



HALL GREEN SCHOOL

PARENTS'
INFORMATION

2017-2018

Dear Parents

The booklet is in two sections. This first section gives you some information on the pastoral care of your child. Where appropriate, please read and discuss sections with your child so that he/she is aware of the support available and the expectations of the school; this is particularly important for new pupils and parents.

The second section is split into the relevant year groups and is a summary of the subject content your child will study this year. It is currently being updated and will reappear shortly. Please talk to your child about the topics to be covered in each subject. Showing an interest in their studies, helping them to plan ahead and providing useful resources at home for homework/coursework tasks, all helps in the partnership of educating your child.

THE PUPIL PLANNER

A Pupil Planner is issued to each pupil at the start of the new school year. This is a daily source of communication between the school and home. A teacher may write a message to you in the planner and you may also wish to write a communication. Please check your child's planner on a regular basis, sign it weekly and use it as an opportunity to talk about their work at school and to monitor their homework. It is the pupil's responsibility to record their homework in the planner. The form tutor will monitor the recording of homework and the issue of praises, penalties and detentions. This is an area you too would be interested in monitoring. The process for praises, penalties and detentions is explained in detail under Expectations for Learning.

MONTHLY NEWSLETTER

A newsletter is published on the school website each month with news and updates of events and activities. The newsletter is an important source of information for parents. A hard copy is available on request.

CONTACTING THE SCHOOL

A list of contact names and numbers are on the next page should you require any further information.

School Contacts

| | |
|---------------------------|--|
| Main Office Telephone No. | 0121 628 8787 |
| Absence Line No. | 0121 325 6904 |
| Fax No. | 0121 702 2182 |
| Website address | www.hallgreen.bham.sch.uk |
| Email address | enquiry@hallgreen.bham.sch.uk |

The Leadership Team

| | |
|---------------|-----------------------|
| Mr D Adams | Headteacher |
| Mr M Hosfield | Deputy Headteacher |
| Mr A Simson | Deputy Headteacher |
| Mrs P Evans | Assistant Headteacher |
| Mr R Slattery | Assistant Headteacher |

The Pastoral Team

| | |
|------------------|-------------------------------|
| Mrs K Harper | - Welfare & Inclusion Manager |
| Miss T Smith | - Head of Lorien House |
| Mr N Bressington | - Head of Rivendell House |
| Mr Y Khan | - Head of Isengard House |
| Ms G Wright | - Head of Shire House |
| Mrs R Monk | - Support Base Manager |
| S Harvey | - School Nurse |
| Mr A Ali | - Behaviour Support Assistant |
| Ms M Querishi | - Behaviour Support Assistant |
| Mrs H Lloyd | - Attendance Officer |

Term Dates 2017 - 2018

Autumn Term:

School re-opens on

Monday 4 September 2017 – **TEACHER DAY**

Tuesday 5 September 2017 – **Year 7 and 9 only**

Wednesday 6 September 2017 - **Whole school return**

Autumn Half Term:

Monday 23 October to Friday 27 October 2017

TEACHER DAY Friday 1 December 2017

Christmas Holiday:

Term ends on Friday 22 December 2017

Spring Term:

School reopens on Monday 8 January 2018 – **TEACHER DAY**

Tuesday 9 January 2018 – **Whole school return**

Spring Half Term:

Monday 19 February to Friday 23 February 2018

Easter Holiday:

Term ends on Thursday 29 March 2018

Summer Term:

School reopens on Monday 16 April 2018 – **Whole school return**

BANK HOLIDAY Monday 7 May 2018

Summer Half Term:

Monday 28 May to Friday 2 June 2018

TEACHER DAY Friday 22 June 2018

Term Ends:

Friday 20 July 2018

THE SCHOOL DAY

Morning school starts at **8.40 am** with Period 1 (pupils arrive by **8.30 am**) and ends at **1.20 pm**. Afternoon school starts at **2.10 pm** and ends at **3.15 pm**. There are five sessions, four in the morning and one in the afternoon. Morning break lasts 20 minutes.

There may be voluntary extra-curricular activities, clubs etc. after 3.15 pm or at lunch time.

| | |
|---------------|---------------|
| Period 1 | 8.40 – 9.40 |
| Period 2 | 9.40 – 10.40 |
| Form | 10.40 – 11.00 |
| BREAK | 11.00 – 11.20 |
| Period 3 | 11.20 – 12.20 |
| Period 4 | 12.20 – 1.20 |
| LUNCH | 1.20 – 2.10 |
| Movement Time | 2.10 – 2.15 |
| Period 5 | 2.15 – 3.15 |

School Meals

The school meals are served in the dining area as a cafeteria service. There are facilities for pupils to eat a packed lunch in the dining area. Alternatively there is an outside kiosk to purchase food and snacks, opposite the Performing Arts block.

There are also snacks available at break time on a rota basis.

DRESS CODE 2017/18

It is school policy that all pupils wear school uniform. Considerable effort is made to maintain high standards of dress. It is the strongly held view of the Governing Body that the School should follow a school uniform policy.

| | |
|--|--|
| Girls: <ul style="list-style-type: none">- Plain navy blue blazer with school badge- Plain grey skirt, pinafore or tunic with a straight hem or trousers (not jeans, denim, hipsters or skinny style). Skirts should be worn slightly above the knee and not in lycra.- Plain white or blue shirt (with top button, no reverse collar)- Plain navy blue school 'V' neck jumper/cardigan, standard length (available with school badge)- Clip-on school tie for all years, in House colour | Boys: <ul style="list-style-type: none">- Plain navy blue blazer with school badge- Plain grey trousers (not jeans or denim style)- Plain white or blue shirt- Plain navy blue school 'V' neck jumper, standard length (available with school badge)- Clip-on school tie for all years, in House colour |
|--|--|

PE/GAMES KIT – All pupils

Polo shirt with school logo, in House colour

Black shorts or black tracksuit bottoms with school logo

Black sweatshirt with school logo White socks

Black or white trainers/pumps

Swimming costume/trunks

Football boots and shin pads recommended

FOR USE DURING INCLEMENT WEATHER ONLY: Pupils may wear a rain jacket with school logo

ANY SPECIAL RECOMMENDATIONS FOR KIT MUST BE DISCUSSED WITH THE HEAD OF PE

All items of PE kit can be purchased from: Mansuri, Clive Marks and Early Years

The school will insist upon:

- Plain black shoes with no markings, any laces must also be black. No trainers, trainer style or pumps.
 - No footwear with significant heels - shoes must be appropriate for busy corridors, stairways and playgrounds. Plain black leather style boots (not Ugg style) may be worn in extreme weather conditions only.
 - Outdoor coats, scarves and gloves must be in a plain dark colour. No hats except in extreme weather conditions.
 - No sweatshirts, tracksuit tops, sports tops, hoodies or caps.
 - No unreasonable haircuts or hair colourings – including tram lines or patterns.
 - Jewellery is restricted to one ring which must be unobtrusive and a pair of small studs/ sleeper earrings with only one earring in each ear. No other body piercing.
 - No excessive make-up. No nail polish.
 - A suitable school bag that will both carry and protect exercise books.
 - Hair accessories must be plain black or navy.
- Head scarves worn for religious observance must be plain black or navy. ➤ Plain tights or socks (no patterns) **All items of school uniform should be named.** If, in exceptional circumstances, your child cannot attend in full uniform, we ask parents to contact school immediately.

Cafeteria Arrangements

Breaktime

The school canteen, the Dolphin Diner, is open to pupils on a rota basis during morning break serving a variety of baguettes, toast, sandwiches, fruit and drinks.

| Day | Year Groups |
|-----------|---------------------|
| Monday | Year 11 and Year 10 |
| Tuesday | Year 11 and Year 7 |
| Wednesday | Year 11 and Year 8 |
| Thursday | Year 11 and Year 9 |
| Friday | Year 11 and Year 7 |

Lunchtime

Pupils are expected to remain on the premises during lunchtime – only in exceptional circumstances would we agree to pupils being allowed off site.

At lunchtime pupils queue for entry to the Dolphin Diner and are allowed in as spaces become available. The menu changes daily and, where possible, special diets are catered for (if known in advance). It is also a nut free environment.

There is a two week set menu displayed outside of the Dolphin Diner for a cost of £2.40 which includes a hot meal and dessert or drink.

Alternatively there is an outside kiosk to purchase food and snacks, opposite the Performing Arts block.

LOST PROPERTY

Lost property is stored in the area next to the biometric machines next to the canteen and pupils who have misplaced items should check there at the end of a school day. Parents also need to contact the school office if their child returns home minus items of clothing or equipment.

Please help us return items to your child by ensuring that their name is clearly marked on their property.

At the end of each term items which have not been claimed will be sent to a local charity shop.

HEAD BOY AND GIRL

Student Learning Council

The Head Boy, Head Girl and Deputies

These pupils have the following responsibilities in school:

- To act as ambassadors for the school and role models for other pupils
- To represent the school at important events
- To greet visitors to the school and escort them on tours of the school as required
- To represent the pupil body in key decisions and developments in school
- To jointly chair the Learning Council
- To plan regular Learning Council meetings
- To regularly report to the Senior Leadership team on student voice
- To report annually to the Governors on the impact of student voice on school development

Student Learning Council

Representatives from the student body meet with Senior Staff and Head Boy and Girl and Deputy Head Boy and Girl on a regular basis to bring forward ideas for the improvement of life for everyone at Hall Green School. This also helps the students develop and understand more how a 'business' operates and citizenship.

House Posts of Responsibility

For each House in school there are posts of responsibility for pupils in year 9-11.

House Captain
House Captain
Vice Captains

House Reps
Peer Mentors

Hall Green School is a member of the NewStart Programme. NewStart is a prevention and early-intervention programme to promote mental health and emotional well-being in our school communities.

Led by Birmingham Education Partnership and funded by the NHS, the NewStart programme aims to build resilience and well-being for young people through a school-based community development model.

NewStart is working with schools to help staff know earlier when young people may be experiencing poor emotional health and to put support in place for them sooner. Understanding how the whole school can support such students enables all pupils to achieve better outcomes.

Attendance

Regular attendance at school is a legal requirement, establishes good habits, which will be valued later by employers, and is vital if your child is to gain the full benefit of the education provided and to succeed in public examinations. Doing all that we can to ensure good attendance is, therefore, a priority of Hall Green School.

What do we expect of our pupils?

We expect our pupils to attend school regularly and arrive **on time** for their first lesson at **8.40am**.

What do we expect of our parents/guardians?

We expect you to ensure that your child attends school regularly, on time and that they are equipped for all lessons. When a valid absence occurs you should contact the school before **10.00am** on the first day of absence (**0121 325 6904**) and also provide a written explanation of any period of absence when your child returns.

What can pupils and parents expect of the school?

You can expect that the school will:

- Accurately record the attendance and any sessional absence of your child.
- Contact you on the first day of absence to establish the reason why your child is absent from school.
- In the case of known long-term absence, provide work for your child at home and take action to achieve the successful integration of your child on their return.

Exceptional Circumstances Leave Of Absence

Please note that from 1 September 2013, Headteachers may not grant leave of absence, during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted.

Parents must request an Exceptional Circumstances-Leave in Term Time Request Form, **at least two weeks** in advance, from the Attendance Officer (Mrs Severn). The Headteacher will then consider whether the request is 'exceptional circumstances' and a reply will then be sent in writing either confirming or rejecting approval.

If you take your child out of school without the school's approval, you will be issued with a letter notifying you that your child's place may be in jeopardy and the EWD (Education Welfare Department) will be informed.

If you are granted permission, and your child fails to return on the date agreed in the contract, a letter stating this will be sent giving ten days notice of the removal of your child's place at Hall Green School. The ESW Service will also be informed

If there is no response to this letter, a further letter will be sent informing you that your child no longer has a place at Hall Green School.

Spotlight on Attendance

A very important message for all parents

Hall Green Secondary School is working in partnership with parents to improve school attendance. **We would like to congratulate the many parents who make sure their children attend school regularly.**

It is a parent's legal responsibility to ensure their children receive appropriate education. Failing to send your child to school regularly without good reason is a criminal offence.

Absence disrupts the education of the individual pupil and the whole class. Are you aware that children who do not attend regularly:

- do not achieve well in exams
- find it difficult to maintain friendships
- are more likely to become involved in crime
- miss out on opportunities in further education and the world of work

Absence can only be authorised by the Head Teacher, within the boundaries set by the Education (Pupil Registrations) (England) Regulations 2006.

Please remember that parental illness, going shopping, visiting family, truancy, not wanting to go to school, alleged bullying (speak to school immediately to resolve the issue) are not acceptable reasons to be absent. All of these will be recorded as unauthorised absence, including if your child arrives at school after the close of registration. Leave in term time will only be authorised in exceptional circumstances.

Legal action that may be taken include:

- **Issuing penalty notices:** Each parent receives a penalty notice for each child who has unauthorised absence. The penalty is £60 or £120 depending on how soon payment is made. So, if there are two parents and two children the total penalties could be up to £480. Failure to pay may result in prosecution.

- **Taking parents to court for unauthorised absence:** Education Act 1996 Section 444(1) - court can fine each parent up to £1000 per child, order payment of prosecution costs and/or impose a Parenting Order.

- **Taking parents to court for persistent unauthorised absence:** Education Act 1996 Section 444(1A) - court can fine each parent up to £2,500 per child, order payment of the prosecution costs, impose a Parenting Order and/or sentence you to a period of imprisonment of up to 3 months.

Being taken to court could result in you having a criminal record.

How does your child compare?

| Attendance during one school year | equals this number of days absent | which is approximately this many weeks absent | which means this number of lessons missed |
|-----------------------------------|-----------------------------------|---|---|
| 90% | 19 days | 4 weeks | 100 lessons |
| 0% | 38 days | 8 weeks | 200 lessons |
| 70% | 57 days | 11.5 weeks | 290 lessons |

Frequent absence can add up to a considerable amount of lost learning and can seriously disadvantage your child in adult life.

If your child's level of absence is of serious concern you will receive another letter advising you about improving attendance. After this, any further unauthorised absence may result in the School and the Local Authority taking legal action.

We will improve attendance by making it clear within the school and local community that unauthorised absence is not acceptable. You will be informed of the number of penalty notices issued, prosecutions and the level of fines.

Again, we would like to thank those parents who make sure their child is attending school regularly and are therefore benefiting fully from their educational opportunity.

Extracts from our Positive Behaviour Policy

PHILOSOPHY

The Behaviour Management Policy at Hall Green School is a statement of good practice that covers all aspects that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective Behaviour Management is essential for the smooth running of the school. The school recognises the importance of teaching positive behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing the teacher to teach and pupils to learn.

Expectations of Students:

To adhere to the Expectations for Learning by:

- Arriving to lesson on time.
- Being fully equipped and ready to start work
- Following staff instructions immediately.
- Showing respect and co-operation to others at all times.
- Meeting homework deadlines.
- Wearing full school uniform.
- Following the Code of Conduct

Expectations of Parents:

- To ensure their child's regular attendance and punctuality.
- To encourage their child to bring the right equipment and wear full school uniform.
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy (Expectations for Learning) and the Code of Conduct.
- To keep the school aware of any circumstances which may affect their child's learning and behaviour.
- To maintain regular contact with the school through attendance at Parents' Meetings and as appropriate, through planners, letters, reports and telephone calls.

Summary of the Praises and Penalty System

Praises

- Pupils are awarded 5000 Praises at the start of the academic year (i.e. 5 Praises per lesson). The Praises are awarded for following the Expectations for Learning.
- Teachers can also award extra Praises for other reasons.
- Praises can also be awarded by form tutors and support staff.
- Praises are monitored by form tutors and Heads of House.
- Pupils are issued 50 Praises at the end of each term if they have a blank uniform card.
- Praise postcards and phone calls home can also be used to reward pupils' consistent achievement, effort or good behaviour.
- There is a House Achievement Assembly held at the end of each half term to celebrate pupil success.

Penalties

- Pupils are issued with Penalties when they fail to follow the Expectations for Learning.
- Pupils are issued Penalties by form tutors (not class teachers) for failure to adhere to the school's dress code and for failure to bring in their planner on a daily basis.
- Penalties can also be issued for other misdemeanours.
- Penalties are monitored by Form Tutors and Heads of House on a regular basis.

Rewards Trip

- At the end of the year, there will be a Rewards Trip for Years 7-10 and a Leavers day trip for Year 11.
- Permission to go on the trip will be dependent on your child meeting the schools expectations for learning.
- Persistent lateness, detentions for removal from lessons and exclusions will also seriously affect your child's chance of going on the trip.

SANCTIONS

The following grid acts as a guideline to staff as to how to deal with incidents. It is for guidance rather than prescription. The grid works on a 5-stage model with escalating sanctions. This allows a stepped approach to match the seriousness of the incident with the sanction applied.

| Stage | Example of incident | Consequences |
|----------------|--|---|
| STAGE 1 | <ul style="list-style-type: none"> • Lateness • Forgotten equipment • Incessant chatter • Talking over the teacher • Not adhering to seating plan • Disturbing others • Calling out | Penalty Mark 1 (Recorded by the teacher) (Verbal Warning) |
| STAGE 2 | <ul style="list-style-type: none"> • Second failure to meet learning expectations at Stage 1 • No homework | Penalty Mark 2 (Recorded by the teacher) (2 nd verbal warning) |
| STAGE 3 | <ul style="list-style-type: none"> • 3 Penalty marks issued • Ignoring staff instructions • Refusal to work • Refusal to follow requests | Penalty Mark3 (Recorded by the teacher) & Teacher Detention (20 minutes) |
| Stage | Example of incident | Consequences |

| | | |
|-----------------------|--|--|
| <p>STAGE 4</p> | <ul style="list-style-type: none"> • Failure to attend 2 teacher detentions • Accrued more than 2 teacher detentions for same issue • Persistent attitude problems • Constant lack of work | <p>DEPARTMENTAL DETENTION (40 minutes)</p> <p>Held centrally by HOD, with central record of pupils attending</p> <p>Parents contacted</p> |
| <p>STAGE 5</p> | <ul style="list-style-type: none"> • Abusive language (to peers or staff) • Racist remarks • Vandalism • Physical aggression to peers or staff | <p>Referral to Pastoral Team/ SMT</p> <p>Monitoring Report</p> <p>1 hour detention</p> <p>Isolation</p> <p>Meeting with parents</p> <p>Exclusion</p> |

DETENTIONS

| Type | Duration | Reason | Prior notice to parents needed? | Detention carried out by: |
|---------|------------|-----------------------|---------------------------------|-------------------------------------|
| Stage 3 | 20 minutes | See Consequences grid | No | Class teacher |
| Stage 4 | 40 minutes | See Consequences grid | Yes | Head of Department or Class teacher |
| Stage 5 | 60 minutes | See Consequences grid | Yes | Assistant Head teacher (Pastoral) |

| | | | | |
|-----------------|------------|--|----|---------------|
| Late | 20 minutes | Late to school or lessons. | No | Pastoral Team |
| Uniform/Planner | 20 minutes | Failure to wear correct uniform or bring planner | No | Pastoral Team |

Anti-Bullying Policy

Hall Green School is committed to providing a friendly caring, safe environment for all of its pupils. In doing so we recognise that there may be occasions when bullying does take place, but we will always take action to prevent it recurring.

We believe that everyone has the right to come to school and feel comfortable; to be able to learn and to access all permitted areas of school.

If you or someone you know is a regular victim of the following:

- Name-calling
- Play fighting
- Damage to your property
- Money or property being taken
- Being deliberately ignored or left out by friends
- Physical abuse
- People laughing at you

Don't suffer in silence – tell a member of Staff or a Peer Mentor or use the online Worry Box or SHARP System on the school website.

Disciplinary action will be decided after all evidence has been collected and reviewed by the school. Sanctions available include:

- Official warning to cease offending
- Detention
- Exclusion from certain areas of the school
- Lunchtime exclusion
- Internal exclusion
- Fixed Term exclusion
- Permanent exclusion

Summary of Child Protection Information for Parents/Guardians

Hall Green School's first priority is the welfare of our children. At all times we are committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Please note that in the best interests of the child, certain circumstances may warrant the need for the school to contact other agencies without first notifying parents/carers. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness
- Promoting a caring, safe and positive environment within the school
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all staff of the school, by virtue of their day-to-day contact and knowledge of the children, are well placed to identify such abuse and offer support to children in need.

In order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse
- Monitor and support children at risk
- Use the curriculum to raise children's awareness, build confidence and skills
- Work closely with parents/carers and support external agencies
- Ensure that all adults within our school who have access to children have been checked as to their suitability.

Hall Green School will support all children by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Care and Health via the approved mechanisms as soon as there is a significant concern
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

The school's Designated Senior Person for Child Protection is Mrs P Evans (Assistant Headteacher i/c of Pastoral Care. The deputy DSP is Mrs K Harper, our Welfare and Inclusion Manager.

YEAR 10 MFL: Spanish

Pupils will study Spanish through the following topics.

TERM 1

First Half Term

- My school
- Subjects and teachers
- My new school
- Cultural understanding
- Literary references

Second Half Term

- School rules
- Zaragoza
- My clubs and successes
- Cultural understanding
- Literary references

TERM 2

Third Half Term

- Free time
- Tv and films
- Routine activities
- Sports fan
- Cultural understanding
- Literary references

Fourth Half Term

- Trends
- Types of entertainment
- Role models
- Cultural understanding - Literary references

TERM 3

Fifth Half Term

- Cities
- Shops
- Your region - Tomorrow's plan
- Cultural understanding
- Literary references

Sixth Half Term

- Shopping
- Urban life : pros and cons
- Arequipa
- Cultural understanding
- Literary references

ASSESSMENT

Speaking, listening, reading and writing tests at the end of every module.

Useful resources to practise at home:

- Duolingo free app
- BBC bitesize website
- Fun with languages website
- BBC *Mi vida loca* online learning series
- Dictionary
- Translation and grammar workbook
- NEW GCSE Complete revision guide

Year 10 English

Year 10 sees all pupils beginning their GCSE in earnest. All pupils will study both English Language and Literature and there are no tiers of entry. From September 2015, Controlled Assessments were replaced with 100% examinations.

TERM 1

First Half Term

English Literature Paper 1 Sec B: Pupils start Year 10 with an in-depth study of the novel Frankenstein in preparation for the English Literature Unit 1 exam.

Second Half Term

English Language Paper 2: Pupils will be develop skills to help them read a range of : non-fiction and Literary non-fiction texts. They will also be developing their writing skills, in particular how to write to present viewpoint

TERM 2

Third Half Term

English Literature Paper 2 Section B: Poetry Anthology – Power and Conflict. Pupils will study the poems from the Anthology. They will develop analytical skills, as well as an understanding of how to compare.

Fourth Half Term

English Literature Paper 2 Sec A: Modern Texts Anthology (Sets 1-2) / An Inspector Calls (sets 3-7). Pupils will study either An Inspector Calls or the short stories in the Anthology. They will develop analytical skills and appreciate a writer's use of language and viewpoint.

TERM 3

Fifth Half Term

English Literature Paper 2 Section C: Unseen Poetry. Pupils will study a range of unseen poetry in preparation for the exam, as well as how to compare texts.

Sixth Half Term

English Language Paper 1 Section A: Pupils will read a range of literary fiction and practise exam techniques. Pupils will also practise writing descriptively.

Useful support/ resources to have at home

The texts studied are all well supported by guides such as York Notes, available from book shops and the internet.

Pupils should be encouraged to read a range of different texts at home.

Discuss what your child has done in their English lessons as much as possible and encourage them to explain what they have learnt. www.bbc.co.uk/bitesize is an excellent website.

YEAR 10 Mathematics

In year 10 pupils are taught in mathematics sets from 1 to 8. They have five lessons of mathematics a week. Pupils are studying for their Mathematics GCSE following the Edexcel Linear 1MA1 Course which will be examined in the summer of year 11. Pupils either study the Foundation syllabus (Grades 1-5) or the Higher syllabus (grades 4-9). The course is formally assessed at the end of year 11 with three written papers: a noncalculator paper worth $\frac{1}{3}$ and two calculator papers worth $\frac{1}{3}$ each. At the end of each unit of work pupils will do a short assessment to track their progress.

TERM 1

First Half Term

Sets 1-3: Angles, Pythagoras, Trigonometry, Coordinates, Algebraic Graphs

Sets 4-5: Angles, Pythagoras, Trigonometry, Coordinates, Algebraic Graphs

Sets 6-8: Questionnaires, Averages, Angles

Second Half Term

Sets 1-3: Perimeter, Area, Volume, Accuracy, Bounds

Sets 4-5: Algebraic Graphs, Perimeter, Area, Volume

Sets 6-8: Equations, Inequalities, Sequences, Perimeter, Area

TERM 2

Third Half Term

Sets 1-3: Transformations, Constructions, Quadratic Equations, Simultaneous Equations, Inequalities

Sets 4-5: Accuracy, Bounds, Transformations, Constructions

Sets 6-8: Volume, Algebraic Graphs, Transformations

Fourth Half Term

Sets 1-3: Probability, Multiplicative reasoning, Similarity, Congruence

Sets 4-5: Constructions, Loci, Quadratic Equations, Simultaneous Equations, Inequalities

Sets 6-8: Ratio, Proportion, Pythagoras

TERM 3**Fifth Half Term**

Sets 1-3: Trigonometric Graphs and Functions

Sets 4-5: Probability

Sets 6-8: Probability, Multiplicative reasoning

Sixth Half Term

Sets 1-3: Collecting data, Cumulative Frequency, Histograms, Quadratics including circles

Sets 4-5: Multiplicative reasoning, Similarity, Congruence

Sets 6-8: Constructions, Plans, Elevations, Quadratics

Useful resources to have at home:

- mymaths.co.uk - mathswatchvle.com - GCSE revision guides - BBC Bitesize

YEAR 10 Science

Students are studying towards their Edexcel 9-1 Science GCSE through the following topics:

TERM 1**First Half Term****Set 1 (Biology, Chemistry and Physics)**

B2 Cells and Control

B3 Genetics

Set 2 – 8 (Combined Science)

B2 Cells and Control

B3 Genetics

Second Half Term**Set 1**

C2 States and Separation

C3 Chemical Change

Set 2 – 8

C2 States and Separation

C3 Chemical Change

TERM 2**Third Half Term****Set 1**

P4 Waves

P5 Light and Electromagnetic Spectrum

B4 Natural Selection

Set 2 – 8

P4 Waves

P5 Light and Electromagnetic Spectrum

B4 Natural Selection

Fourth Half Term**Set 1**

P6 Radioactivity

C4 Extracting Metals

Set 2 – 8

P6 Radioactivity

C4 Extracting Metals

| TERM 3 | |
|---|--|
| Fifth Half Term | Sixth Half Term |
| Set 1 B5 Health and Disease Revision for mock exam Set 2-8 B5 Health and Disease Revision for mock exam | Set 1 C5 Transition Metals, Alloys and Corrosion C6 Periodic Table P8 Energy P9 Forces and Their Effects Set 2-8 C6 Periodic Table P8 Energy P9 Forces and Their Effects |
| Useful resources to have at home: <ul style="list-style-type: none"> • http://www.bbc.co.uk/education/subjects/zrkw2hv • Pearson revision guide – yet to be published. Letters will be sent out when the revision guide is available for purchase. | |

| Year 10 Geography | |
|--|---|
| Pupils will study Geography through the following topics: | |
| TERM 1 | |
| First Half Term | Second Half Term |
| Urban issues and challenges <ul style="list-style-type: none"> - Urbanisation patterns - The challenges and opportunities of living in Rio de Janeiro - UK urban areas | Urban issues and challenges (cont.) <ul style="list-style-type: none"> - Urban change case-study: Bristol - Urban regeneration - Sustainable urban living - Transport in urban areas |
| TERM 2 | |
| Third Half Term | Fourth Half Term |
| The changing economic world <ul style="list-style-type: none"> - Classifying levels of development - Factors affecting development - Disparities in development | Urban fieldwork <ul style="list-style-type: none"> - Write-up of fieldwork methods, results, analysis and evaluations based on a fieldtrip to an urban area |

TERM 3**Fifth Half Term****Sixth Half Term****The changing economic world (cont.)**

- Low Income Country (LIC) case-study focusing on tourism, economic development, trade, aid

Preparation for Year 10 exams**The changing economic world (cont.)**

- Economic change in the UK
- Industry and post-industry in the UK
- Rural economies in the UK
- The north-south divide
- The UK's place in the world

Useful resources to have at home:

- Revision guide, Maps, Atlas, Newspapers and the Internet

Year 10 History

Pupils will study History through the following topics. These are the topics that appear on Paper 1.

TERM 1**First Half Term****Second Half Term****Paper 1: Germany, 1890-1945: Democracy and dictatorship**

- Germany and the growth of democracy

Paper 1: Germany, 1890-1945: Democracy and dictatorship

- Germany and the Depression

TERM 2**Third Half Term****Fourth Half Term****Paper 1: Germany, 1890-1945: Democracy and dictatorship**

- The experiences of Germans under the Nazis

Paper 1: Conflict and tension in Asia, 1950-1975

- Conflict in Korea

TERM 3**Fifth Half Term****Sixth Half Term****Paper 1: Conflict and tension in Asia, 1950-1975**

- Escalation of conflict in Vietnam

Paper 1: Conflict and tension in Asia, 1950-1975

- The ending of conflict in Vietnam

Useful resources to have at home:

- Internet
- Revision Guide for GCSE Modern World History (AQA) available from school £2.75
- Watch news and read newspapers
- News night and Question Time - good to make connections with the political element on the course.

Year 10 Computer Science: GCSE OCR

Pupils will study Computer Science through the following topics

TERM 1**First Half Term****Second Half Term****Theory:**

- Computer systems and mobile technologies
- Importance of computer systems in the digital world
- Current input and output devices

Practical skills in:

- Basic programming concepts

Theory:

- Legal considerations
- Binary
- Hexadecimal
- Database management

Practical:

- Basic Python programming skills

TERM 2**Third Half Term****Fourth Half Term****Theory:**

- Systems life cycle
- Working with information to solve problems

Practical:

- Advanced Python programming skills

- Starting Controlled Assessment

TERM 3**Fifth Half Term****Sixth Half Term**

Controlled Assessment – Pupils complete their first piece of controlled assessment that is task based. They have to program an ICT system for a given scenario. The coursework is worth **30%** of their GCSE.

Useful resources to have at home:

- Resources in the form of videos and worksheets that have been created within the department are given to pupils to use with their class and homework. These can be found on the Moodle pages and on Class Charts
- Teach ICT website – www.teach-ict.com
- BBC Bitesize Revision Website– www.bbc.co.uk/schools/gcsebitesize/
- Pupils are encouraged to download the latest version of Python at home to further practice skills

Year 10 Information Communication Technology: GCSE Edexcel

Pupils will study ICT through the following topics

TERM 1**First Half Term****Second Half Term****Theory:**

- Shopping Online
- Online accounts
- Paying online

Theory:

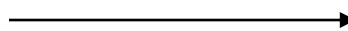
- Mobile Phone Applications
- E-safety
- Preparation for controlled assessment

Practical:

- Pupils will work on their controlled assessment following a project brief set by the exam board. This is based on a real life ICT business scenario.

TERM 2**Third Half Term****Fourth Half Term**

Continue working on coursework



TERM 3**Fifth Half Term****Sixth Half Term****Practical:**

- Complete **Controlled Assessment** – The coursework is worth **60%** of their GCSE.

Useful resources to have at home:

- Resources in the form of videos and worksheets that have been created within the department are given to pupils to use with their class and homework. These can be found on the Moodle pages and on Class Charts
- Teach ICT website – www.teach-ict.com
- <http://www.edexcel.com/Pages/Home.aspx>
- BBC Bitesize - <http://www.bbc.co.uk/schools/gcsebitesize/ict>

YEAR 10 MFL: French

Pupils will study French through the following topics.

TERM 1**First Half Term- Introduction and Qui suis-je****Second Half Term- Qui suis-je?**

- Family members
- Adjectival agreement
- Common verbs
- Places in town
- Articles and prepositions
- Time phrases
- Friendship
- Relationships with family and friends
- Reflexive verbs

- Emphatic pronouns
- Social arrangements
- The near future tense
- The perfect tense
- The imperfect tense
- Role models

TERM 2**Third Half Term- Les temps de loisirs****Fourth Half Term – Jours Ordinaires et de fête**

- Sport and music
- Technology, films and TV
- Internet use
- Cultural importance of sport in France
- Comparative adjectives
- Relative pronouns
- Types of books and reading preferences
- French comic strips

- Food and drink
- The Partitive article
- Quantities
- Types of shop
- Daily routine
- Modal verbs
- Asking questions
- Use of polite language
- Festivals and traditions in the Frenchspeaking world

TERM 3**Fifth Half Term- De la ville à la campagne**

- Where you live and types of region
- Weather
- Transport
- Asking for directions
- Negative structures
- Tourism
- Community projects

Sixth Half Term- Le grand large

- Holiday destinations and activities
- Using a variety of tenses
- Dream holidays
- Accommodation
- Present participles
- Travel problems
- Demonstrative adjectives and pronouns

Useful resources to have at home:

- Workbook used for home work and consolidation in class - available to buy from MFL department via parent pay
- French-English dictionary
- Access to the internet for online dictionaries and fun with languages games

YEAR 10 MFL: German

Pupils will study GCSE German through the following topics.

TERM 1**First Half Term-Auf in die Schule**

- Talking about school subjects and clothes
- Using the imperfect to talk about primary school
- Talking about what you are looking forward to
- Describing your school day
- Discussing school rules
- Learning about the German school system

Second Half Term – Zeit für Freizeit

- Talking about school exchanges and class trips
- Discussing leisure activities
- Talking about reading / music/film and TV preferences
- Learning about celebrations and festivals
- Examination preparation and Christmas examinations

TERM 2**Third Half Term-Willkommen bei mir**

- Describing your house and home
- Talking about food and drink
- Meeting and greeting an exchange partner
- Describing your home
- Talking about your typical day
- Discussing traditional German foods
- Talking about how you stay healthy -
- Discussing the advantages and disadvantages of social media

Fourth Half Term-Ich liebe Wien

- Describing forms of transport and making a hotel booking
- Talking about how to travel and buying tickets.
- Describing accommodation and problems you may have had.
- Asking for and understanding directions
- Ordering in a restaurant
- Shopping
- Describing problems
- Examination preparation and Easter examinations

TERM 3

| Fifth Half Term –Im Urlaub und zu Hause | Sixth Half Term |
|---|--|
| <ul style="list-style-type: none"> -Talking about where to go on holiday -Talking about the weather -Types of holidays -Talking about your holiday experiences -Talking about your future plans. -Describing where people live. | <p>Review and revision of Year 10 topics Development of spontaneous speaking and examination skills. Summer examination.</p> |

ASSESSMENT

Useful resources to have at home:

- AQA Stimmt text book – AQA Translation and Grammar work book-available through Parent Pay. This will be used in the lessons and for home work.
- A German/English dictionary
- A GCSE German revision guide (new GCSE)
- Access to the internet for key stage 3 and 4 websites

YEAR 10 ART

Pupils will follow the AQA GCSE course, enabling them to experience a broad range of processes and materials. Problem solving and investigation are an integral part of Art at this level. Pupils will focus on improving their core drawing skills before learning how to develop their own project ideas from a chosen starting point. Pupils will be encouraged to work independently as they progress through the 2 years and they will be expected to approach their work with enthusiasm.

| | |
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| | |
| <p>□ Assessment Objective 1 The ability to develop ideas through looking at the work of other artists and styles of art.</p> <p>Pupils need to be able to make connections between work they research and their own practice.</p> | <p>Assessment Objective 2</p> <p>Experimenting with different ways of working. Pupils will show evidence that they have explored alternative media and composition ideas in order to develop and refine their work.</p> |
| | |
| <p>Assessment Objective 3</p> <p>Pupils need to demonstrate excellent recording skills, relevant to their ideas. This includes good quality drawings and photographs from primary sources, as well as evidence of supporting secondary sources.</p> | <p>Assessment Objective 4</p> <p>Pupils present their work, bringing together their ideas and research. The final piece should be relevant to all the studies they have covered throughout the objectives.</p> |

Year 10 - Autumn term year 11

COURSEWORK - 60% - portfolio

January - Easter Year 11

EXAM - 40% - timed assessment

You can help your child by:

- Allowing space at home for drawing and painting materials
- Taking an interest in their work
- Visiting art galleries showing both traditional and contemporary art
- Encouraging them to try new ways of working

YEAR 10 Music

Pupils will study music through the following topics. However, the order may change slightly due to new GCSE specifications currently being planned.

TERM 1

- Pupils **practice ready to record their first performance**
- Pupils will start creating their **first composition**
- They will learn to **analyse and appraise a variety of music** from different periods of musical history and from different cultures and styles.

TERM 2

- Pupils continue to improve their skills of musical analysis by listening to a **wide range of genres and forms.**
- Pupils complete the structure of their first **composition.**

TERM 3

- **Year 10 exam based on music vocabulary learnt during the course - Compositions are completed with a recording and written score.**
- **Summer holiday work** – pupils will be issued with listening material and supporting booklets to prepare them for the Listening and Appraising exam in year 11. This material will help them become more confident in recognising music vocabulary and key features.

Useful resources/support to have at home:

- Support with composition focus
- Help with revision of key words
- Listen to Radio 3/Classic FM
- At least 20 minutes practice per evening on their performance instrument
- Support research homework
- Continue to encourage performance and composition progress
- Ensure pupils listen to a wide variety of music
- Check that folders are revised
- Make use of websites such as soundjunction.org and bbc.co.uk/schools/gcsebitesize/music/

| Year 10 Design and Technology: Product Design | |
|--|---|
| TERM 1 | |
| First Half Term | Second Half Term |
| <p>Project: Controlled Assessment begins immediately and is worth 60% of the GCSE.</p> <p>Each pupil will choose a theme from one of several options. Please ask them to share their choice with you. The first task is Investigation.</p> <p>Pupils will learn how to: research and analyse products; draw (freehand, isometric); use computer aided design (CAD); bend and join materials and components; accurately finishing surfaces.</p> <p>Useful resources to have at home: download free CAD software, ' Google Sketchup'.</p> <p>You can help your child by: discussing relevant issues (e.g, sustainability, recycling, product safety).</p> | <p>Project: Controlled Assessment continues. Pupils will learn how to research and analyse: the task; design sources; materials; a client's needs or market; ergonomics; relevant products.</p> <p>Pupils will learn how to: develop an in-depth understanding of the design problem; formulate a design strategy.</p> <p>Useful resources to have at home: internet access; relevant products.</p> <p>You can help your child by: giving time for your child to interview you.</p> |
| TERM 2 | |
| Third Half Term | Fourth Half Term |
| <p>Coursework continues: Design Specification and Ideas</p> <p>Pupils will learn how to write a design specification and develop a wide range of design ideas.</p> <p>Useful resources to have at home: coloured pencils; black fine liner pen; circle stencil; set squares; CAD (computer aided design); internet access.</p> <p>You can help your child by: encouraging them to use design sources to develop ideas (e.g. Islamic Art, Art Deco); checking that their coursework is up to date by asking to see their assessment sheets completed by their teacher.</p> | <p>Coursework continues: Evaluation and Development of Ideas</p> <p>Pupils will learn how to: evaluate their designs objectively; develop their ideas; communicate a final design for manufacture; make their product in quantity.</p> <p>Useful resources to have at home: coloured pencils; black fine liner pen; circle stencil; set squares; CAD (computer aided design); internet access.</p> <p>You can help your child by: discussing the quality of their design ideas. Are they interesting? Relevant? Creative?</p> |

TERM 3

| Fifth Half Term | Sixth Half Term |
|---|---|
| <p>Coursework continues: Plan for Manufacture Pupils will learn how to plan for manufacture using tables, diagrams and flowcharts.</p> <p>Useful resources to have at home: access to a computer.</p> <p>You can help your child by: checking that their coursework is up to date by asking to see their assessment sheets completed by their teacher.</p> | <p>Coursework continues: Manufacture begins Pupils will learn how to: accurately mark out and prepare materials; cut and shape materials and components to a high standard.</p> <p>You can help your child by: asking your child if they need anything that is not available in school. Some pupils require specialist materials (e.g. glass shelves) or components (e.g. handles). Ask your child if they need anything that is not available in school.</p> |

| Year 10 Design and Technology: Food | |
|--|--|
| TERM 1 | |
| First Half Term | Second Half Term |
| <p>Investigating Food 1</p> <p>Pupils will develop their understanding of food and cover fruit and vegetables, meat and fish and dairy.</p> <p>They will use their knowledge to produce quality products.</p> <p>You can help your child by: encouraging them to cook at home, checking they have ingredients for lessons, checking they complete homework tasks set</p> | <p>Skills tasks</p> <p>Pupils will develop a range of skills making products including bread, pasta, pastries and cakes to allow them to grasp some of the main methods for producing a variety dishes.</p> <p>They will also look at sauce making, soups and dishes related to good nutrition.</p> |
| TERM 2 | |
| Third Half Term | Fourth Half Term |
| <p>Short task 1</p> <p>Worth 10% of the overall GCSE grade.</p> <p>Pupils will work on three short tasks within the remainder of year 10 and these are each worth 10% of the overall GCSE grade and will be combined with a longer task in year 11.</p> <p>Task 1 is a research and make task which is set by the exam board from a range of possible tasks.</p> | <p>Short task 1 / short task 2</p> <p>Short task 1 will be completed and task 2 will begin. Task 2 is again based on research and making and comes from the exam boards list of tasks. Tasks are chosen to best suit pupil's ability and skill level.</p> |

| TERM 3 | |
|---|--|
| Fifth Half Term | Sixth Half Term |
| <p>Short task 2 / short task 3</p> <p>Task 2 will be completed and task 3 started. Task 3 is based on product development to enhance nutrition and is an investigation into developing a dish to improve the health and nutritional properties of the dish. Pupils will use the computer to look at the nutritional profile of their dish. Then cook the same dish making changes to the second to improve elements of the nutritional profile.</p> | <p>Short task 3 / preparation for task 4</p> <p>Task 3 will be completed in this final half term.</p> <p>Pupils will begin preparation for task 4 the longer task to be completed in year 11. This task is worth 30% of the overall GCSE grade. This is based on investigating food from other cultures and cooking dishes based on these chosen cultures.</p> |

| Year 10 Health and Social Care GCSE | |
|---|--|
| TERM 1 | |
| First Half Term | Second Half Term |
| <p>Project: Controlled Assessment begins immediately and is worth 60% of the GCSE. The tasks must be completed under controlled conditions. 22.5 hours is suggested for report writing. This does not include any time spent on research and investigation.</p> <ul style="list-style-type: none"> All work must be completed under direct supervision. The candidate is allowed to access information and resources determined by the teacher during the research. <p>In this unit each pupil will need to produce a report based on an investigation into the needs of one service user and how these needs are met.</p> <p>Pupils will learn how to: Recall, select and communicate their knowledge and understanding of health and social care in range of context.</p> <p>You can help your child by: discussing relevant issues relating to care needs of their chosen person.</p> | <p>Project: Controlled Assessment continues. Pupils will learn how to research and analyse: Each pupil will choose a health and social care setting from one of two options. Parents please ask them to share their choice with you. The second task is investigation</p> <p>Pupils will learn how to: demonstrate excellent skills in planning and carrying out investigations and tasks. Information should be collected from a wide range of sources and there is detailed evidence of independent research based on the student's own initiative.</p> <p>Useful resources to have at home: internet access; relevant text books</p> <p>You can help your child by: giving time for understanding of task.</p> |
| TERM 2 | |
| Third Half Term | Fourth Half Term |

| | |
|---|---|
| <p>Controlled assessment continues: Pupils will learn the about the various job roles in Health and Social Care Sector.</p> <p>Useful resources to have at home: internet access</p> <p>You can help your child by: checking that their control assessment is up to date by asking to see their assessment sheets completed by their teacher.</p> | <p>Coursework continues: Evaluation and Development of Ideas</p> <p>Pupils will learn how to: apply knowledge and understanding of the care values in the behaviour, attitudes and work of care practitioners. These are explored in depth and applied to practice</p> <p>Useful resources to have at home: internet access – you tube videos</p> <p>You can help your child by: discussing the role of the care practitioners in meeting the needs of service users.</p> |
|---|---|

TERM 3

| | |
|--|--|
| Fifth and Sixth Half Term | |
| <p>Controlled assessment continues: Pupils will learn how to demonstrate a level of analytical and evaluative skills. The work presented should be logical with evidence of independent thinking and the ability to make reasoned judgements.</p> <p>Pupils will required to show a high level of clearly presented and organised conclusions using accurate spellings, punctuations and grammar and appropriate specialist vocabulary.</p> <p>Useful resources to have at home: access to a computer.</p> <p>You can help your child by: checking that their coursework is up to date by asking to see their assessment sheets completed by their teacher.</p> | |

Year 10 Games/PE

Kit Required:

Normal PE kit will be required for all activities. Plain, black shorts/Tracksuit Bottoms (incorporating school logo), black, panelled T-Shirt reflecting the house colours, white socks, trainers.

Your support with ensuring that pupils attend with correct kit for every lesson will be very much appreciated, as PE kit is regarded as school uniform and problems with this will be dealt with in the same way.

Excuse Notes:

Pupils should **always bring** their PE/ Swimming **kit** with them to a lesson, even if they have an excuse note, as usually, pupils can participate in some part of their lesson, even though they may have an injury. All notes are taken seriously but there is very rarely a need for pupils to not participate at all. There is an emphasis on leadership within the lessons, so there are many roles that your child can take on despite having an ailment or an injury.

Timetable:

Pupils will have two lessons per week: some will be practical and some will be theory. Pupils are responsible for checking with their PE teacher, as practical and theory sessions may change. Pupils must regularly check the notice board outside the PE office as practical games activities will change every half term.

OCR Level 1/2 Cambridge National Certificate in Sports Studies (= 1GCSE A*-C) and/or additional option of OCR Cambridge National Sports Science (=1GCSE A*-C)

Pupils will complete work in four units, over three lessons per week. Three of the units will be assessed internally through the completion of various written and practical tasks and one unit will be assessed with a one-hour, external, written exam. The units cover the development of sporting performance, contemporary issues in sport, leadership and outdoor activities. Your child will participate in a range of practical and theory lessons and will be advised when to bring in their PE kit.

Your child may also opt for an additional qualification in Sports Science, the details of which can be found in the Year 9 Options Booklet.

Passport to Health and Fitness Award

Three lessons per week, covering a range of topics. This course is not assessed on the practical skills of sport but gives pupils the opportunity to participate in many different sporting activities. It also has a particular focus upon health and fitness and preparation for adult life. It includes a nationally recognised first aid award and the opportunity to gain experience in leading sports activities and developing personal fitness.

YEAR 10 Religious Studies Accelerated Full Course GCSE

Students studying the accelerated full course Religious Studies at 2 hours per week will examine the religion of Christianity and one other religion.

TERM 1-2

Unit 3 – Muslim Beliefs part 2 This unit explores:

- The six beliefs in Sunni Islam
- The five roots of Usal ad-din
- The nature of Allah
- Risalah

- Muslim holy books
- Malaikah
- Al-Qadr
- Akhirah

Unit 4 – Living the Muslim life This unit explores:

- The Ten Obligatory Acts
- Shahadah
- Salah
- Sawm
- Zakah and Khums
- Hajj
- Jihad
- Celebrations and commemorations

TERM 2-3

Unit 5 – Marriage and the family

This unit explores:

- The importance of marriage
- Christian views on sex outside marriage
- The importance of family life
- Support for the family in the local parish
- Christian views on contraception
- Christian views on divorce and remarriage
- The role of men and women
- Christian views on gender prejudice and discrimination.

Unit 6 – Peace and conflict

This unit explores:

- Muslim views towards peace
- Peacemaking
- Muslim beliefs to conflict
- Pacifism
- Just war theory

Useful resources to have at home:

- BBC Programme – The Big Question.
- BBC Programme – Sunday Morning Live.
- Revision materials and textbook on the VLE.
- Encourage your son/daughter to take note of current affairs.

Year 10 GCSE Business – Linear GCSE

Year 10 is an introduction to small businesses.

Unit 1: 25% of final GCSE grade (assessed via external multiple choice examination at the end of year 11)

Unit 2: 25% of final GCSE grade (controlled assessment coursework assignment at the end of year 10)

| TERM 1 | |
|---|---|
| First Half Term | Second Half Term |
| Topic 1.1 – Spotting a business opportunity | Topic 1.2 – Showing enterprise Topic 1.3 – Putting a business idea into practice |
| TERM 2 | |
| Third Half Term | Fourth Half Term |
| Topic 1.4 – Making the start up effective | Unit 2 – Controlled Assessment Research |
| TERM 3 | |
| Fifth Half Term | Sixth Half Term |
| Topic 1.5 – The economic context Unit 1 revision/mock exam | Unit 2 – Controlled Assessment Write Up |

Useful resources to have at home:

- VLE
- Business studies shared area and coursework guide
- Edexcel Textbook (Edexcel GCSE Business: Introduction to Small Businesses) - Revision handbook

www.businessstudiesonline

www.edexcel.com