations and assessments and how they support development. Understand factors that may affect children's holistic development. Understand how to use everyday care routines and activities to support independence, health, safety and well-being. Understand how to support children through transitions in their lives.

Key dates:	
14/12/20	Unit 1 Deadline
08/02/21	Unit 1 Improvements deadline
14/06/21	Unit 2 Deadline

Recommended revision books: https://www.amazon.co.uk/CACHE-Level-Award-Child-Development/dp/1510416528 	Recommended revision websites: http://www.iachieve.org.uk/
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Subject: Computer Science

Intent for the year:

Students will receive a high-quality Computer Science education, equipping them to use computational thinking which is the ability to break down large problems into more manageable chunks and create step by step algorithmic solutions to understand and change the world. In order that our learners are best prepared for their digital future, students in Year 10 will study a programme that allows them to achieve Mastery in this subject over the next 2 years.

Topics covered

	Topic		Topic
Michaelmas 1	: Boolean Logic & Data Storage <ul style="list-style-type: none">➤ Boolean Logic➤ Binary➤ Characters➤ Images	Lent 2	: Storage <ul style="list-style-type: none">➤ Primary➤ Secondary➤ Embedded Systems➤ Programming Techniques
Michaelmas 2	: Data Storage & Algorithms <ul style="list-style-type: none">➤ Sound➤ Compression➤ Creating Algorithms➤ Refining Algorithms	Pentecost 1	: Programming Techniques <ul style="list-style-type: none">➤ Iteration➤ Selection➤ Functions➤ Procedures
Lent 1	: Architecture of the CPU <ul style="list-style-type: none">➤ Components➤ Fetch Decode Execute Cycle➤ Performance➤ Programming Fundamentals	Pentecost 2	: Networks <ul style="list-style-type: none">➤ Topologies➤ Protocols➤ Layers➤ Wired & Wireless

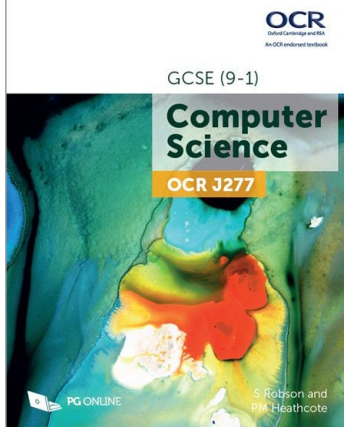
Parents / Carers can help by:

- Allowing students time to practice on a computer
- Discuss staying safe online
- Attend relevant school events/information evenings
- Read, share and discuss any communication received with the Computer Science department
- Purchasing the GCSE text book
- Encourage students to attend revision sessions

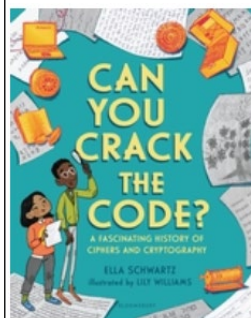
Useful websites:

- <https://www.thinkuknow.co.uk/parents/>
- <https://www.bbc.co.uk/bitesize>
- <https://www.w3schools.com/html/>
- <https://www.office.com/>
- <https://repl.it/~>
- <https://www.tutorialspoint.com/python/index.htm>
- <https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

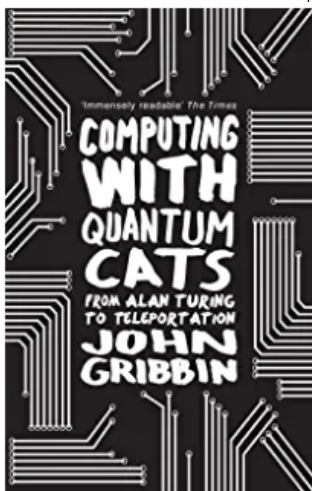
Recommended reading:



This book provides a comprehensive and accessible text for students, covering Papers 1 and 2 in the latest OCR GCSE J277 Computer Science specification. It is ideal as a course text for students throughout the course



For anyone interested in Cyber Security. Codes can carry big secrets! Throughout history, lots of good guys and lots of bad guys have used codes to keep their messages under wraps. This fun and flippable nonfiction features stories of hidden treasures, war-time manoeuvrings, and contemporary hacking as well as explaining the mechanics behind the codes.



Looking back to Alan Turing's work on the Enigma machine and the first electronic computer, Gribbin explains how quantum theory developed to make quantum computers work in practice as well as in principle. He takes us beyond the arena of theoretical physics to explore their practical applications -- from machines which learn through 'intuition' and trial and error to unhackable laptops and smartphones.



"The Machine Stops" is a science fiction short story. The story, set in a world where humanity lives underground and relies on a giant machine to provide its needs, predicted technologies such as instant messaging and the Internet."

Extra-curricular opportunities

- Code Club
- Cyber Discovery



Subject: Media Studies

Intent for the year: Year 10:

During Year 10 Media students will learn how to analyse both print and moving image media texts. They will develop their understanding of how the media industry creates representations of different groups, events and issues and how these impact on our own interpretation of the world.

In the final part of the year students will respond to a set media brief by research, planning and creating their own media product.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Media Introduction ➤ Film Poster Analysis ➤ TMWTGG Analysis ➤ Advertising Media Language ➤ This Girl Can Analysis ➤ Quality Street Analysis ➤ Magazine Cover Media Language 	Lent 2	<ul style="list-style-type: none"> ➤ Taylor Swift - Bad Blood ML ➤ Taylor Swift - Bad Blood Rep ➤ Taylor Swift - Bad Blood SM ➤ Pharrell Williams - Freedom ML ➤ Pharrell Williams - Freedom Rep ➤ Pharrell Williams - Freedom SM
Michaelmas 2	<ul style="list-style-type: none"> ➤ Pride Cover Analysis ➤ GQ Cover Analysis ➤ Newspaper Front Page Language ➤ The Guardian Analysis ➤ The Sun Analysis ➤ Assessment Component 1 Sec A ➤ Moving Image Analysis ➤ Editing and Sound Analysis 	Pentecost 1	<ul style="list-style-type: none"> ➤ Comp 3 NEA Brief Selection ➤ NEA Existing Product Research ➤ NEA Industry Research ➤ NEA Market Research ➤ NEA Drafting Process

Lent 1	<ul style="list-style-type: none"> ➤ Conventions of Tv Crime Drama ➤ Luther S1 Ep1 Analysis ➤ Luther S1 Ep1 Representation ➤ The Sweeney S1 Ep1 Analysis ➤ The Sweeney S1 Ep1 Rep ➤ Intro to Music Videos 	Pentecost 2	<ul style="list-style-type: none"> ➤ NEA Presentation of Ideas ➤ NEA Statement of Aims ➤ NEA Image collection ➤ NEA Production
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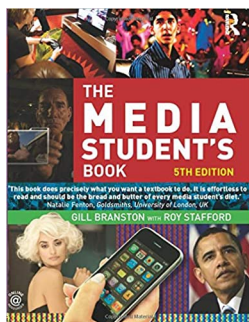
Parents / Carers can help by:

- Ensure all homework is completed and submitted on time.
- Ensure all coursework elements are submitted by deadlines set.
- Take part in your child's media production if appropriate
- Support students in revision.

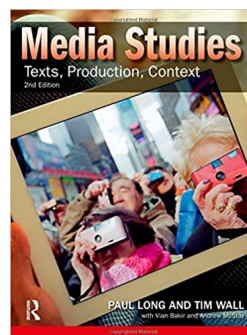
Useful websites:

- David Gauntlett's website (<http://theory.org.uk/>)
- Daniel Chandler's website (<http://visual-memory.co.uk/daniel/media/>) c
- Semiotics (encoding/decoding):
- <http://visual-memory.co.uk/daniel/Documents/S4B/sem08c.html>

Recommended reading:

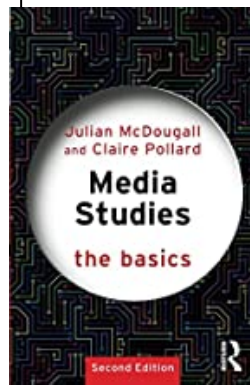


The Media Student's Book is a comprehensive introduction for students of media studies. It covers all the key topics and provides a detailed, lively and accessible guide to concepts and debates.



Media Studies: Texts, Production, Context, 2nd Edition is a comprehensive introduction to the various approaches in the field. From outlining what media studies is to encouraging active engagement in research and analysis, this book advocates media study as a participatory process and provides a framework and set of skills to help you develop critical thinking.

Fully updated and revised, the second edition of *Media Studies: The Basics* is the ideal guide to the changing landscape of media and Media Studies.



You've got TV, internet, phone, radio, movies, music, magazines and newspapers -- and that's just the tip of the iceberg. Unless we live on a desert island, there is no escape from media communications of one sort or another. So how do we begin to understand today's all-embracing media culture?

Extra-curricular opportunities

- **Opportunity to work with Bournemouth University on media project**
- **Cinema Trip if linked films are released for example the new Bond film.**
- **BFI trip**

Exam units	Revision areas
Component 1 Section A & B Exploring The Media (1hour 30 minutes)	This Girl Can poster advert Quality Street Poster advert Spectre Film poster The Man With The Golden Gun film poster Pride magazine – March 2016 GQ – July 2015 The Sun front page - 12/6/18 The Guardian front page - 12/9/18 Spectre – film industry Fortnite – video games industry The Archers – radio industry The Sun – newspaper industry Representation in the media
Component 2: Section A & B: Understanding Media Forms and Products (1hour 30 minutes)	Luther S1 Ep 1 The Sweeney S1 Ep 1 Taylor Swift 'Bad Blood' Pharrell Williams 'Freedom' TLC - 'Waterfalls' Fan websites for Swift and Williams

Key dates:	
May 2021	Walking-talking mock
June 2021	Both exams in first two weeks of June

Recommended revision books:		Recommended revision websites: ➤ https://app.senecalearning.com/login ➤ https://www.eduqas.co.uk/qualifications/media-studies-gcse https://www.bbc.co.uk/bitesize/examspecs/zcbchv4
WJEC/Eduqas GCSE Media Studies	Hayley Sheard	
WJEC/Eduqas GCSE Media Studies Revision	Hayley Sheard	

Subject: Drama – BTEC Tech Performing Arts



Intent for the year:

In their first year of the BTEC Technical Award in Performing Arts, our students will have the opportunities to practically explore a diverse range of theatre genres. They will deepen their understanding of the different approaches and theatrical styles to staging drama from KS3 through their exploration of pre-existing professional repertoire. The opportunity to analyse and evaluate professional works of live theatre including examples of physical theatre, musical theatre, pantomime, Theatre in Education and contemporary epic theatre will be embedded throughout our students' learning to enhance their creative and reflective learning process.

Drama is a collaborative form of art, which means our students will gain vast experience in developing their communication and group working skills when shaping their ideas, building resilience and the ability to compromise and create group consensus when working with others. Underpinned within our curriculum vision is the fundamental purpose of Drama to enable students to explore emotions and express ideas that are deeply felt through a creative and collaborative learning process.

Topics covered:

	Topic:		Topic
Michaelmas 1	The Roles in Theatre: <ul style="list-style-type: none"> ➤ Theatre Styles ➤ Exploring a Theme ➤ Role of the Actor ➤ Acting Skills Workshops ➤ Role of the Designer 	Lent 2	Verbatim Theatre: <i>I Love You Mum, I Promise I Won't Die</i> <ul style="list-style-type: none"> ➤ Role of the Playwright ➤ Conventions of Theatre in Education ➤ Rehearsal Process of Verbatim Theatre ➤ Presentations on Children's Theatre
Michaelmas 2	Pantomime : <ul style="list-style-type: none"> ➤ Stock Characters and Archetypes ➤ Commedia Dell Arte' ➤ Conventions of Pantomime ➤ Staging a Pantomime ➤ Role of the Director 	Pentecost 1	Physical Theatre: <i>The Frantic Method</i> <ul style="list-style-type: none"> ➤ Acting Skills Workshops ➤ Reviewing Practical Skills ➤ Frantic Assembly Workshops ➤ Physical Theatre Techniques
Lent 1	Musical Theatre : <i>Lion King</i> <ul style="list-style-type: none"> ➤ Conventions of Musical Theatre ➤ Staging The Lion King ➤ Role of the Director/Designer ➤ Role of the Puppeteer ➤ Mask and Puppet Workshops 	Pentecost 2	Using the Frantic Method: <i>The Curious Incident of a Dog in the Night Time</i> <ul style="list-style-type: none"> ➤ Script Exploration ➤ Rehearsing Script ➤ Milestone Rehearsals ➤ Performing to an Audience

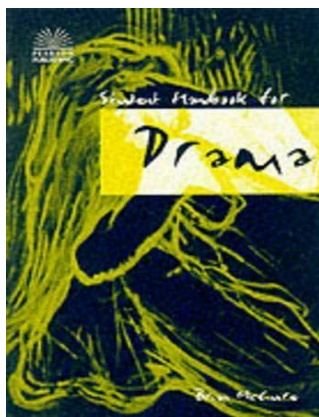
Parents / Carers can help by:

- Having a discussion with their child each week about their drama lessons, enquiring on what ideas they developed in class.
- Supporting their child with homework, including learning lines and supporting practical rehearsals in the home by encouraging them to perform any work they need to prepare for class/performance to build confidence and resilience.
- Engaging with theatre either with exposure to live theatrical events such as local pantomimes and musicals, including our school production held annually at The Bishop of Winchester Academy or online productions.
- Enrolling their child in additional drama activities/clubs at Bishop of Winchester or amateur dramatic societies, private dance and drama schools to further their performance skills and experience.

Useful websites, including online productions and theatrical examples

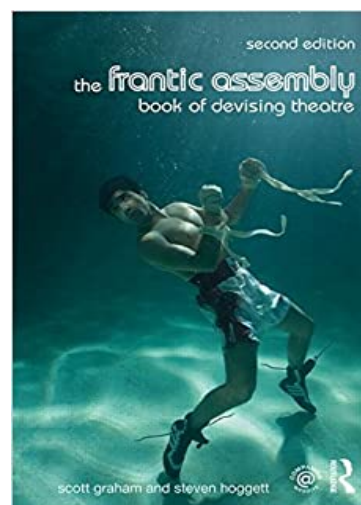
- <https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
- <https://www.franticassembly.co.uk/>
- <https://www.franticassembly.co.uk/the-frantic-method>
- <https://www.vam.ac.uk/articles/the-story-of-pantomime>
- <https://www.youtube.com/watch?v=GJkUKcNcfR0>
- <http://www.dsmfoundation.org.uk/drama/>
- <https://www.bbc.co.uk/programmes/b03dwq2r/clips>

Recommended reading:

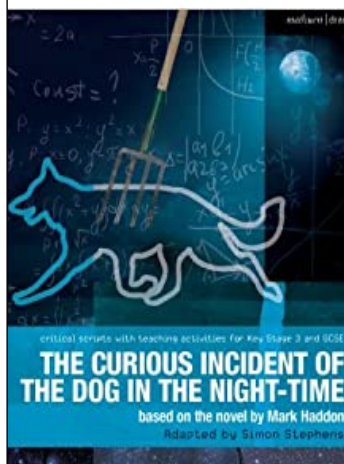


This book provides a reference source for key-stage 3 and 4 drama students. It gives an understanding of improvisational drama techniques, helps students structure an improvisation and supports writing about their drama work. The book includes forms to help them make notes and provides definitions of theatrical terms and other information,

An introduction and practical guide to Frantic Assembly Theatre Company's working processes. *The Frantic Assembly Book of Devising Theatre* will support students' understanding of how to devise physical theatre.



This award winning play based on the famous novel weaves together an old-fashioned mystery, a contemporary coming-of-age story, and a fascinating excursion into a mind incapable of processing emotions. Narrated by a 15-year-old autistic boy. Students will develop a scripted version of the play, from page to stage.



In celebration of its 20th anniversary on Broadway, this volume will trace the origins of the show from the blockbuster animated film, feature stories from the creators and actors, and showcase never-before-published images both onstage and behind the scenes from the many productions around the world.

Extra-curricular opportunities

- Drama Club
- Glee Club
- Take part in our School Musical
- Attending a Theatre Trip – arranged by the Performing Arts department

Exam board – Pearson**Specification - ?**

Course Components	Revision areas
Exploring the Performing Arts	
Developing Skills and Techniques	
Performing to a Brief	



Subject: Health and Social Care

Intent for the year:

The Bishops Health and Social Care Curriculum aims to help students to develop the knowledge, skills and attributes they need to manage many of the **opportunities, challenges** and **responsibilities** they will face when working in health, social and child care environments as well as in daily life when understanding how the needs of loved ones may change depending on their health and their age. This curriculum aims to build awareness of the diverse needs of individuals and how to support inclusive practice, as well as how communication can be used to help meet diverse needs and applying these in a range of settings. Students will demonstrate their confidence through demonstrations of how to maintain service users rights and be empathetic when becoming aware of situations where rights aren't maintained and cases of abuse occur, as this is a sensitive area, students will develop resilience and understand the importance of being aware of these situations, in order to avoid them happening again in the future.

In Year 10 specifically this is addressed through learning about the types of settings and the roles of each setting, as well as a range of health conditions and the impact that this can have on the individual and their families, students will learn about how to support people with these conditions and be able to communicate this support effectively so that an individual understands the help they are receiving.

Topics covered:

	Topic		Topic
Michaelmas 1	Life stages: <ul style="list-style-type: none"> ➤ The physical and intellectual effects of ageing. ➤ Ageing and the effects on language. ➤ The emotional and social effects of ageing. ➤ How a person's role in life changes. 	Lent 2	Life stages: <ul style="list-style-type: none"> ➤ Support plans for individuals with birth/non birth conditions. ➤ Supporting this individual through effective communication. ➤ Supporting this conditions through diet. ➤ Supporting this individual to ensure their rights are met.
Michaelmas 2	Life stages: <ul style="list-style-type: none"> ➤ The physical and intellectual effects of birth conditions on an individual. ➤ The emotional and social effects of birth conditions on an individual. ➤ The financial effects of birth conditions on the family. ➤ The emotional and social effects of birth conditions on the family. 	Pentecost 1	Nutrition: <ul style="list-style-type: none"> ➤ The importance of a balanced diet. ➤ How to have a balanced diet. ➤ The functions of the food groups, vitamins and minerals. ➤ Nutritional requirements for a child.

Lent 1	Life stages: <ul style="list-style-type: none"> ➤ The physical and intellectual effects of non-birth conditions on the individual. ➤ The emotion and social effects of non-birth conditions on the individual. ➤ The effects of non-birth conditions on the family. 	Pentecost 2	Nutrition <ul style="list-style-type: none"> ➤ Nutritional requirements for an adolescent. ➤ Nutritional requirements for an adult. ➤ Nutritional requirements for an older adult. ➤ Government guidelines for a healthy diet.
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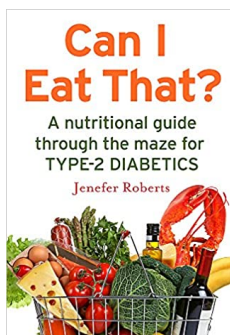
Parents / Carers can help by:

- Having a discussion with your child each week about what they have learnt in health and social care, some of the subjects may be very sensitive. For example, their topic on birth conditions and non-birth conditions could cause upset due to discussions about dementia, heart disease and mental health.
- Attend relevant school events / information evenings and encourage your child to attend revision sessions.
- Support your child by helping them to develop an awareness of issues/developments in health care or relevant articles in the media which may link to their topics. For example, the strain on the NHS, any advancements in treatments for health conditions.
- Encourage your child to justify their points of view by asking them why they think that, and what impact this could have on an individual, their families or society. This will help them to develop their arguments.

Useful websites:

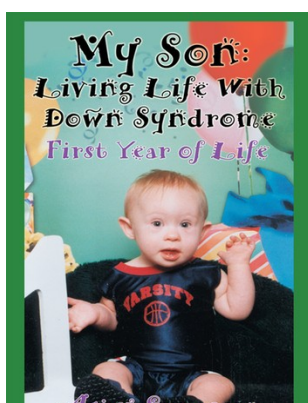
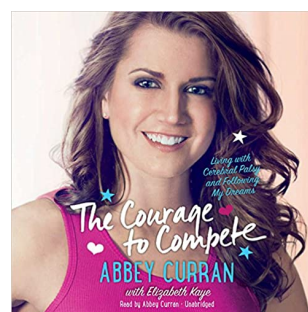
- <https://www.bhf.org.uk/>
- <https://www.rethink.org/>
- <https://www.nhs.uk/conditions/>
- <https://www.nhs.uk/>

Recommended reading:



Simple guide to explaining the dietary needs of people with type 2 diabetes.

A remarkable memoir by Miss Iowa USA Abbey Curran about living with cerebral palsy, competing in Miss USA, and her inspiring work with young women who have disabilities.



A story of the effects of Downs Syndrome on the developmental milestones of a child.



A book about Demi Lovato's struggles with mental health, particularly eating disorders.

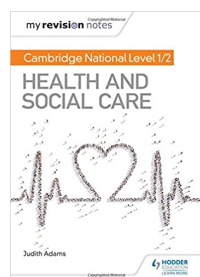
Exam units	Revision areas
R021: Essential Values of care	Rights of service users and how to maintain these Values of care/child care values and how to maintain these Types of discrimination and its effects Challenging discrimination Legislation and how this is used to protect individuals Hygiene Safety measures Security measures

Coursework Units	Tasks
Unit 1:	Understand how to communicate effectively The barriers to effective communication and how to overcome them The personal qualities that lead to effective care Be able to communicate effectively in health, social and child care environments.
Unit 2:	Understand the stages of development from young people to adulthood. Understand the ageing process in older adulthood Know which medical conditions may affect progress through the life stages. Be able to create support plans.

Key dates:	
10/05/20	Life stages coursework Due
24/05/20	Life stages improvements due

Recommended revision books:

https://www.amazon.co.uk/My-Revision-Notes-Cambridge-National/dp/151042945X/ref=pb_sbs_14_2/258-7237094-4047666?encoding=UTF8&pd_rd_i=151042945X&pd_rd_r=82becceb-c1a9-4d1d-a2c9-4474e5dde75c&pd_rd_w=TrdKU&pd_rd_wg=l7E8G&pf_rd_p=2773aa8e-42c5-4dbe-bda8-5cdf226aa078&pf_rd_r=T7SNRZTDX7W03C165J5Z&psc=1&refRID=T7SNRZTDX7W03C165J5Z

**Recommended revision websites:**

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/>



Subject: Hospitality & Catering

Intent for the year:

At the Bishop of Winchester Academy, our Food curriculum encourages all students to develop their skills, knowledge, understanding and creativity to manage opportunities that will arise in their futures. It intends that all students are taught to be expressive, creative and develop their artistic ideas in various ways, which in turn will develop their **self-esteem, resilience, confidence, independence** and **imagination**. Encouraging them to be open-minded and determined individuals with the necessary life skills.

Year 10 Hospitality & Catering students will develop their knowledge and understanding of the fundamentality's of the Hospitality and Catering Industry, becoming well rounded cooks with the theorist as well as the practical knowledge to produce different dishes taking into account dietary requirements and food trends.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Handling Meat ➤ Handling Fish ➤ Accompaniments ➤ Presentation 	Lent 2	<ul style="list-style-type: none"> ➤ Cooking Methods ➤ The Hospitality & Catering Industry ➤ Job Requirements in the H&C Industry
Michaelmas 2	<ul style="list-style-type: none"> ➤ Chocolate Runs Outs & Spun sugar ➤ Piping Skills ➤ Pastry Making ➤ Sauce Making 	Pentecost 1	<ul style="list-style-type: none"> ➤ Planning Dishes ➤ Menu Styles ➤ Factors to consider when planning a menu ➤ Food & Environmental Issues
Lent 1	<ul style="list-style-type: none"> ➤ Learner Brief Assignment ➤ Tasks Overview ➤ Nutrients' Functions ➤ Age Groups & Nutrients 	Pentecost 2	<ul style="list-style-type: none"> ➤ How to plan menus that have least impact on the environment ➤ Food Storage ➤ Food Preparation

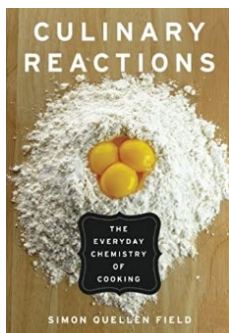
Parents / Carers can help by:

- Having a discussion each week with their child regarding their Food and Cookery work and to support with monitoring progress outside of school.
- Attend relevant school events/information evenings which are Food and Cookery related.
- Read, share and discuss any communication received with regards to Food and Cookery related topics.
- To support with the purchasing and preparing of ingredients at home, so child is prepared for Food and Cookery Practical lessons.
- To encourage your child to cook with you at home so they become more confident in the kitchen.

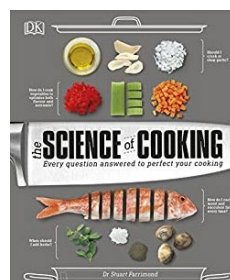
Useful websites:

- <https://www.bbcgoodfood.com/> - to discover interesting recipes
- <https://www.bbc.co.uk/food/recipes> - inspiring recipes
- <https://www.supercook.com/#/recipes> - planning balanced dishes
- <https://www.epicurious.com/> - vast range of recipes, primers on baking bread and making pies

Recommended reading:



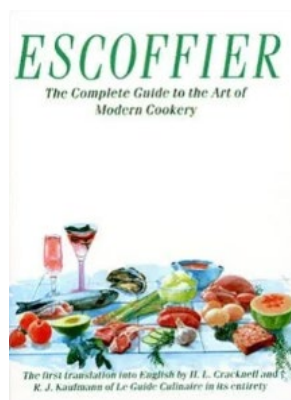
Exploring the scientific principles behind everyday recipes, this informative blend of lab book and cookbook reveals that cooks are actually chemists.



Which vegetables should you eat raw? How do you make the perfect poached egg? And should you keep your eggs in the fridge? Dr Stuart Farrimond answers all these questions, equipping you with the scientific know-how to take your cooking to new levels.



In this stunning new cookbook Yotam and co-writer Ixta Belfrage break down the three factors that create flavour and offer innovative vegetable dishes that deliver brand-new ingredient combinations to excite and inspire.



It offers those who practice the art of cookery invaluable guidelines culled from more than fifty years' experience.

Extra-curricular opportunities

- Bournemouth and Poole College Workshops
- Junior British Bake off Competition
- South West Chef of the Year Competition
- Springboard's Future Chef workshops and competitions

Exam board – WJEC Hospitality & Catering WJEC

Specification - https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview

Exam units	Revision areas
Unit 1	The Hospitality & Catering industry, Job requirements & working conditions in the H&C industry, Factors affecting the success of providers, The operation of the kitchen, The operation of the front of house, Meeting customer requirements, Health and Safety, Risk and control measures, Food related allergies and intolerance, Food safety legislation, The role of the EHO, Requirements of a hospitality and catering provider
Unit 2	Nutrients, Age groups, Cooking methods, Menu Planning, Environmental Issues, Customer Needs, Production of Dishes, Commodities, Techniques, Presentation Techniques, Recipes

Key dates:	
Year 11 January	Practical Exam
Year 11 January	Internal Coursework Deadline
Year 11 June	External Exam

Recommended books: <ul style="list-style-type: none">➤ Culinary Reactions: The Everyday Chemistry of cooking, Simon Quellen Field➤ FLAVOUR, Yotam Ottolenghi➤ The Science of cooking: Every question answered to perfect your cooking, Dr. Stuart Farrimond➤ The Complete guide to the Art of Modern Cookery, Auguste Escoffier	Recommended websites: <ul style="list-style-type: none">➤ https://www.bbcgoodfood.com/➤ https://www.bbc.co.uk/food/recipes
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Subject: GCSE Music (Edexcel)

Intent for the year: “Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato.

All students receive a high quality and well-rounded music curriculum and we immerse them in an extensive range of culturally rich and diverse music that enables the practical skills and theoretical knowledge both in the traditional sense and the technological. We advance our students learning journeys by offering the traditional aspect of music making and the more technological for a full rounded experience. With this in mind, and as the creative industries continue to evolve in an ever changing landscape of technological advancements, we engage our learners in using industry standard music making software. Apple’s Logic software is one of the leading and cutting edge music software programmes which not only supports our learners in the more technological aspect of music creation, it also improves overall IT skills whilst gives our students the ability to experience the industry it thrives in for their future.

In year 10, students will have the option of either GCSE Music or NCFE Music Technology, and will be a natural progression from the building blocks we have set up in the three year key stage 3. In GCSE music, they will continue to develop the three main areas of study; performing and mastering their own instrumental skills, compositional skills, and listening and appraising a variety of musical styles. They will study in depth key pieces set by Edexcel, and be able to critically and musically analyse these key pieces as well as other unfamiliar ones. They will learn a selection of music from Bach’s Brandenburg concertos, Beethoven’s Piano Sonatas to John Williams Star Wars. They will learn compositional techniques in order to have the ability to create compositions in a variety of styles. They will also be able to become reflective performers by creating their own practice learning journey through the course.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Instrumental music 1700 – 1820 ➤ Bach Brandenburg Concertos ➤ Beethoven Sonata number 8 “Pathetique” 	Lent 2	<ul style="list-style-type: none"> ➤ Chronology full coverage from 1600s – 1900’s ➤ Music from stage to screen – “Schwartz Defying Gravity” ➤ Composition techniques
Michaelmas 2	<ul style="list-style-type: none"> ➤ Vivaldi’s Concerto ➤ Concerto Grosso – Handel ➤ Wider listening ➤ Piano Sonata Movement – Mozart and Handel ➤ Purcel – “Music for a While” 	Pentecost 1	<ul style="list-style-type: none"> ➤ Music from stage to screen – “John Williams, Star Wars. ➤ Wider music listening and analysing – Matilda and Hairspray ➤ Free compositional workshops
Lent 1	<ul style="list-style-type: none"> ➤ Queen “Killer Queen” ➤ Arias – Handel ➤ Alicia Key and the Beach Boys ➤ Faure, Britton and Schubert 	Pentecost 2	<ul style="list-style-type: none"> ➤ Performance skills ➤ Groups performance and ensemble group work ➤ Music for stage and screen ongoing.

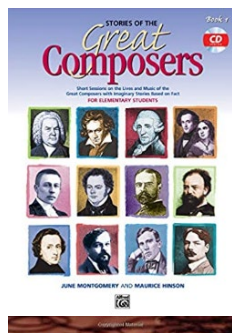
Parents / Carers can help by:

- Having a discussion each week with their child regarding their own musical journey and work and to support with monitoring progress outside of school.
- Listen to a variety of music in a variety of different styles.
- To support with encouraging their child to attend concerts and visits to theatres to support with wider learning about Performing Arts.
- Attend relevant school events/information evenings which are Performing Arts related.
- Read, share and discuss any communication received with regards to Performing Arts related topics.

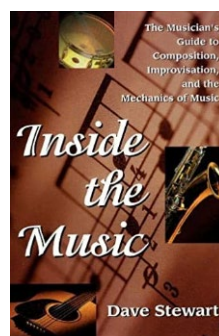
Useful websites:

- <https://www.focusonsound.com/>
- <https://www.soundonsound.com/>
- <https://www.musictheory.net/>
- <https://musictechstudent.co.uk/>
- <https://www.usefulmusic.com/>

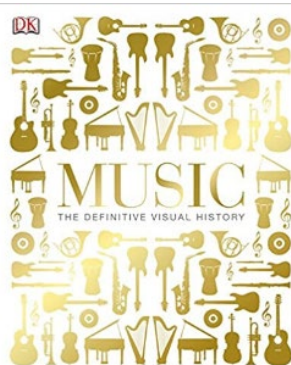
Recommended reading:



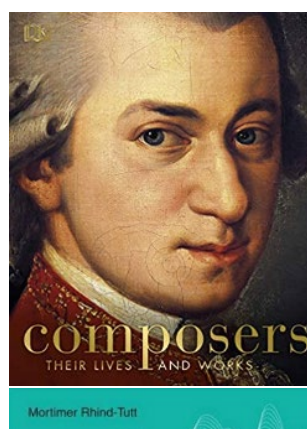
It is important that young students learn about the lives of the great composers who have enriched our lives with beautiful music. The 12 units in Stories of the Great Composers give elementary students a glimpse into each composer's life.



For those who want to learn the inner workings of music without, as author Dave Stewart notes, "getting bogged down in a lot of fearsome technicalities" this is an enlightening exploration of the theory and practice of music.



Music is a visual history of music - the most unifying art form in the world. Every musical revolution from bone flutes to electronica and from jazz to hip-hop is charted in this visually stunning music history. Key musical innovators including Mozart, Louise Armstrong, and Elvis are profiled with biographies that detail their lives and works.



A compelling celebration of more than 90 of the world's most influential composers from the medieval period to the present day, *Composers* reveals the fascinating stories of their lives, loves, and works. Biographical entries.

Extra-curricular opportunities:

- Variety of music groups including Vocal Group, Music Tech club, Ukulele group, TBOWA Radio, Strings and Things, African Drumming group, School of Rock
- Whole Academy production
- Performance throughout the year in the form of concerts

Subject: Music Technology (NCFE)

Intent for the year: “Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato.

All students receive a high quality and well-rounded music curriculum and we immerse them in an extensive range of culturally rich and diverse music that enables the practical skills and theoretical knowledge both in the traditional sense and the technological. We advance our students learning journeys by offering the traditional aspect of music making and the more technological for a full rounded experience. With this in mind, and as the creative industries continue to evolve in an ever changing landscape of technological advancements, we engage our learners in using industry standard music making software. Apple’s Logic software is one of the leading and cutting edge music software programmes which not only supports our learners in the more technological aspect of music creation, it also improves overall IT skills whilst gives our students the ability to experience the industry it thrives in for their future.

In year 10, students will have the option of either GCSE Music or NCFE Music Technology, and will be a natural progression from the building blocks we have set up in the three year key stage 3. In Music Technology, students will continue to develop the skills that have been embedded into the key stage three music curriculum and follow four main areas of study: Exploration of a Digital Audio Workstation, Creating Music using technology, Sound Recording and Music for Media. They will study in depth how technology has been developed over history, and how it has formed the music we enjoy today, including the process of beginning a recording to the end master. They will also have a great understanding of how to set up and correctly and safely use recording technology which will enhance their knowledge of using Apple Mac’s Logic.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Unit 1 ➤ Understand the hardware components and software functions of a DAW ➤ Hardware components ➤ Software functions ➤ Computer peripherals/hardware ➤ Keyboard & other MIDI controllers ➤ Audio interfaces ➤ MIDI interfaces ➤ Software instruments ➤ Plug-ins ➤ Editing tools 	Lent 2	<ul style="list-style-type: none"> ➤ Stylistic properties of music genre. ➤ Rock and roll ➤ Folk ➤ Rock ➤ Soul ➤ Disco ➤ Reggae ➤ Hip hop ➤ Dance ➤ Electronica ➤ Historical timeline of Music Technology developments for the 1950s up to modern day
Michaelmas 2	<ul style="list-style-type: none"> ➤ Contextualisation of a musical project ➤ Configuring software preferences ➤ Recording audio and MIDI 	Pentecost 1	<ul style="list-style-type: none"> ➤ Unit 3 – Recording project ➤ Health and safety in the Music Studio ➤ Microphones

	<ul style="list-style-type: none"> ➤ Editing audio and MIDI ➤ Using plug-ins ➤ EQ or Equalization ➤ Dynamic Range processors ➤ Modulation effects ➤ Noise gates, expanders ➤ Exporting to a stereo file 		<ul style="list-style-type: none"> ➤ Sound sources, placement and DI ➤ Audio interfaces ➤ Multi-track recorder ➤ Monitoring ➤ Planning a studio session ➤ Use of equipment (microphones, DI, audio interfaces/pre-amps, multi-track recorder and monitoring) ➤ Health and safety ➤ Optimisation of gain ➤ Overdubbing
Lent 1	<ul style="list-style-type: none"> ➤ Unit 2 ➤ Understand the musical elements of a chosen style ➤ Key elements of their chosen style ➤ Structure – verse/chorus, 12 bar, song structures ➤ Melody – melodic sequences with consideration of diatonic and chromatic features ➤ Rhythm – 4/4, 3/4, 6/8 ➤ Harmony – tonality - major, minor ➤ Instrumentation 	Pentecost 2	<ul style="list-style-type: none"> ➤ Mix a multi-track recording ➤ Audio and MIDI editing ➤ EQ ➤ Effects ➤ Dynamics ➤ Balance ➤ Stereo field ➤ Monitoring ➤ Automation

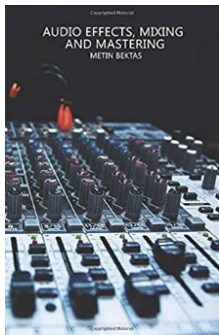
Parents / Carers can help by:

- Having a discussion each week with their child regarding their own musical journey and work and to support with monitoring progress outside of school.
- Listen to a variety of music in a variety of different styles.
- To support with encouraging their child to attend concerts and visits to theatres to support with wider learning about Performing Arts.
- Attend relevant school events/information evenings which are Performing Arts related.
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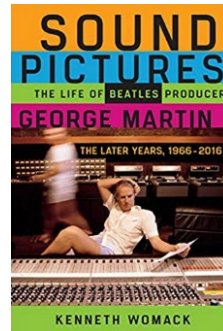
Useful websites:

- <https://www.focusonsound.com/>
- <https://www.soundonsound.com/>
- <https://www.musictheory.net/>
- <https://musictechstudent.co.uk/>
- <https://www.usefulmusic.com/>

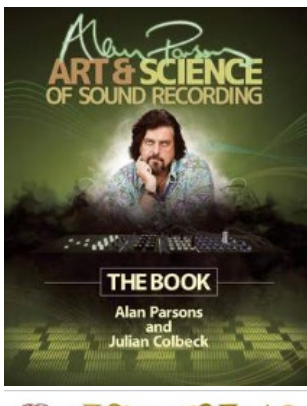
Recommended reading:



This book is a quick guide to effects, mixing and mastering for beginners with a focus on Cubase. The first chapter highlights the most commonly used effects in audio production such as compressors, limiters, equalizers, reverb, delay, gates and others.



Sound Pictures traces the story of George Martin and the Beatles' incredible artistic trajectory after reaching the creative heights of *Rubber Soul*. As the bandmates engage in brash experimentation, creating such masterworks as *Revolver*, *Sgt. Pepper's Lonely Hearts Club Band*,



Includes technical background information, detailed diagrams, and a set of course notes on each of the 24 topics. This book offers readers a classic big picture view of modern recording technology in conjunction with an almost encyclopedic list of specific techniques, processes, and equipment.



Mixing Audio: Concepts, Practices, and Tools, Third Edition is a vital read for anyone wanting to succeed in the field of mixing. This book covers the entire mixing process – from fundamental concepts to advanced techniques.

Extra-curricular opportunities:

- Variety of music groups including Vocal Group, Music Tech club, Ukulele group, TBOWA Radio, Strings and Things, African Drumming group, School of Rock
- Whole Academy production
- Performance throughout the year in the form of concerts



Subject: GCSE PE

Intent for the year:

At The Bishop of Winchester Academy, learning how to live a healthy lifestyle is a non-negotiable and is imperative to ensure students live life to the full. This vision means teaching students not only about the benefits of a healthy, active lifestyle for their physical health but for their mental and social health as well. In Healthy Living students will have develop the knowledge and understanding to allow them to achieve three main aims --

1. Develop a culture where participation is for all by experiencing a broad and balanced practical curriculum
2. Students will learn how to lead a healthy, active lifestyle
3. Understand various careers in sport through high quality provision

In Year 10 students will learn a variety of topics including anatomy and physiology, health, fitness and well-being, physical training, sports psychology and socio-cultural influences. They will also complete their analysis and evaluation of performance which supports their practical mark.

Topics covered:

	Topic		Topic
Michaelmas 1	Anatomy and Physiology: <ul style="list-style-type: none">➤ Skeletal System➤ Muscular System➤ Cardiovascular System➤ Respiratory System	Lent 2	Socio-Cultural Influences: <ul style="list-style-type: none">➤ Socio-economic groups➤ Commercialisation➤ Ethical issues in sport➤ Socio-cultural issues in sport
Michaelmas 2	Health, Fitness and Well-being: <ul style="list-style-type: none">➤ Health and fitness➤ Well-being➤ Diet➤ Nutrition	Pentecost 1	Sports Psychology: <ul style="list-style-type: none">➤ Characteristics of movement➤ Goal setting➤ Mental preparation➤ Guidance and feedback
Lent 1	Physical Training: <ul style="list-style-type: none">➤ Components of Fitness➤ Principles of Training➤ Training Methods➤ Preventing Injury	Pentecost 2	Analysis and Evaluation of Performance: <ul style="list-style-type: none">➤ Analysis of performance➤ Overview and assessment of skills➤ Movement analysis➤ Action plan

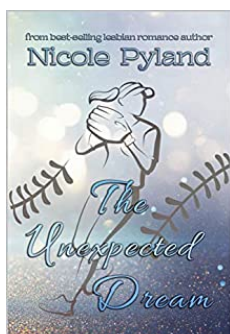
Parents / Carers can help by:

- Using KO's to quiz students on key terms
- Support attendance to revision
- Encourage students to participation in clubs outside of school

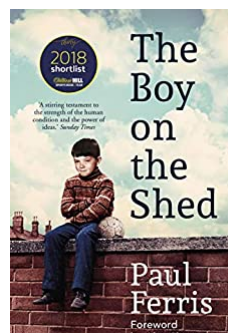
Useful websites:

<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

Recommended reading:

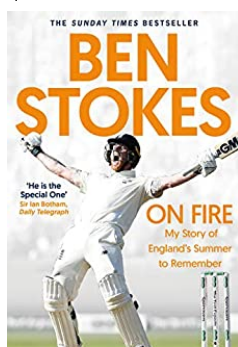


Injury has stopped Mia from competing in the Olympics, what happens now?

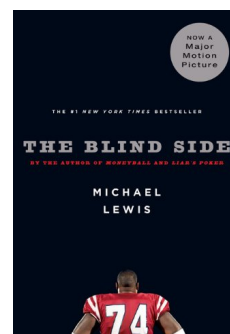


Memoir detailing how Paul went from footballer, to physio to lawyer, making sure he kept football in his life forever!

Ben Stoke's autobiography detailing the road to success at the Ashes!



After being adopted, Michael learns to read, write and play American football which leads him to a new life!



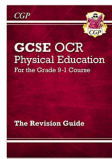


Extra-curricular opportunities

- 10:10 practical sessions
- Revision sessions

Exam board – OCR**Specification – J587**

Exam units	Revision areas
Paper 1 – 1 hour	Anatomy and Physiology and Physical Training
Paper 2 – 1 hour	Socio-cultural influences, Sports Psychology, Health, Fitness and Well-being
Practical Assessment – 3 sports, 1 coursework	1 team sport, 1 individual sport, 1 team/individual sport

Recommended revision books:			Recommended revision websites:
OCR GCSE PE (9-1) 2 nd edition ISBN: 978147185172  8	My Revision Notes: OCR GCSE (9-1) PE 2 nd edition ISBN: 978151040525  7	New GCSE Physical Education OCR Revision Guide – for the grade 9-1 course ISBN: 9781789083200 	<ul style="list-style-type: none">➤ https://app.senecalearning.com/login➤ https://www.aqa.org.uk/subjects➤ https://www.bbc.co.uk/bitesize/examspecs/zcbchv4



Subject: BTEC Sport

Intent for the year:

At The Bishop of Winchester Academy, learning how to live a healthy lifestyle is a non-negotiable and is imperative to ensure students live life to the full. This vision means teaching students not only about the benefits of a healthy, active lifestyle for their physical health but for their mental and social health as well. In Healthy Living students will have develop the knowledge and understanding to allow them to achieve three main aims --

1. Develop a culture where participation is for all by experiencing a broad and balanced practical curriculum
2. Students will learn how to lead a healthy, active lifestyle
3. Understand various careers in sport through high quality provision

In Year 10 students will learn about the components of fitness, principles of training, methods of training and fitness testing and how these can be used to design a training programme. Students will also learn how to research and apply the rules and regulations of two sports to game situations. Students will complete their first exam attempt in Unit 1, and the coursework for Units 2 and 3.

Topics covered:

	Topic		Topic
Michaelmas 1	Unit 3 Applying the Principles of Training: <ul style="list-style-type: none"> ➤ Fitness testing ➤ Principles of training ➤ Methods of training ➤ Training programme design 	Lent 2	Unit 1 Fitness for Sport and Exercise: <ul style="list-style-type: none"> ➤ Components of fitness ➤ Principles of training ➤ Methods of training ➤ Fitness test
Michaelmas 2	Unit 3 Applying the Principles of Training: <ul style="list-style-type: none"> ➤ Anatomy and physiology ➤ Conducting a training programme 	Pentecost 1	Unit 1 Fitness for Sport and Exercise: <ul style="list-style-type: none"> ➤ Long answer questions ➤ Revision for exam attempt 1
Lent 1	Unit 3 Applying the Principles of Training: <ul style="list-style-type: none"> ➤ Conducting a training programme ➤ Training programme evaluation 	Pentecost 2	Unit 2 Practical Performance in Sport: <ul style="list-style-type: none"> ➤ Rules and regulations of sport ➤ Role of the officials ➤ Components of fitness for sport

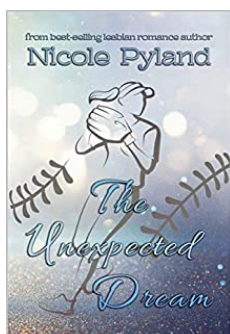
Parents / Carers can help by:

- Using KO's to quiz students on key terms
- Support attendance to revision
- Ensure students are organised with assessment dates and coursework deadlines

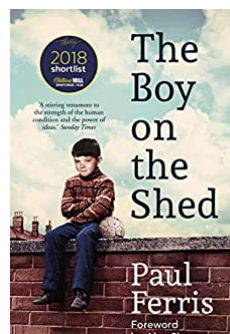
Useful websites:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-ngf.html>

Recommended reading:

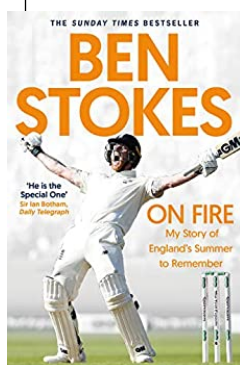


Injury has stopped Mia from competing in the Olympics, what happens now?

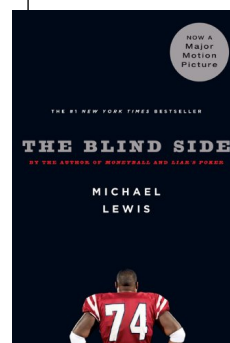


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After being adopted, Michael learns to read, write and play American football which leads him to a new life!




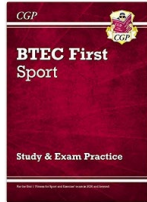
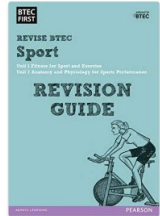
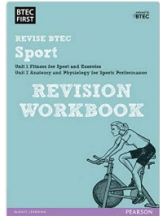
Extra-curricular opportunities

- 10:10 practical enrichment
- Revision/coursework catch up sessions

Exam board – Edexcel**Specification - 600/4779/3**

Exam units	Revision areas
Unit 1 – Fitness for Sport and Exercise (1 hour 15 mins)	Components of fitness, fitness testing, principles of training, methods of training.

Key dates:	
February	Unit 3 Coursework deadline
March	Unit 1 exam revision
May	Unit 1 exam

Recommended revision books:		Recommended revision websites:
BTEC First Award Sport Student Book ISBN: 9781446905555 	New BTEC First in Sport: Study and Exam Practice ISBN: 9781847624611 	https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html
BTEC First in Sport Revision Guide ISBN: 9781446906705 	BTEC First in Sport Revision Workbook ISBN: 9781446906712 	



Subject: Health and Fitness

Intent for the year:

At The Bishop of Winchester Academy, learning how to live a healthy lifestyle is a non-negotiable and is imperative to ensure students live life to the full. This vision means teaching students not only about the benefits of a healthy, active lifestyle for their physical health but for their mental and social health as well. In Healthy Living students will have develop the knowledge and understanding to allow them to achieve three main aims --

1. Develop a culture where participation is for all by experiencing a broad and balanced practical curriculum
2. Students will learn how to lead a healthy, active lifestyle
3. Understand various careers in sport through high quality provision

In Year 10 students will learn a variety of topics including, anatomy and physiology, physical training, health, fitness and well-being and training programmes.

Topics covered:

	Topic		Topic
Michaelmas 1	Anatomy and Physiology: <ul style="list-style-type: none">➤ Skeletal System➤ Muscular System➤ Respiratory System	Lent 2	Health, Fitness and Well-being: <ul style="list-style-type: none">➤ Lifestyle Factors
Michaelmas 2	Anatomy and Physiology: <ul style="list-style-type: none">➤ Cardiovascular System➤ Energy Systems➤ Effects of Exercise	Pentecost 1	Training Programmes: <ul style="list-style-type: none">➤ Fitness testing methods➤ Using data, test and retesting
Lent 1	Physical Training: <ul style="list-style-type: none">➤ Components of Fitness➤ Principles of Training	Pentecost 2	Training Programmes : <ul style="list-style-type: none">➤ Training Methods➤ Health and Fitness Programmes➤ Risk Assessment

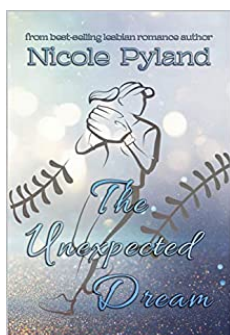
Parents / Carers can help by:

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- Support attendance to revision
- Encourage students to participation in clubs outside of school

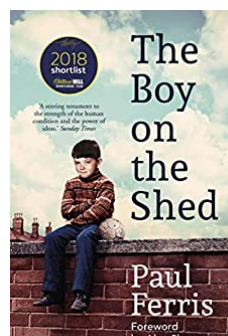
Useful websites:

- <https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-4579>

Recommended reading:

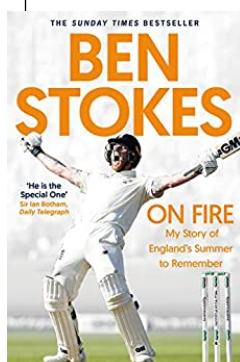


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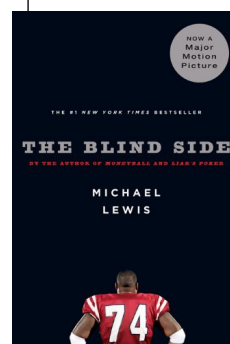


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Ben Stoke's autobiography detailing the road to success at the Ashes!



After being adopted, Michael learns to read, write and play American football which leads him to a new life!



Extra-curricular opportunities

- 10:10 Practical Sessions
- Revision sessions

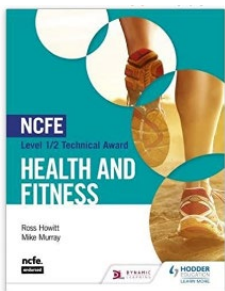
Exam board – NCFE**Specification – 603/2650/5**

Exam units	Revision areas
Paper 1 – (1 hour 30 minutes)	Anatomy and Physiology and Physical Training
Controlled Assessment (21 hours)	Physical Training, Health, Fitness and Well-being and Training Programmes.

Key dates:	
20-11-19	Walking-talking mock morning
March 2021	Exam attempt 1

Recommended revision books:

NCFE Level ½ Technical Award Health and Fitness

**Recommended revision websites:**

- <https://app.senecalearning.com/login>
- <https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-4579>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>



Subject: Sports Science

Intent for the year:

At The Bishop of Winchester Academy, learning how to live a healthy lifestyle is a non-negotiable and is imperative to ensure students live life to the full. This vision means teaching students not only about the benefits of a healthy, active lifestyle for their physical health but for their mental and social health as well. In Healthy Living students will have develop the knowledge and understanding to allow them to achieve three main aims –

1. Develop a culture where participation is for all by experiencing a broad and balanced practical curriculum
2. Students will learn how to lead a healthy, active lifestyle
3. Understand various careers in sport through high quality provision

In Year 10 students will learn a variety of topics including reducing the risk of injury, sport nutrition, the body's responses to physical activity and applying the principles of training. There are four topics within this sport science qualification: three coursework units and one exam unit.

Topics covered:

	Topic		Topic
Michaelmas 1	Unit R042: <ul style="list-style-type: none"> ➤ Principles of training ➤ Training methods (1) ➤ Training methods (2) 	Lent 2	Unit R043: <ul style="list-style-type: none"> ➤ The importance of the cardio-respiratory systems ➤ Short term effects of physical activity ➤ Long term effects of physical activity
Michaelmas 2	Unit R042: <ul style="list-style-type: none"> ➤ Fitness tests ➤ Tests for each component of fitness ➤ Develop a fitness programme 	Pentecost 1	Unit R041: <ul style="list-style-type: none"> ➤ Extrinsic factors ➤ Intrinsic factors ➤ Warm up and Cool down ➤ Types of injury
Lent 1	Unit R043: <ul style="list-style-type: none"> ➤ Key components of the musculo-skeletal system ➤ Key components of the cardio-respiratory systems ➤ The importance of the musculo-skeletal 	Pentecost 2	Unit R041: <ul style="list-style-type: none"> ➤ Responding to injuries ➤ Action plans ➤ Respond to common medical condition ➤ Mock exam

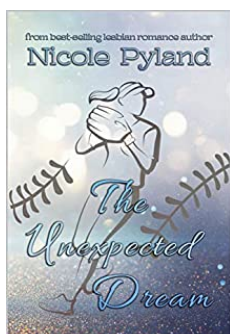
Parents / Carers can help by:

- Using KO's to quiz students on key terms
- Support attendance to revision
- Encourage students to participation in clubs outside of school

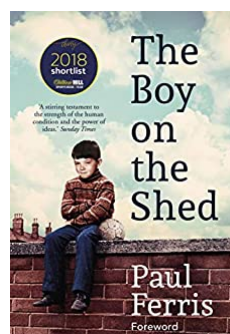
Useful websites:

- <https://www.ocr.org.uk/Images/82412-specification.pdf>

Recommended reading:

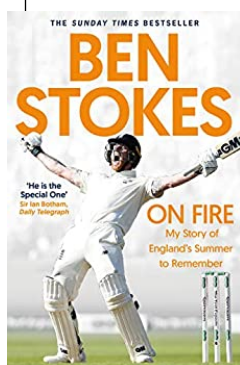


Injury has stopped Mia from competing in the Olympics, what happens now?

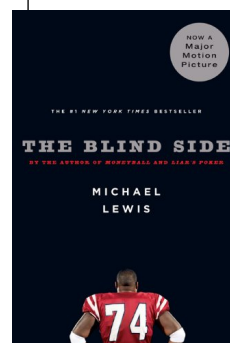


Memoir detailing how Paul went from footballer, to physio to lawyer, making sure he kept football in his life forever!

Ben Stoke's autobiography detailing the road to success at the Ashes!



After being adopted, Michael learns to read, write and play American football which leads him to a new life!



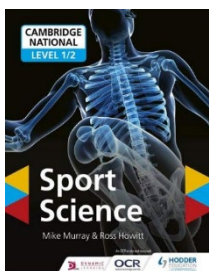
Extra-curricular opportunities

- 10:10 practical sessions
- Revision sessions

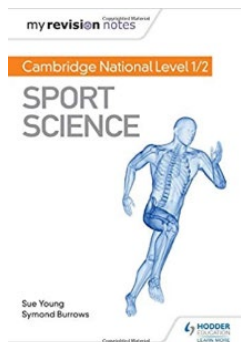
Exam board – OCR**Specification - J802, J812**

Exam units	Revision areas
R041	Reducing the risk of injury

Key dates:	
June	Exam – attempt 1
Dec	R042 Coursework Moderation
Mar	R043 Coursework Moderation

Recommended revision books:

Cambridge National Level 1/2 Sport Science (Cambridge National 1/2) Paperback – 26 April 2019



My Revision Notes: Cambridge National Level 1/2 Sport Science Paperback – 27 Mar. 2020

Recommended revision websites:

- <https://app.senecalearning.com/login>
- R041 - <https://www.bbc.co.uk/bitesize/guides/ztkcdmn/revision/1>
- R042 - <https://www.bbc.co.uk/bitesize/topics/zwdw82p>
- R043 - <https://www.bbc.co.uk/bitesize/topics/zqjqwxs>
- R045 - <https://www.bbc.co.uk/bitesize/topics/zcrcg82>



Subject: PSHE

Intent for the year:

'The Bishop's' PSHE education aims to help students to develop the knowledge, skills and attributes they need to manage many of the **opportunities**, **challenges** and **responsibilities** they will face as they mature into adulthood. It intends that students are taught how to stay safe, be healthy and build **self-esteem**, **resilience**, **empathy** and become **confident** members of their community. Life skills that are covered at 'The Bishop' can support students understanding and knowledge of how to tackle barriers to learning, raise aspirations and the life chances for all.

In Year 10 specifically this is addressed through exploring living in the wider world outside of school'. There is a focus on careers including choosing the right career, the CV, work experience and rights & responsibilities in the workplace. Year 10 explores relationships and diversity within these.

Topics covered

	Topic		Topic
Michaelmas 1	Health and Wellbeing: <ul style="list-style-type: none"> ➤ Time management ➤ Sustainability ➤ Carbon footprint ➤ Hate Crime 	Lent 2	Living in the Wider World: <ul style="list-style-type: none"> ➤ Criminal justice system ➤ Anti-Social behaviour ➤ County Lines ➤ Terrorism & Holy War
Michaelmas 2	Living in the Wider World (Employment): <ul style="list-style-type: none"> ➤ Employability ➤ CV's ➤ Work Experience ➤ Rights in the workplace 	Pentecost 1	Relationships and Sex: <ul style="list-style-type: none"> ➤ Conflict Management ➤ Stalking & Harassment ➤ Revenge Porn ➤ Role models
Lent 1	Mental Health: <ul style="list-style-type: none"> ➤ Grief & Bereavement ➤ Suicide ➤ Social anxiety ➤ Social media & screen time 	Pentecost 2	Relationships and sex (diversity): <ul style="list-style-type: none"> ➤ Same sex relationships ➤ Gender & Trans Identity ➤ Community Cohesion ➤ Gender prejudice

Parents / Carers can help by:

- Having a discussion with their child each week about their PSHE lesson, being mindful that there will be some sensitive and challenging topics
- Support their child by developing a broad sense of the world, not just the views of an individual
- Attend relevant school events / information evenings which are PSHE related
- Read, share and discuss any communication received with regards PSHE related topics

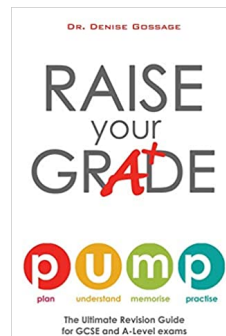
Useful websites:

- <https://www.redcross.org.uk/> - first aid knowledge
- <https://youngminds.org.uk/> - mental health and emotional wellbeing for young people
- <https://www.thinkuknow.co.uk/> - internet safety and support
- <https://www.brook.org.uk/> - charity providing free advice and information with regards sex education
- <https://www.teenagecancertrust.org/get-help> - free information, education, support about cancer
- <https://www.bbc.co.uk/bitesize/subjects/ztv9j6> - PSHE & citizenship educational support

Recommended reading:

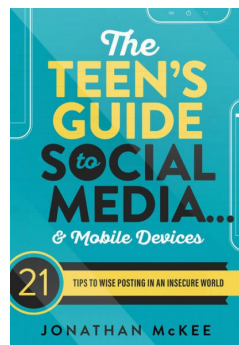


Practical advice for everybody to increase your productivity and get the most out of everyday.

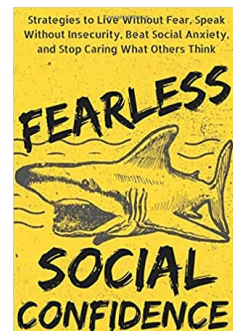


This is a teen-friendly guide to help students focus in their study habits, including how to revise written work to make it more effective. It is a essential guide for ensuring that work produced is of a high quality.

A little book to help you navigate the digital world with 21 honest and humorous tips that will not only inform, but also might change the way you think about your social media interaction.



Change your inner voice saying "I'm not good enough." Stop letting fear get in the way of the next steps. This book helps you to learn to feel comfortable in any situation and ignore any self-doubt.





Subject: Psychology

Intent for the year:

Studying Psychology at Bishop aims to help students develop the knowledge, skills and the awareness to understand human behaviour on a biological and social basis.

The curriculum they will cover will help students to become resilient and empathetic members of society, by helping to raise awareness of the issues in current society, such as discrimination and how this can be challenged.

Topics covered:

	Topic		Topic
Michaelmas 1	Development <ul style="list-style-type: none"> ➤ Piaget's theory of cognitive development ➤ Conservation ➤ Egocentrism ➤ Stages of cognitive development 	Lent 2	Memory: <ul style="list-style-type: none"> ➤ Memory as a reconstruction ➤ Context dependent memory ➤ Interference and memory ➤ False memories
Michaelmas 2	Development: <ul style="list-style-type: none"> ➤ Effects of learning on development ➤ Dweck's mindset theory of learning ➤ Learning Styles ➤ Learning theory 	Pentecost 1	Language, thought and communication: <ul style="list-style-type: none"> ➤ What comes first language or thought? ➤ Our view of the world ➤ Nature vs nurture of thoughts and language ➤ Human vs animal communication
Lent 1	Memory: <ul style="list-style-type: none"> ➤ Types of encoding and retrieval ➤ Types of memory ➤ Multi store Model ➤ Primacy and recency effects and memory 	Pentecost 2	Language, thought and communication: <ul style="list-style-type: none"> ➤ Nonverbal communication ➤ Explanations of non-verbal behaviour ➤ Darwin's theory of evolutionary behaviours ➤ Nature vs nurture with nonverbal communication

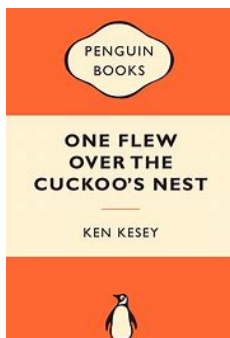
Parents / Carers can help by:

- Having a discussion with your child each week about what they have learnt in psychology, some of the subjects may be very sensitive. For example, their topic on psychological problems.
- Attend relevant school events / information evenings and encourage your child to attend revision sessions.
- Support your child by helping them to develop an awareness of issues in society or relevant articles in the media which may link to their topics. For example, riots based on discrimination will apply well to their social influence topic.
- Encourage your child to justify their points of view by asking them why they think that, and what impact this could have on an individual or society. This will help them to develop their arguments.

Useful websites:

- <https://learndojo.org/gcse/aqa-psychology/memory/>
- <https://www.simplypsychology.org/>
- <https://www.mind.org.uk/>
- <https://psychcentral.com/>
- <https://www.bbc.co.uk/news>

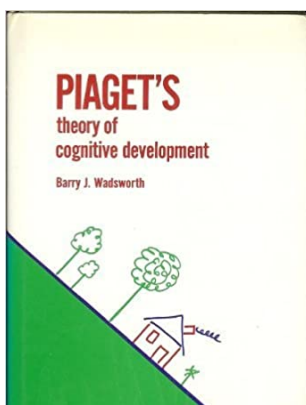
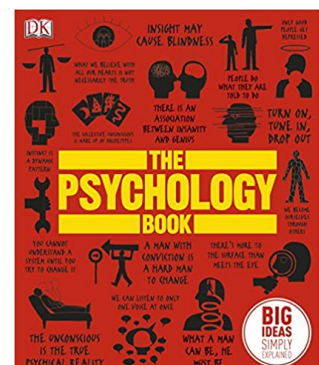
Recommended reading:



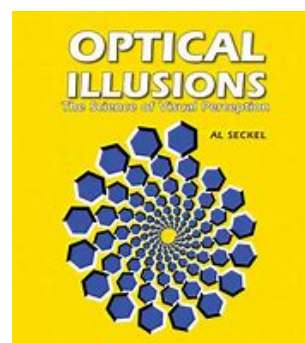
A book about the history mental health and how people were treated with mental health conditions.

Fictional, but very relevant to peoples experiences of suffering with mental health.

A book of summaries of key research in psychology and the impact it had.



A book about the development of children's thoughts, understanding of the world around them and language.

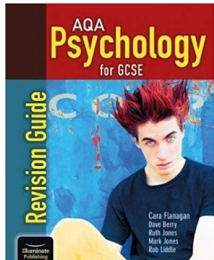


A book showing examples of optical illusions and how they trick your brain.

Exam board – AQA**Specification - 8182**

Exam units	Revision areas
Paper 1 – Cognition and behaviour (1 hour 45)	Memory Perception Development Research methods
Paper 2 – Social context and behaviour (1 hour 45)	Social influence Language, thought and communication Brain and neuropsychology Psychological problems

Key dates:	
14/12/20	End of topic test on development
22/02-21	Assessment on memory, development, research methods, brain and neuropsych

Recommended revision books:	Recommended revision websites:
<p>https://www.amazon.co.uk/AQA-Psychology-GCSE-Revision-Guide/dp/1911208063</p> 	<p>https://learndojo.org/gcse/aqa-psychology/memory/</p>