

Year 10 Essential Information

Colchester County High School for Girls

2023-2024



The Year 10 Tutor Team

Mrs Clayton	10C	aclayton@cchsg.com
Mr Glease	10O	eglease@cchsg.com
Mrs Roshen	10L	broshen@cchsg.com
Mrs Jeffries	10H	fjeffries@cchsg.com
Mrs King	10E	mking@cchsg.com
Mme Olite	10S	kolite@cchsg.com

The first point of contact is the Year 10 Tutor

Contacting us

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

Dates for your diary

November

8	Year 10 Firstsite Gallery (TBC)
13	Progress Check 1 sent home
14	Artist in Residence (Yr 10 – AM)
w/c 20	RS Mock Examination (Date & time to be confirmed)

January

16	Year 10 MADE Revision Skills Workshop (Periods 4 & 5) & Parent MADE Revision Evening 18:00 – 20:00
22	Jack Petchey Speak Out Challenge
22	Year 10 RS Mock Examination Result sent home
29	Progress Check 2 sent home

February

1	Parent Consultation Evening (May be online)
15 - 16	Year 10 Art Examination
28	Year 10 GCSE RS Mock Examination
28	Year 10 Examinations (until 8 March)

March

27	Year 10 Examination results and RS Report sent home
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June

5	GCSE Geography Fieldwork Trip
11	GCSE Geography Fieldwork Trip
17	Year 10 Report sent home

August

15	GCSE Results Day for Religious Studies
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Safeguarding at CCHSG

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

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

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

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

The Safeguarding Team

Designated Safeguarding Lead (DSL):

Mrs Daniels kdaniels@cchsg.com

Deputy DSL:

Mrs Frost dfrost@cchsg.com
Dr Parrott sparrott@cchsg.com
Mrs Hughes shughes@cchsg.com
Mr Kidby kkidby@cchsg.com
Miss Wilson vwilson@cchsg.com
Mr Summers msummers@cchsg.com
Mrs Torr storr@cchs.com
Mrs Sharp ksharp@cchsg.com

ATTENDANCE & PUNCTUALITY

Expectations

- ▶ It is the responsibility of everyone to ensure good attendance. The school target for attendance is 97%.
- ▶ We expect students to attend every day that the school is open. There is a direct link between attainment and attendance.
- ▶ Attendance for most students is actually between 98% -100%.
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

Supporting Good Attendance

- ▶ **Phone** us as soon as possible to tell us why your child is absent, and when you expect her to return.
- ▶ Only grant days at home for **genuine** illness (please see the guide overleaf).
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for poor attendance is important.
- ▶ If your child is ill, work will not be set by the school. Your child needs to recover from their illness. Help your child to catch up with missed work.

Please note that holidays taken in term time cannot be authorised.

Punctuality

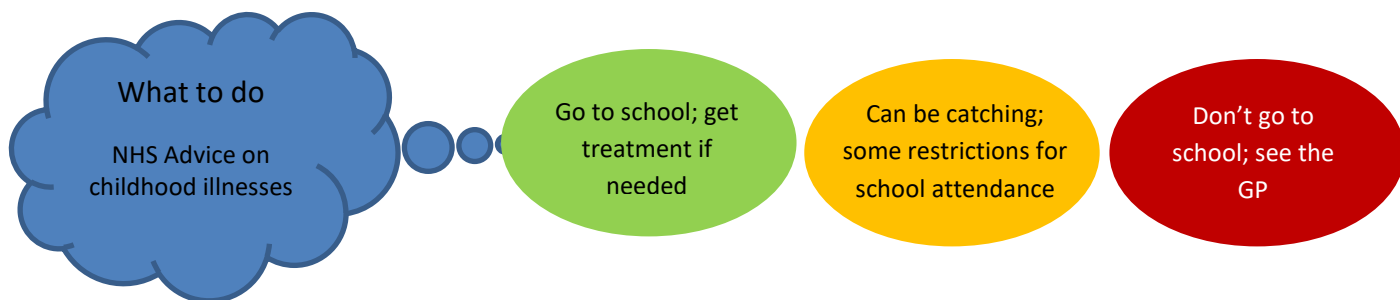
Daily lateness adds up:

- ▶ 5 minutes late 3 days lost per school year
- ▶ 10 minutes late 6.5 days lost per school year
- ▶ 15 minutes late 10 days lost per school year
- ▶ 20 minutes late 13 days lost per school year
- ▶ 30 minutes late 19 days lost per school year

Good punctuality is as important as good attendance.

A student who is late disrupts the tutor group at an important part of the day; morning tutor time is filled with timetabled activities. In addition, students might also miss any announcements of importance to them.

Year 10 Essential Information



What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots; develop into itchy fluid-filled blisters	Yellow	Pharmacy	Back to school 5 days after onset of rash
Common Cold	Runny nose, sneezing, sore throat	Green	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	Green	Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat	Yellow	Pharmacy	Ensure good hand hygiene
German Measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards	Red	GP	Back to school 6 days from onset of rash
Glandular Fever	High temperature, sore throat; usually more painful than any before, swollen glands	Green	GP	Child needs to be able to concentrate
Hand, Foot & Mouth Disease	Fever, sore throat, headache, small painful blisters inside the mouth on the tongue and gums (may appear on hands and feet)	Green	GP	Only need to stay off school if feeling too ill
Head Lice	Itchy scalp (may be worse at night)	Green	Pharmacy	No need to be off school, but please tell the school
Impetigo	Clusters of red bumps or blisters surrounded by area of redness.	Red	GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose and watery, inflamed eyes. Small red spots with white or bluish white centres in the mouth. Red, blotchy rash.	Red	GP	Back to school 4 days from onset of rash.
Ringworm	Red ring-shaped rash; may be itchy. May be dry and scaly or wet and crusty.	Green	GP	Back to school once treatment started
Scabies	Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms.	Green	GP	Back to school after first treatment
Shingles	Pain, itching or tingling along the affected nerve pathway. Blister-type rash	Yellow	GP	Only stay off school if rash is weeping and cannot be covered
Sickness Bug/Diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea.	Yellow	Pharmacy	See GP if symptoms persist after 48 hours.
Threadworms	Intense itchiness around anus.	Green	Pharmacy	Ensure good hand hygiene.
Tonsillitis	Intense sore throat	Green	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow.
Whooping Cough	Violent cough, over and over, until child inhales with 'whooping' sound to get air into lungs.	Red	GP	Back to school after 5 days of antibiotics or 21 days from onset of illness.

See www.patient.co.uk for further information on each of these conditions.



This information is a guide and has been checked by health professionals, however, if you are unsure about your child's wellbeing we recommend you contact your Pharmacy or GP.

Wellbeing Support and Early Help

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

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

YES – Appointments by Year Leader referral

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

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

E-Safety - Who you can turn to:

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

CEOP – <https://www.ceop.police.uk>

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

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

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

Mobile phones must remain turned off during the school day.

External Examinations

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

GCSE Religious Studies

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

CCHSG Curriculum Intent

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

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

Year 10 PSHCE Curriculum Intent

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

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

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

Key Themes:

Health Education	Relationships and Sex Education (RSE)	Living in the Wider World	Careers
<ul style="list-style-type: none"> • Perfectionism • Managing Exam Stress & Anxiety • The Importance of Sleep • Body Image • Vaping • Confidence and Relationships • Samaritans • Social media and self esteem • Mental health 	<ul style="list-style-type: none"> • Pornography • Same sex relationships • STIs and Contraception • Gender and trans identity • Sharing sexual images • Identifying unhealthy relationships • Harassment and stalking • Consent, rape and sexual abuse 	<ul style="list-style-type: none"> • Theory of learning, revision and study skills • Screen Time – How much is too much? • British Values, Extremism and Radicalisation • Identity and Diversity • Parenting • Diversity • Jack Petchey Speak Out Challenge • First Aid 	<ul style="list-style-type: none"> • Apprenticeship talks • Researching possible placements • Enterprise Education • CV and covering letters

Subject Examination Board Specification	Text book	Website
Art & Design Edexcel 1FA0	Not applicable Visiting Art exhibitions is recommended	http://qualifications.pearson.com/en/qualifications/edexcel-gcse.html http://www.bbc.co.uk/schools/gcsebitesize/art/ http://www.studentartguide.com/ http://www.pinterest.com/studentartguide/beautiful-igcse-gcse-art/ https://www.tate.org.uk/art/student-resource/exam-help
Biology Edexcel 1BI0	New Biology for You by Gareth Williams Nelson Thornes	Website with full specification and some past papers: https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#%2Ftab-Biology Useful revision sites: http://www.s-cool.co.uk/gcse/biology http://www.docbrown.info/gcsebiology.htm https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f https://www.physicsandmathstutor.com/biology-revision/ Required practical videos: https://www.youtube.com/watch?v=SX6moW1AExI&list=PLAd0MSIZBSsHv1pioWRdg-pZCWTo84cdP (core practicals)
Chemistry Edexcel 1CH0	Chemistry for You by Lawrie Ryan	https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Chemistry_Spec.pdf Useful revision sites: http://www.bbc.co.uk/schools/gcsebitesize/science/ https://www.physicsandmathstutor.com/chemistry-revision/gcse-edexcel/
Computer Science OCR J277	PG Online - OCR GCSE (9-1) Computer Science – S Robson and PM Heathcote Online resources Teach-ICT Username: co33us Password: python1 Seneca Learning ISAAC Computer Science	https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/ http://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html https://student.craigndave.org/

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

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

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

Please contact the Head of Department for subject specific queries

Department	Head of Department	Email address
Art	Mrs Saunders	msaunders@cchsg.com
Biology	Mrs Ukwatte	mukwatte@cchsg.com
Chemistry	Mrs Batcher-Clark	abatcherclark@cchsg@cchsg.com
Computer Science	Mr Nachman	cnachman@cchsg.com
Drama	Mrs Cudmore-Rice	mcudmore@cchsg.com
English	Mrs Laughlin	bwithers@cchsg.com
French	Mme Ollite	kollite@cchsg.com
Geography	Mr King	jking@cchsg.com
German	Mr Page	spage@cchsg.com
History	Mrs Sanderson	ipaz@cchsg.com
Latin	Miss Hodgkinson	bhodgkinson@cchsg.com
Mathematics	Mrs Roshen	broshen@cchsg.com
Music	Mrs Jefferies	fjefferies@cchsg.com
Physical Education	Miss Mather-Hutchinson and Mrs Styan (Acting)	kmatherhutchinson@cchsg.com pstyan@cchsg.com
Physics	Mrs Swannell	aswannell@cchsg.com
Psychology	Mrs Bridge	sbridge@cchsg.com
Religious Studies	Mr Summers	msummers@cchsg.com
Head of Science	Mrs Clayton	aclayton@cchsg.com

Recording Progress in Year 10 2023-24

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

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

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

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

Attitude to Learning

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

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

The Attitude to Learning descriptors are as follows:

Outstanding 1	The student shows very high levels of engagement, especially in focused verbal articulation during lessons, is courteous, collaborates and cooperates in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, often going above and beyond expectations. They meet all deadlines and always have the correct equipment, including books/folders and art/science overalls.
Good 2	The student is engaged in lessons, considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment, including books/folders and art/science overalls are regularly brought to lessons.
Requires improvement 3	The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders and art/science overalls are sometimes not brought to lessons.
Poor 4	The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders and art/science overalls are not brought to lessons.

Year 10 Information Evening
Year 10 Curriculum Outline 2023/24

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

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

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

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

Year 10 Essential Information

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

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

Year 10 Essential Information

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

Year 10 Essential Information

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

Year 10 Essential Information

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

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

Year 10 Essential Information

	<ul style="list-style-type: none"> • The possible ways to prevent blind obedience to authority figures • Possible practical activity 	<ul style="list-style-type: none"> • The impact of damage to the pre-frontal cortex • The key studies of Damasio et al (1994) The Return of Phineas Gage: Clues • About the Brain from the Skull of a Famous Patient and Sperry (1968) Hemisphere Deconnection and Unity in Conscious Awareness • The issue of how psychology has changed over time in relation to knowledge of the brain. • Possible practical activity 	<ul style="list-style-type: none"> • The effects of motivation, expectation, emotion and culture on perceptual set • The key studies of Haber and Levin (2001) and Carmichael, Hogan and Walter (1932) 	
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Subject	Autumn Term	Spring Term	Summer Term
Religious Studies (GCSE) OCR J625	<p>Religion, philosophy and ethics in the modern world from a Christian perspective continued:</p> <p>Dialogue between religious and non-religious beliefs and attitudes</p>	<p>Religion, philosophy and ethics in the modern world from a Christian perspective continued:</p> <p>The existence of God, gods and ultimate reality</p> <p>Religion, peace and conflict</p>	<p>Exam practice and revision</p> <p>GCSE exams</p>

Year 10 Core PE Programme of Study 2023-2024

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

Year 10 Homework timetable 2023-24

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
	Mathematics (All)		Mathematics (All)		
	English (All)	Block C Computing (CNA), German (SPG), French (KOL), Geography (NKE), History (IPZ), Latin (SWI, BHO), Psychology (SBI)	English (All)	Block B Computing (AGU), German (SPG), French (SSN), Geography (MHO, NKE), History (SSA), Psychology (KPH)	Block A Art (MSA, KCR), Computing (AGU), German (SPG), Drama (MCU), French (SSN), Geography (JKI), History (SSA), Music (FJE), PE (PCA)
AA		Physics		Chemistry	Biology
BB		Physics		Chemistry, Religious Studies	Biology
CC		Chemistry, Physics		Religious Studies	Biology
DD		Physics		Biology, Religious Studies	Chemistry
EE		Chemistry		Religious Studies	Physics, Biology
FF		Religious Studies		Chemistry, Physics	Biology
GG		Chemistry		Physics	Biology, Religious Studies

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
	English (All)	Mathematics (All)	English (All)		Mathematics (All)
	Block C Computing (CNA), German (SPG), French (KOL), Geography (NKE), History (IPZ), Latin (SWI, BHO), Psychology (SBI)	Block A Art (MSA, KCR), Computing (AGU), German (SPG), Drama (MCU), French (SSN), Geography (JKI), History (SSA), Music (FJE), PE (LDE)		Block B Computing (AGU), German (SPG), French (SSN), Geography (MHO, NKE), History (SSA), Psychology (KPH)	
AA			Religious Studies	Biology, Physics	Chemistry
BB			Physics	Biology, Religious Studies	Chemistry
CC			Chemistry	Physics, Religious Studies	Biology
DD			Chemistry	Biology, Religious Studies	Physics
EE			Religious Studies	Chemistry, Biology	Physics
FF			Physics	Chemistry, Religious Studies	Biology
GG			Biology	Chemistry, Religious Studies	Physics

PRACTICAL STRESS BUSTERS FOR TEENAGERS

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

VALUE YOURSELF AND DON'T BE A VICTIM OF STRESS

Sources of Support

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

What to do?

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

Student Pastoral Support

Kooth and Mental Health Essex

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

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

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

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

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

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