






# YATELEY SCHOOL Y10 LEARNING JOURNEY

Welcome to your GCSEs! This year you'll be embarking on a two-year journey that will influence the rest of your life. Be prepared to work harder than ever as you study the core as well as four option choices... all in a bid to achieve the best GCSE grades you can! But don't worry, it's not all hard work, there's plenty of amazing extra-curricula and leadership opportunities for you, so do take a peak inside!




## CORE SUBJECTS (EVERYONE TAKES)

 <b>ENGLISH</b> x7 lessons	 <b>MATHS</b> x6 lessons	 <b>SCIENCE</b> x8 lessons	 <b>PHYSICAL EDUCATION</b> x2 lessons	 <b>PSHE</b> x1 lesson
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## FOUR OPTION SUBJECTS

 <b>ART</b> x4 lessons	 <b>BUSINESS STUDIES</b> x4 lessons	 <b>CHILDCARE</b> x4 lessons	 <b>COMPUTER SCI</b> x4 lessons
 <b>DANCE</b> x4 lessons	 <b>DESIGN TECHNOLOGY</b> x4 lessons	 <b>DRAMA</b> x4 lessons	 <b>FOOD TECHNOLOGY</b> x4 lessons
 <b>FRENCH</b> x4 lessons	 <b>GEOGRAPHY</b> x4 lessons	 <b>GERMAN</b> x4 lessons	 <b>GRAPHICS</b> x4 lessons
 <b>HISTORY</b> x4 lessons	 <b>MUSIC</b> x4 lessons	 <b>PE</b> x4 lessons	 <b>RELIGIOUS STUDIES</b> x4 lessons

## OUR LEARNING VALUES

-  **AMBITIOUS**  
Ambition can take us anywhere. It is transformational. It makes the extraordinary possible.
-  **CURIOS**  
Curiosity should lead us to ask questions, be sceptical, make mistakes and learn from it all.
-  **TENACIOUS**  
We have to be tenacious, determined and relentless in the face of challenge.

## OUR CULTURAL VALUES

-  **READY**  
Be on time, equipped with what you need and ready to learn.
-  **RESPECTFUL**  
Be respectful in all our actions and interactions with each other.
-  **SAFE**  
Work together to keep each other safe from any harm.

Your Exam Boards (completing GCSEs in 2026):

Code	Subject	Board	Spec No	Tier/Grading
Ar	Art and Design	AQA	8202	(9-1)
Bi	Biology	AQA	8461	F or H (9-1)
Bs	Business Studies	AQA	8132	(9-1)
Ch	Chemistry	AQA	8462	F or H (9-1)
Ct	Computer Science	OCR	J277	(9-1)
Da	Dance	AQA	8236	(9-1)
Dt	Design and Technology (Timbers)	Pearson	1DT0/1F	(9-1)
Dr	Drama	Pearson	1DR0	(9-1)
El	English Language	AQA	8700	(9-1)
En	English Literature	Eduqas	C720QS	(9-1)
Fr	French (New spec)	AQA	8652	F or H (9-1)
Ge	Geography B	Edexcel	1GB0	(9-1)
Gm	German (New Spec)	AQA	8662	F or H (9-1)
Gn	Design & Technology (Papers & Boards)	Pearson	1DT0/1B	1B (9-1)
Hi	History	AQA	814D22	(9-1)
Hc	NCFE Cache Level 2 Technical Award in Child Dev & Care in Early Years	Cache	603/7012/9	A* - D
Hf	Food Preparation & Nutrition	Eduqas	C560P1	(9-1)
Ma	Mathematics	OCR	J560	F or H (9-1)
Ma	Further Maths (selected students)	AQA	8365	(9-5)
Ma	Additional Maths (FSMQ) (selected students)	OCR	6993	(A* - E)
Ma	Entry Level Mathematics (selected students)	AQA	5930	(L1, 2 or 3 Pass)
Mu	Music	Eduqas	C660QS	(9-1)
Pt	Physical Education	AQA	8582	(9-1)
Ph	Physics	AQA	8463	F or H (9-1)
Rs	Religious Studies A	Eduqas	C120P3	(9-1)
Sc	Science Combined Trilogy	AQA	8464	F or H (9-1)
Sp	Spanish (New Spec)	AQA	8692	F or H (9-1)

Options within entry code

History 814D22

1B/D Conflict & Tension in Asia 1950-1975  
 1A/D America 1920-1973 Opportunity & inequality  
 2A/A Britain Health & the people c1000 to the present day  
 2B/C Elizabethan England c1568-1603

Drama 1DR0

1DR03A Set text List A  
 1DR03B Set text List B

RSC120P3

Route A3 - Islam

## 2024-25 Calendar

September 2024		October 2024		November 2024	
Mon-02-Sep-24:	INSET	Tue-01-Oct-24:	Schools & Doctors Meeting	Mon-04-Nov-24:	GCSE Resits
Tue-03-Sep-24:	Year 7 & 12 Start	Wed-02-Oct-24:	Y6 Open Morning #1	Tue-05-Nov-24:	Y8 Stay Safe Day
Wed-04-Sep-24:	Year 7, 10 Photographs	Thu-03-Oct-24:	Y6 Open Morning #2	Tue-05-Nov-24:	GCSE Resits
Wed-04-Sep-24:	Y8, 9, 11, 13 staggered start.	Thu-03-Oct-24:	6th Form Open Evening	Wed-06-Nov-24:	Y8 Stay Safe Day
Wed-11-Sep-24:	Y12 Parents Information Eve	Wed-09-Oct-24:	6th Form Freshers' Party	Wed-06-Nov-24:	Y8 Parents Stay Safe Evening
Mon-16-Sep-24:	Y11 Geography Field Trip	Thu-10-Oct-24:	Y7 Tutor Evening	Wed-06-Nov-24:	GCSE Resits
Fri-20-Sep-24:	D of E Silver Expedition	Mon-14-Oct-24:	House Dance	Thu-07-Nov-24:	6th Form Parents Eve
Fri-20-Sep-24:	Y11 Geography Field Trip	Tue-15-Oct-24:	House Dance	Thu-07-Nov-24:	Y8 Stay Safe Day
Wed-25-Sep-24:	Y6 Open Evening	Tue-15-Oct-24:	Senior Maths Challenge	Thu-07-Nov-24:	GCSE Resits
Wed-25-Sep-24:	Maths Olympiad for Girls	Fri-18-Oct-24:	It's Not OK	Fri-08-Nov-24:	GCSE Resits
Fri-27-Sep-24:	Y11 Geography Field Trip	Mon-21-Oct-24:	Y8 BUDE Trip	Mon-11-Nov-24:	GCSE Resits
		Tue-22-Oct-24:	Y8 BUDE Trip	Tue-12-Nov-24:	INSET
		Wed-23-Oct-24:	Y8 BUDE Trip	Thu-14-Nov-24:	Y8 Parents' Evening
		Thu-24-Oct-24:	Y8 BUDE Trip	Fri-15-Nov-24:	6th Form 4-Legged Race
		Thu-24-Oct-24:	Y11 Parent Information Eve	Mon-18-Nov-24:	Y9 Options Tasters
		Fri-25-Oct-24:	Y8 BUDE Trip	Tue-19-Nov-24:	Y9 Options Tasters
		Fri-25-Oct-24:	Iceland Trip Departs	Wed-20-Nov-24:	Y10 Programming Comp
		Mon-28-Oct-24:	Iceland Trip	Thu-21-Nov-24:	6th Form Taster Day
		Tue-29-Oct-24:	Iceland Trip	Thu-21-Nov-24:	Careers' Fair
		Wed-30-Oct-24:	Iceland Trip	Fri-22-Nov-24:	Art Mock
				Tue-26-Nov-24:	House Drama
				Wed-27-Nov-24:	House Drama
				Thu-28-Nov-24:	Y9 Parents' and Options Eve
				Thu-28-Nov-24:	Flu Vaccinations
				Fri-29-Nov-24:	INSET

Please note: All dates are subject to change. Our most up-to-date calendar can always be found at <https://www.yateleyschool.net/events-calendar/>

December 2024		January 2025		February 2025	
<b>Mon-02-Dec to Fri-13-Dec</b> Year 11 Mock Examinations		Wed-22-Jan-25:	Y11 Parents' Evening	Tue-04-Feb-25:	Dance Live Competition
Thu-12-Dec-24:	iRock	Thu-23-Jan-25:	INSET	Thu-06-Feb-25:	Y11 Childcare Assessments
Thu-12-Dec-24:	6th Form Christmas Party	Wed-29-Jan-25:	Intermediate Maths Challenge	Fri-07-Feb-25:	Y11 Childcare Assessments
Mon-16-Dec-24:	Y10 Christmas Fair			Mon-10-Feb-25:	Y13 Childcare Assessments
Tue-17-Dec-24:	Y12 Criminology Exam			Tue-11-Feb-25:	Y13 Childcare Assessments
Wed-18-Dec-24:	Y12 Criminology Exam			Wed-12-Feb-25:	Y13 Childcare Assessments
Fri-20-Dec-24:	1/2 Day			Thu-13-Feb-25:	Y12 & Y13 Parents' Evening
				Thu-13-Feb-25:	Y11 Childcare Assessments
				Fri-14-Feb-25:	Y11 Childcare Assessments
				<b>Mon-17-Feb-25 to Fri-21-Feb-25:</b> Ski Trip	
				<b>Mon-24-Feb-25 to Fri-28-Feb-25:</b> Y12 Geography Field Trip	

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March 2025		April 2025		May 2025	
Tue-11-Mar-25:	Gremlin Dance Competition	Tue-01-Apr-25:	House Music	<b>Throughout May:</b> GCSE examinations	
Thu-13-Mar-25:	Y11 Drama Exams	Thu-03-Apr-25:	Y10 Parents' Evening	A-Level examinations	
Thu-13-Mar-25:	Y7 Parents' Evening	Thu-24-Apr-25:	GCSE Art Exams	Thu-01-May-25:	Junior Maths Challenge
Tue-18-Mar-25:	iRock Concert	Fri-25-Apr-25:	GCSE Art Exams	Thu-01-May-25:	A-Level Art Exams
Fri-21-Mar-25:	Y13 Drama Exams	Wed-30-Apr-25:	A-Level Art Exams	Fri-02-May-25:	A-Level Art Exams
Wed-26-Mar-25:	INSET			Wed-21-May-25:	Places of Worship RS Trip
Thu-27-Mar-25:	Y7 Gurdwara Trip			Fri-23-May-25:	Y13 Leavers' Assembly
Mon-31-Mar-25:	Y8 HPV Vaccinations				

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June 2025		July 2025		August 2025	
Thu-12-Jun-25:	Y10 GCSE Drama Exams	Tue-01-Jul-25:	Sports' Day (Field)	<b>14 August 2025</b> A-Level Results	
Tue-17-Jun-25:	Y12 Drama Exams	Wed-02-Jul-25:	Y6 Induction		
Fri-20-Jun-25:	Sixth Form Prom	Thu-03-Jul-25:	Y6 Induction		
Tue-24-Jun-25:	6th Form Link Day	Thu-03-Jul-25:	Y6 Parents' Evening		
Fri-27-Jun-25:	Y11 Prom	Fri-04-Jul-25:	Sports' Day (Track)		
Fri-27-Jun-25:	German Trip Departs	Mon-07-Jul-25:	Yateley Young Designers	<b>21 August 2025</b> GCSE Results	
Mon-30-Jun-25:	German Trip Returns	Tue-08-Jul-25:	Yateley Young Designers		
		Tue-08-Jul-25:	iRock Concert (Drama Studio)		
		Wed-09-Jul-25:	Yateley Young Designers		
		Thu-10-Jul-25:	Y10 Work Experience		
		Fri-11-Jul-25:	Y10 Work Experience		
		Fri-11-Jul-25:	Yateley Young Designers		
		Tue-15-Jul-25:	Y7-Y11 Awards Evening		
		Wed-16-Jul-25:	Main School Production		
		Thu-17-Jul-25:	Main School Production		
		Fri-18-Jul-25:	Y9 Graduation		
		Mon-21-Jul-25:	Sports Personality		
		Tue-22-Jul-25:	School Prizegiving (1/2 Day)		

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## Dates, Events and Extra Curricula Opportunities

### Holiday Dates:

<b>Autumn half-term holiday</b> Monday 28 October 2024 to Friday 1 November 2024	<b>Spring half-term holiday</b> Monday 17 February 2025 to Friday 21 February 2025	<b>Summer half-term holiday</b> Monday 26 May 2025 to Friday 30 May 2025
<b>Christmas holiday</b> Monday 23 December 2024 to Friday 3 January 2025	<b>Easter holiday</b> Monday 7 April 2025 to Monday 21 April 2025	<b>Summer holiday</b> Wednesday 23 July 2025 to Tuesday 2 September 2025

INSET Dates for 2024–2025	
Date	Event
Monday 02 September 2024	INSET Day #1
Tuesday 03 September 2024	Year 7 and Year 12 only
Wednesday 04 September 2024	08.45am = Y7 and Y10   10.20am = Y8, Y9, Y11, Y12 and Y13
Wednesday 25 September 2024	1.10pm finish
Tuesday 11 November 2024	INSET Day #2
Friday 29 November 2024	INSET Day #3
Friday 20 December 2024	1.10pm finish
Thursday 23 January 2025	INSET Day #4
Wednesday 26 March 2025	INSET Day #5
Reporting Dates	
Friday 28 November 2024	Academic Report #1
Thursday 27 March 2025	Academic Report #2
Thursday 03 April 2025	Y10 Parents' Evening
Monday 16 June to Friday 27 June 2025	Year 10 Examinations
Thursday 17 July 2025	Academic Report #3

### Communication:

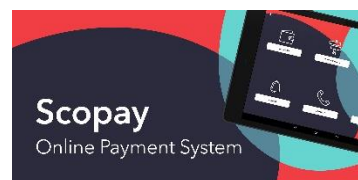
As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these (if they can) for seamless home/school communication.



Our main app, showing how your child is getting on at Yateley.



See the homework/classwork we are setting at school.



Make payments for trips, events, food and much more.



We also email a weekly Parents' Bulletin on a Friday newsletter, which can also be found at:

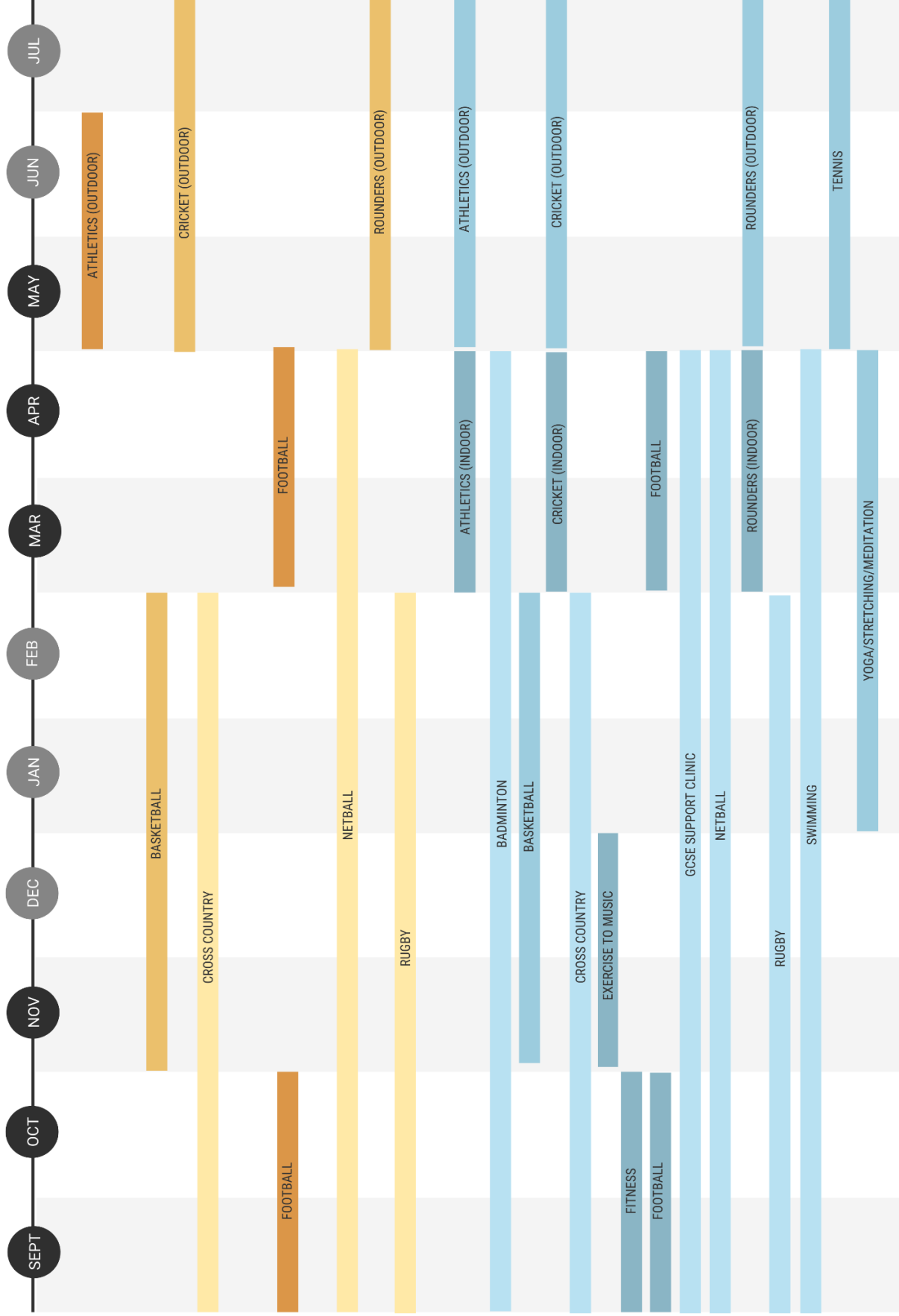
<https://www.yateleyschool.net/newsletters-2024-25>

## Extra Curricula Opportunities (by category)

Extra Curricula Activity:	Start	End	Participating Year Groups							Location	Contact
			7	8	9	10	11	12	13		
<b>Student Groups</b>											
Anti-Bullying Ambassadors	Sep	Jul								TBC	Mr R Keeble
Welfare and Wellbeing	Sep	Jul								TBC	Mr R Keeble
Inclusivity and Diversity	Sep	Jul								TBC	Mr R Keeble
Student Voice	Sep	Jul								TBC	Mr R Keeble
<b>Subject Workshops</b>											
<b>Art:</b> GCSE Booster Sessions	May	Apr								B3.5	Mrs S Breen
<b>Art:</b> KS3 Club	Oct	Jul								B3.5	Mrs S Breen
<b>Business Studies:</b> Christmas Fair	Sep	Dec								School Hall	Miss J Nicholson
<b>Business Studies:</b> Young Enterprise	Sep	Apr								BB4	Mr J Burgham
<b>Computing:</b> Computer Club	Sep	Jul								C2.8	Mrs C Cobbold
<b>English:</b> Creative Writing Club	Sep	Jul								D1.5	Mrs S Meadows
<b>English:</b> Debate Club	Sep	Jul								D1.8	Mrs C Robinson
<b>History:</b> History Club	Sep	Jul								D2.4	Miss N Davies
<b>Food:</b> Baking Club	Apr	May								TE2	Mrs J Buttle
<b>Maths:</b> Wednesday club/drop-in	Sep	Jul								C2.1	Mrs K Colloff
<b>Maths:</b> Sixth Form Wed drop-in	Sep	Jul								C2.1	Mrs K Colloff
<b>Maths:</b> Cipher Challenge	Sep	Dec								C2.7	Mrs K Colloff
<b>Photography:</b> Y9 Workshop	Jun	Jul								B3.3	Miss N Parish
<b>Tech:</b> STEM Master Classes	Sep	Jul								BG1	Miss S Williams
<b>Tech:</b> Wednesday Maker Space	Sep	Jul								BW1	Ms S Coffey
<b>Performing Arts: Dance</b>											
Dance Live Auditions (Mon-16-Sep)	Sep									Dance Studio	Mrs H Wearing
Dance Live 2025 (Tue-04-Feb-25)	Sep	Feb								Portsmouth	Mrs H Wearing
House Dance (14+15-Oct-24)	Sep	Oct								Dance Studio	Mrs H Wearing
KS3 Dance Club	Sep	Jul								Dance Studio	Mrs H Wearing
Gremlin Dance Challenge (12-Mar-25)	Jan	Mar								TBC	Mrs H Wearing
Boys Dance Project	Jan	Mar								Dance Studio	Mrs H Wearing
<b>Performing Arts: Drama</b>											
House Drama Rehearsals	Sep	Oct								Drama Studio	Mrs A Affleck-Cruise
House Drama Performance	Nov									Drama Studio	Mrs A Affleck-Cruise
Main school rehearsals + show	Nov	Jul								Drama Studio	Mrs A Affleck-Cruise
<b>Performing Arts: Music*</b>											
Christmas Concert	Dec									Main Hall	Mr R Croft
Guitar Ensemble (Tue breaktime)	Sep	Jul								Music block	Mr R Croft
Choir (Wed lunchtime)	Sep	Jul								Music block	Mr R Croft
Music tech club (Thu lunchtime)	Sep	Jul								Music block	Mr R Croft
House Music	Sep	Mar								Music block	Mr R Croft
<b>Clubs, Societies and Awards</b>											
Chess Club	Sep	Jul								B1.1	Mr J Messenger
Architecture Design Group	Oct	Jun								TE1	Mr D Sibbald
Carnegie Shadowing Book Club	Mar	Jun								Library	Mrs J Hood
The Brilliant Club (by invitation)	Oct	Feb								Educational	Mrs C Cobbold
Dungeons and Dragons (Thur)	Sep	Jul								H1.B	Mrs H Cherniawsky
Duke of Edinburgh Award- Bronze	Sep	Jul								Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Silver	Sep	Jul								Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Gold	Sep	Jul								Event/Visit	Mrs C Uttley
<b>Trips and Visits</b>											
<b>Criminology:</b> Justice Museum	Jun									Trip/Visit	Mrs J Rampton
<b>Criminology:</b> Old Bailey	Dec									Trip/Visit	Mrs J Rampton
<b>Psychology:</b> Derren Brown	Oct									Trip/Visit	Mrs R Short
<b>Drama:</b> Woman in Black	Nov									Trip/Visit	Mrs A Affleck-Cruise
<b>Philosophy:</b> Conference	Dec									Trip/Visit	Mr A Bristow
<b>Politics:</b> Speakers & Parliament	Dec									Trip/Visit	Mr G Donohoe
<b>Tech:</b> The Design Museum	Feb									Trip/Visit	Mr D Sibbald
<b>RS:</b> Gurdwara - Sikhism Trip	Apr									Trip/Visit	Mr A Bristow
<b>RS:</b> Local Church	Oct									Trip/Visit	Mr A Bristow
<b>RS:</b> Auschwitz and Krakow	Jul									Trip/Visit	Mr A Bristow
<b>RS:</b> Places of Worship (Reading)	Jul									Trip/Visit	Mr A Bristow
<b>English:</b> An Inspector Calls Trip	TBC									Trip/Visit	Mrs S Meadows
<b>English:</b> Romeo and Juliet Trip	TBC									Trip/Visit	Mrs S Meadows
<b>English:</b> Poetry Live Trip	TBC									Trip/Visit	Mrs S Meadows

Extra Curricula Activity:	Start	End	Participating Year Groups							Location	Contact
			7	8	9	10	11	12	13		
<b>MFL:</b> Germany Trip	Jun									Trip/Visit	Mrs K McCabe
<b>MFL:</b> London French institute	Oct									Trip/Visit	Ms Bourienne
<b>PE:</b> Bude Residential	Oct									Trip/Visit	Mrs K Evans
<b>Geography:</b> Littlehampton	Oct									Trip/Visit	Mrs N Self
<b>Geography:</b> Southampton	Nov									Trip/Visit	Mrs N Self
<b>Geography:</b> Cadbury's World	Apr									Trip/Visit	Ms R Brinkman
<b>Geography:</b> Residential	Mar									Trip/Visit	Mrs N Self
<b>History:</b> Ypres and the Somme	Nov									Trip/Visit	Miss A Vinci
<b>History:</b> Tower of London	Oct									Trip/Visit	Miss A Vinci
<b>History:</b> Vietnam	Feb									Trip/Visit	Miss A Vinci
<b>History:</b> London (John Hunter)	Jul									Trip/Visit	Miss A Vinci
<b>History:</b> Windsor Castle	May									Trip/Visit	Miss A Vinci
<b>All:</b> Marwell Zoo Trip	Jul									Trip/Visit	Mrs S McCarthy
<b>All:</b> Ski Trip	Feb									Trip/Visit	Mrs E Williams
<b>All:</b> Thorpe Park Trip	Jul									Trip/Visit	Mrs C Cobbold

# Key Stage 4 Teams and Clubs: Sport Opportunities for 2024-2025





# Sort Out Your Future - Step by Step

## STEP 1: Your options after Year 11...

You need to think about what is **right for you** and be sure that the options you choose now will get you into the career you want. During Year 11, you can talk to your tutor and Tracy Bailey, Careers Adviser from EBP South, who will help you with your decisions.



## STEP 2: Education or Employment?

### A full-time course?

Stay at our outstanding Yateley Sixth Form, go to another sixth form or go to a college. You need to think about what you want to study and find out where you can study it.

### An apprenticeship?

Working and studying at the same time! What apprenticeship do you want and is there one locally? If you want to do an apprenticeship, but need work experience, you could consider doing a traineeship.

### A full-time job?

You can't just "start work" as you'll need to do part-time education or training. You must study for a minimum of 280 planned learning hours a year, in your own time or whilst at work, if your employer allows this.

## STEP 3: What to think about and research now:

You should apply for more than one option. This is in case you don't get the grades you need for the course you want to do or can't find an employer with vacancies for an apprenticeship.



## STEP 4: Understand the courses available to you...

There are four main types of course you can choose from after Year 11. You will only choose one, though it is always sensible to think about your 'back-up' option too.

• A Levels • T Levels • Vocational/Technical • Apprenticeship

## STEP 5: Provider websites and resources

Look at individual school and college websites for course information. It is also useful to attend school and college open evenings and other careers events - these maybe online or face-to-face. Follow Yateley Schools Careers Twitter @Careers\_YS for daily updates, information and useful links



## And finally: If it feels a bit overwhelming...

Finishing GCSEs can be intimidating. Up until this point, it is likely all your decisions were made on your behalf by your parents and teachers. After all, you may have been told what school to go to, what to wear each day and how to act both at home and in the classroom.

Starting to enter the adult world can be more than a little overwhelming, as you might be unsure about the next best step after GCSEs. If you need some guidance, read this carefully and take some time to imagine what you'd like to be doing after leaving school behind. And then reach out... we are here to help!



## Core Subjects:

What we're studying this year...	How parents and carers can help...
<b>English Language</b>	
<p><b>Paper 1 Explorations in creative reading and writing</b>  <b>Section A Reading</b> Key focus: How do established writers use narrative and descriptive techniques to capture the interest of readers?  <b>Q1</b> Can you identify and interpret explicit and implicit information and ideas in a text? Can you select and synthesise evidence from texts to support a point of view? (AO1)  <b>Q2</b> Can you explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views? (AO2)  <b>Q3</b> Can you explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views? (AO2)  <b>Q4</b> Can you evaluate texts critically by stating why certain narrative and descriptive techniques have been used supporting this with appropriate textual references using relevant subject terminology? (AO4)  <b>Section B Writing</b> Key focus: Can you demonstrate narrative and descriptive skills in response to a written prompt, scenario or visual image using a range of features on a text, sentence and word level?  <b>SPaG:</b> How good is your Spelling, Punctuation and Grammar? It is worth a quarter of your overall Language GCSE. Make sure you know what a noun, verb, adjectives etc are and can use all types of punctuation in your work.</p>	<ol style="list-style-type: none"> <li>1. Encourage and maintain the reading habit in your child. Read a wide variety of fiction and non-fiction both modern and pre 20<sup>th</sup> century: a little and often is the approach on a daily basis</li> <li>2. Students need to be exposed to a variety of fiction with a variety of vocabulary to be very successful at GCSE Language.</li> <li>3. Become familiar with <a href="https://www.aqa.org.uk/subjects/english/gcse">https://www.aqa.org.uk/subjects/english/gcse</a> and the pages that support the study of AQA GCSE English Language</li> </ol>
<b>Consisting of:</b> 7 x Lessons per fortnight (Lang and Lit)	
<b>English Literature</b>	
<p><b>Term 1: Eduqas Modern Drama - JB Priestley An Inspector Calls</b>  <b>Term 2: Language Paper 1 and Language Paper 2 (these will be revisited often in Year 10 and Year 11)</b>  <b>Term 3: EDUQAS Exam board – Unseen poetry and Romeo and Juliet</b>  <b>These “who, when, where, what, why, how” questions support the study of all literature texts:</b></p> <p>Who is the writer? How do their beliefs and lives increase our understanding? Who are the characters or voices in the text? Why has the writer constructed these characters – for what purpose?            When or what era has the text been set? How does knowledge of this era increase our understanding? Where has the text been set? Why is this significant?            What are the themes which are explored and developed in the texts? What is the narrative structure of the text? How does it increase our understanding? Why was the text written? Why is the message important then and now?            How has the writer used language, form and structure to shape meaning?</p>	<ol style="list-style-type: none"> <li>1. Encourage and maintain the reading habit in your child. Read a wide variety of fiction and non-fiction both modern and pre 20<sup>th</sup> century: a little and often is the approach on a daily basis</li> <li>2. Become familiar with <a href="https://www.aqa.org.uk/subjects/english/gcse">https://www.aqa.org.uk/subjects/english/gcse</a> and the pages that support the study of AQA GCSE English Language</li> <li>3. Become familiar with Eduqas English Literature support including past papers.</li> <li>4. Explore and revise all aspects of Elizabethan England, perhaps visit The Globe or Stratford-Upon-Avon. Watch adaptations of the great novels of Shakespeare as well as documentaries focusing on Elizabethan and Jacobean life.</li> </ol>
<b>Consisting of:</b> 7 x Lessons per fortnight (Lang and Lit)	
<b>Mathematics</b>	
<p><b>September-December:</b>            How are measurements converted and interpreted while applying the appropriate degree of accuracy? How do speed, distance and time interact with each other? What are irrational numbers and why would you use them? Which is the most appropriate average in certain situations and why? What angle facts can be derived from polygons, especially a right-angled triangle?</p> <p><b>January-April:</b>            How do you apply the rules of Algebra to manipulate and solve quadratic and cubic equations?            What information can you derive from a graph? How can formulae be utilised to calculate missing values? How do you find the values of two variables given two different scenarios? How much material is needed to construct a 3D shape? How are the area/volume of composite shapes calculated? How likely is a specific set of events to happen in a certain environment?</p> <p><b>May-July:</b></p>	<ol style="list-style-type: none"> <li>1. Ensure your child has all the Maths equipment that may be needed at all times. At any point a calculator, ruler, compass, protractor, pencil or rubber could be required in a Maths lesson.</li> <li>2. Encourage your child to approach their Maths homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help.</li> <li>3. Students are encouraged to select areas for improvement following every topic assessment. Ask your child what topics they have chosen and let them describe what they have done to ensure their understanding has</li> </ol>

<p>What part do graphs play in interpreting and relating two sets of data? How do you calculate lengths and angles in 3D? What are composite functions and how are they interpreted? What real world scenarios can be modelled as exponential growth and decay?</p>	<p>improved. This should involve 'doing' some Maths.</p>
<p><b>Consisting of:</b> 6 x Lessons per fortnight</p>	
<p><b>Biology (Bold italics = Treble Only)</b></p>	
<p><b>Cell biology</b> – How can we observe cells? How are plant, animal and bacterial cells similar or different to each other? What are Eukaryotic and Prokaryotic cells? How and why do cells become specialised? How are different substances transported into and out of cells? What is the cell cycle? How do cells divide? What are stem cells? How can we use stem cells in research and medicine? Can I discuss the issues surrounding their use?</p> <p><b>Organisation</b> – How are organisms organised? How does the digestive system work? What are enzymes and what factors can affect their action? How do enzymes help digestion? What is in blood? How does the structure of the heart allow it to function? How does the structure of the blood vessels help them to function? How can we treat problems with the heart and circulatory system? How does the structure of the lungs allow us to breathe? How are the alveoli adapted to allow efficient gas exchange? How do plants transport water and sugars around their tissues? What is transpiration and what are the factors which affect it?</p> <p><b>Infection &amp; response</b> – What is health? What are some examples of communicable diseases? How are they spread? How can we grow bacteria in the lab? <i>How can we prevent bacterial growth?</i> How can we prevent the spread of pathogens? How does the human body defend itself against disease? <i>How do plants defend themselves against disease?</i> How do vaccines work? What are antibiotics? How are new drugs developed? <i>What are monoclonal antibodies and how are they used?</i> What are non-communicable diseases? What is cancer? What lifestyle factors affect your health?</p> <p><b>Bioenergetics</b> – Why do we need two types of respiration? How do our bodies respond to exercise? What is metabolism? How do plants make their own food? What factors limit the rate of photosynthesis? How do plants use the glucose they make?</p>	<ol style="list-style-type: none"> <li>1. Encourage students to watch natural history documentaries e.g. Planet Earth and also programs like Horizon.</li> <li>2. Visit the Natural History Museum in London and Marwell Zoo.</li> <li>3. Test students regularly at home with key questions about their topics using revision guides and other resources. Encourage the printing and completion of past paper questions and discuss scientific discoveries in the news.</li> </ol>
<p><b>Consisting of:</b> 8 x Lessons per fortnight (all sciences)</p>	
<p><b>Chemistry (Bold italics = Treble Only)</b></p>	
<ul style="list-style-type: none"> <li>• <b>Atomic structure &amp; the periodic table</b> – What is an atom, compound and mixture? What is a chemical reaction? How is mass affected during a chemical reaction? What type of separating techniques is needed to separate certain mixtures? How have ideas of the atom changed due to experimental results? What subatomic particles make up the atom and what are their properties? What happens when electrons are lost or gained? How does changing the number of neutrons in an atom affect its properties? How are electrons arranged in an atom? How has the periodic table evolved over time? Why are lithium, sodium and potassium all in group 1? What are the halogens and how do they react? <i>Why are the transition metals so useful?</i></li> <li>• <b>Bonding, structure &amp; properties of matter</b> – What are the three different states of matter? What happens when a substance changes state? Why do atoms form ions? Why do some substances form giant ionic compounds and others simple covalent? Why does salt have a high melting point but water does not? Why does a material conduct electricity? Are diamond and graphite really made from the same element? What is an intermolecular force? Why is graphene so special? <i>How small is a nanoparticle? Where can we go with nanotechnology? What are the dangers of nanoparticles?</i></li> <li>• <b>Quantitative chemistry</b> – What is the mole? How much of one substance with completely react with another? Does the amount of one substance limit the amount of product made? <i>What is a yield and why is it important to have a high percentage yield in the chemical industry? Why is sustainable production crucial for the future?</i> What is concentration? Why is one solution more concentrated than another? <i>How can you determine the concentration of an unknown solution using a titration? What volume holds one mole of any gas?</i></li> <li>• <b>Chemical changes</b> – Do all metals react in the same way? What is displacement and why does it happen? What is OILRIG? What is an ore? How are salts made? What are the products from neutralisation reactions? What does the pH scale represent? Why can an acid be strong but be at a low concentration and another be weak at a high concentration? What happens in electrolysis? Why can only certain substances be electrolysed? What happens at the cathode and anode during electrolysis? Why does water change the products of electrolysis? What is aluminium used for and how is it extracted from its ore?</li> </ul>	<ol style="list-style-type: none"> <li>1. Encourage students to sign up with the royal society of chemistry.</li> <li>2. Watch scientific documentaries and discuss scientific discoveries and environmental concerns in the news..</li> <li>3. Test students regularly at home with key questions about their topics using revision guides and other resources. Encourage the printing and completion of past paper questions.</li> </ol>

<ul style="list-style-type: none"> <li>• <b>Energy changes</b> – What is exothermic and endothermic? Why does a reaction that takes in energy feel cold? What everyday items are useful due to containing an exo- or endothermic reaction? What is activation energy? What do reaction profiles represent? Is energy required to make or break chemical bonds? <i>How is the difference in reactivity utilised to make chemical cells? Why are we looking to use hydrogen fuel cells in the future?</i></li> <li>•</li> </ul>	
<b>Consisting of:</b>	
8 x Lessons per fortnight (all sciences)	
<b>Physics (Bold italics = Treble Only)</b>	
<p><b>Energy:</b> Where is energy stored? How do you calculate how much energy there is in a given store? How is energy moved between different stores? What do we mean by the law of conservation of energy? How efficient are energy transfers? How are energy &amp; power related? How do we generate a distribute electricity?</p> <p><b>Particle model of matter:</b> How do we measure density? What are the states of matter &amp; what properties do they have? How much energy is needed to increase temperature and/or change state? How do particles behave in a gas? <i>How are pressure and volume related in a gas?</i></p> <p><b>Atomic Structure:</b> What is the structure of an atom? What discoveries led to our understanding of the structure of the atom? What are the types of nuclear radiation &amp; what are their properties? <i>What are the hazards &amp; uses of nuclear radiation? What are nuclear fission &amp; fusion?</i></p> <p><b>Electricity:</b> What is meant by electrical current, potential difference and resistance? What are electrical components and what characteristics do they have? What is meant by series &amp; parallel circuits? What is means by ‘mains electricity’ and how is our home wired? How do we calculate the energy transferred and power from an electrical device? <i>What is static electricity? What are electrical fields?</i></p>	<ol style="list-style-type: none"> <li>1. Physics programmes are increasingly popular on TV and available to stream. Anything presented by Brian Cox or Jim Al-khalili would be excellent and should inspire students to look further into Physics.</li> <li>2. Set time aside to talk through the Physics that they’re learning in class. Ask them to explain it to you, and/or try and relate it to your daily life.</li> <li>3. If you can’t find what you need ask your teacher of the Head of Science!</li> </ol>
<b>Consisting of:</b>	
8 x Lessons per fortnight (all sciences)	
<b>Core PE</b>	
<ul style="list-style-type: none"> <li>• Does the student understand what wellbeing is?</li> <li>• Do students know and understand the difference between recreational activities and competitive sport?</li> <li>• Do students enjoy taking part in sports/physical activities?</li> <li>• Can students see and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounder’s, rugby and tennis]?</li> <li>• Can students reflect on choices made, outlining what worked well and what could have been better?</li> <li>• Students will focus on leadership, communication and organisational skills. Can they follow our own version of sports leaders’ qualification?</li> <li>• Can students take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group?</li> <li>• Does the student understand nutrition and a balanced diet?</li> </ul>	<ol style="list-style-type: none"> <li>1. Encourage an active lifestyle – More walking, less driving, sports clubs or Gym memberships.</li> <li>2. Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals.</li> <li>3. Encourage students to explore the opportunities that are provided for them.</li> </ol>
<b>Consisting of:</b>	
2 x Lessons per fortnight	
<b>PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)</b>	
<ul style="list-style-type: none"> <li>• <b>Celebrating Diversity and Equality:</b> World issues – international organisations. World Issues – Brexit. World Issues – aid and supporting other counties. World Issues – fair trade. World Issues – peace and war and conflict. Women’s rights. #MeToo and Time Up movement.</li> <li>• <b>Health and Wellbeing:</b> Child Sexual Abuse (CSE). Screen time and safe us of mobile phones. Suicide (thought and feelings). Self-harm (causes and support available). Common types of mental ill health (anxiety, stress and depression). Promoting emotional wellbeing (exercise and mental wellbeing).</li> <li>• <b>Rights, Responsibilities and British Values:</b> Critical thinking and fake news. LGBT + British values. What is a cult? Exploring British values. Human rights and their importance. Balancing Human rights.</li> <li>• <b>Life Beyond School:</b> Instagram generation (it’s OK to feel down). FC – targeted advertising – online. Marriage – what is it (including forced marriage). Consumer</li> </ul>	<ol style="list-style-type: none"> <li>1. By engaging in conversations with your child about the focus point in each PSHE/RSE lesson which will be shared via the weekly parent school bulletins.</li> <li>2. Discuss your children’s lessons with them. Express opinions about the issues raised while remaining open to the possibility that you may be wrong.</li> <li>3. Watch lots of current affairs programmes and listen with your child to items on Radio 4. TED talks are also an excellent mind-expanding forum.</li> </ol>

protection and rights. Rights and responsibilities. Employment rights.  
Understanding a payslip.

- **Staying Safe, Online & Offline:** Honour based violence. Forced marriage and breast ironing and flattening. Online gambling (games in app purchases). Social media validation. Keeping your data safe (social networks). Causes of knife crime. Modern day slavery.
- **Relationships and Sex Education:** FGM. Sexting 'Nudes and Dick Pics'. Online pornography (myths vs reality). Domestic abuse and domestic violence. Sexualisation of the media. Unhealthy relationships, sexual assault and rape. Porn and its impact on society.

**Consisting of:**

1 x Lesson per fortnight

## Options: E-Baccalaureate Subjects

What we're studying this year...	How parents and carers can help...
<b>Geography</b>	
<p><b>Rivers: (September/October)</b> What processes operate in Rivers? How do rivers shape the landscape? What are the human and physical causes of flooding</p> <p><b>Human Landscapes + Human Fieldwork (November/December)</b> How has the UK's employment structure changed over time? How has migration influenced the land use of the UK? How has the population of the UK changed over time? How has globalisation impacted the UK? How has London changed over time? How does the changing city create challenges and opportunities? How do rural/urban areas interact?</p> <p><b>Forests under threat (January/February)</b> What is the relationship between population and resources? How do nutrient cycles differ between taiga and tropical rainforests? What are the main threats to the taiga and tropical rainforest biomes? How have animals adapted to live in the taiga biome? How have plants adapted to survive in the tropical rainforest?</p> <p><b>The UK's evolving physical landscape Geology, Coastal landscapes + Physical Fieldwork): (March/April/May)</b> How has tectonic activity shaped the landscape of the UK? How has glacial activity shaped the landscape of the UK? How does the geology of the UK influence land use? What processes operate at the coastline? How do coastal processes shape the landscape? What are the human causes of coastal flooding</p> <p><b>Development Dynamics: (June/July)</b> What are development indicators? What are the models of development? What factors control development? What is meant by top-down development? What is meant by bottom up development? What is intermediate technology? How does development impact demographics?</p>	<ol style="list-style-type: none"> <li>1. Encouraging students to read around the subject – geographical newspapers/articles</li> <li>2. Watch Geographical documentaries and television programmes</li> <li>3. Discuss what is in the news – lots of stories relate and link to Geography. By contacting and following <a href="https://twitter.com/Geography_Y5">@Geography_Y5</a> on twitter for department updates and articles. For further recommendations contact <a href="mailto:Geography@yateley.hants.sch.uk">Geography@yateley.hants.sch.uk</a></li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	
<b>History</b>	
<ul style="list-style-type: none"> <li>• <b>America: Opportunity and Inequality 1920-73 (June -Oct):</b> What caused the economic boom of the 1920s? Who missed out on the economic boom of the 1920s? Was life really 'roaring' in the 1920s? Why was prohibition a failure in the 1920s? How did Hoover and the Republicans deal with the Great Depression? What was the most serious problem during the Great Depression? How successful was Roosevelt's New Deal?</li> <li>• <b>Britain: Health and the People (Nov-Jan):</b> Was medieval medicine based more on logic or superstition? How much progress was made in medieval surgery? Who was the most significant Renaissance pioneer? How similar were the Black Death and Great Plague epidemics? How significant was Edward Jenner and the first vaccination?</li> <li>• <b>America: Opportunity and Inequality (Feb - April):</b> How did WW2 impact the American economy and society? What was the most significant civil rights protest of the 1950s and 1960s? How successful was the Women's Liberation movement?</li> <li>• <b>Britain: Health and the People (May - July):</b> Who was more significant: Pasteur or Koch? Who made the most important improvement to surgery in the 19<sup>th</sup> century? Why did public health improve by 1900? How did the 20<sup>th</sup> century revolutionise the treatment of disease? How did the government improve public health in the 20<sup>th</sup> century? How did WW1 and WW2 impact the development of medicine?</li> </ul>	<ol style="list-style-type: none"> <li>1. Ask your child about the topic they are studying and their opinions about the key Qs – discussing their ideas will develop their thinking and their writing.</li> <li>2. There are brilliant documentaries or historical dramas on Netflix that cover different units of the course. Eg. Netflix series about the Vietnam War, or Elizabeth: The Golden Age, or Pain, Pus &amp; Poison on BBC IPlayer</li> <li>3. Test your child on their factual recall using flashcards (available from the History department)</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	
<b>French and Spanish</b>	
<p><b>Who am I? (Sept-Oct):</b></p> <ul style="list-style-type: none"> <li>• Can I describe my family and friends, how I get on with them and past and future plans with them? What are my future plans for marriage and partnerships?</li> </ul> <p><b>Pastimes (Nov-Dec):</b></p> <ul style="list-style-type: none"> <li>• What do I do in my free time with regard to activities and sports, reading, music, cinema and TV viewing preferences? What is life like online, looking at benefits and dangers of social media?</li> </ul> <p><b>Customs and festivals (Jan -Feb):</b></p> <ul style="list-style-type: none"> <li>• How do I celebrate for special occasions? What customs and festivals are there in French/Spanish/German speaking countries and how do they celebrate Christmas &amp; Easter?</li> </ul> <p><b>Where I live (Mar-Apr):</b></p>	<ol style="list-style-type: none"> <li>1. Find any linguist you can to communicate with your student, having regular conversations in the language</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Watch any real or dubbed sources of language available – foreign radio, youtube videos on favourite hobbies, favourite film with subtitles and see what you can pick up</li> </ol>

<ul style="list-style-type: none"> <li>Can I describe where I live, what the area and weather is like, and advantages and disadvantages there? What is my house and room like and where would I ideally like to live in the future?</li> </ul> <p><b>Travel and Tourism (May-July):</b></p> <ul style="list-style-type: none"> <li>Can I discuss travel plans, holidays abroad, disastrous holiday and the effects of tourism?</li> </ul>	
<b>Consisting of:</b>	
<b>German</b>	
<p><b>School &amp; further study (Sep-Oct):</b></p> <ul style="list-style-type: none"> <li>How is my school, what is the difference between school in the UK and in Germany?</li> </ul> <p><b>Where I live (Mar-Apr):</b></p> <ul style="list-style-type: none"> <li>Can I describe where I live, what the area and weather is like, and advantages and disadvantages there? What is my house and room like and where would I ideally like to live in the future?</li> </ul> <p><b>Travel and Tourism (May-July):</b></p> <ul style="list-style-type: none"> <li>Can I discuss travel plans, holidays abroad, disastrous holiday and the effects of tourism?</li> </ul> <p><b>Who am I? (Sept-Oct):</b></p> <ul style="list-style-type: none"> <li>Can I describe my family and friends, how I get on with them and past and future plans with them? What are my future plans for marriage and partnerships?</li> </ul> <p><b>Pastimes (Nov-Dec):</b></p> <ul style="list-style-type: none"> <li>What do I do in my free time with regard to activities and sports, reading, music, cinema and TV viewing preferences?</li> </ul> <p><b>Work (Oct-Nov):</b></p> <ul style="list-style-type: none"> <li>What will it be like to be part of the world of work? What hopes and wishes do I have for work? Can I discuss work experience and apply for jobs in German?</li> </ul>	<ol style="list-style-type: none"> <li>Find any linguist you can to communicate with your student, having regular conversations in the language</li> <li>Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>Watch any real or dubbed sources of language available – foreign radio, youtube videos on favourite hobbies, favourite film with subtitles and see what you can pick up</li> </ol>
<b>Consisting of:</b>	
<b>Computer Science</b>	
<p><b>Computer networks, connections and protocols:</b></p> <ul style="list-style-type: none"> <li>What are the different types of computer network and topologies? What hardware is used on a network? How does the internet work? What are the benefits and drawbacks of wired versus wireless connections. What are the common protocols and why are they required?</li> </ul> <p><b>Algorithms:</b></p> <ul style="list-style-type: none"> <li>How are abstraction, decomposition and algorithmic thinking used to define and refine problems? How do I create flowcharts and pseudocode to solve problems? What are the main steps of a binary or linear search? How do I sort data using a bubble sort, merge sort or insertion sort?</li> </ul> <p><b>Data Storage and Boolean Logic:</b></p> <ul style="list-style-type: none"> <li>How do we convert between denary, binary and hexadecimal? How do we add, multiply and divide binary numbers? How are characters, images and sound stored in computers? What is compression? What are the logic diagrams and truth tables for AND, OR and NOT.</li> </ul> <p><b>Ethical, legal, cultural and environmental (both years 10 &amp; 11):</b></p> <ul style="list-style-type: none"> <li>How do ethical, legal, cultural, environmental and privacy issues impact on wider society through the use of technology. What is the purpose of the Data Protection Act, Computer Misuse Act, Copyright Designs and Patents Act and software licences and what do they allow or prohibit?</li> </ul> <p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>How do I solve problems by programming? What do sequence, selection and iteration mean? What do data types mean? How do I use file handling operations? What are arrays? How do I solve a large problem and what documentation do I produce for the project lifecycle.</li> </ul>	<ol style="list-style-type: none"> <li>Encourage your child to approach their Computer Science homework, with their revision book if necessary, as if they are sitting the exam so that they revise the topic and practice exam technique.</li> <li>Help your child to learn the Computer Science keywords as this will improve their grade.</li> <li>Discuss news stories on how technology affects society, this is particularly useful in the ethical, legal, cultural and environmental topic of the course</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	

## Options: Open/Creative Subjects:

What we're studying this year...	How parents and carers can help...
<b>3D Product Design</b>	
<p><b>Industry Project- designing and making a toy for a disabled child (September to January)</b>            What are common inputs, outputs and controls in electronics. How are mechanisms used to give mechanical advantage and how can this be applied to cams, levers, linkages, gears and pulleys? How can board construction techniques be used to manufacture mechanisms? How can products be designed to meet the needs of a specific user group? How can modelling in manufactured boards be used to test and develop designs? How is the use of 2D design and the laser cutter advantageous in product modelling?</p> <p><b>Disaster (January – April)</b>            Designing then modelling a shelter for refugees. What are basic human needs of a refugee from a natural or manmade disaster? What cultural influences determine design? What are the properties of manufactured and natural textiles? Why is porosity important in textile design? What is ergonomics?</p> <p><b>Metal Tag Project (April - June)</b>            What are the different properties of Ferrous and Non-Ferrous Metals? How can they be formed and assembled together? Investigating the working characteristics of metals, what is meant by Ductility, Malleability, Hardness, Toughness, Elasticity, Resilience? How can I soft solder? What are pop rivets?</p>	<ol style="list-style-type: none"> <li>1. Read through the project work produced by students on PowerPoints, if it doesn't make sense to you then it needs explanation.</li> <li>2. If you have friends or relatives in retailing, marketing, design, architecture, manufacture get them in touch to act as clients, end users or to assess design ideas. Visit the Design Museum in London</li> <li>3. Watch out for virtual Summer Shows for all the Universities and particularly the Royal College of Art – the best art and design establishment in the world.</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	
<b>Art</b>	
<p><b>Coursework Project One (Structured)</b></p> <ul style="list-style-type: none"> <li>• How do you collect visual information through drawing? How can you approach drawing in different ways to make it interesting and relevant? How do you record ideas so that they communicate effectively?</li> <li>• How do you analyse Art? How do you show that you understand the style of an artist? How can you synthesise elements of this into your own work?</li> <li>• How do you develop an idea? How can you experiment with media and ideas? How do you select successful elements? How do you refine your work?</li> <li>• How do you annotate your work to clearly communicate your investigation and understanding?</li> <li>• How do you produce a meaningful conclusion which shows the journey of your ideas?</li> </ul> <p><b>Coursework Project Two (Thematic)</b></p> <ul style="list-style-type: none"> <li>• How do you select a theme to develop? How do you apply the skills developed in project one to a project you have chosen? (Continued in Year 11)</li> </ul>	<ol style="list-style-type: none"> <li>1. Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas will help them bring clarity to their thinking.</li> <li>2. Create space for them to work at home – preferably somewhere where they can leave work set up.</li> <li>3. Visiting galleries and museums is good but even visiting places where they may come across interesting art, design or architecture. Encourage them to take lots of photos and then select the best.</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	
<b>Business Studies</b>	
<p><b>Business in the real world (Sept-Dec):</b></p> <ul style="list-style-type: none"> <li>• What makes a successful business? How can business grow and what happens when business fail? How does the environment affect the actions of a business and the perception of their customers? How can businesses make bigger and bigger profits when customers want to spend less and less? Why is business location so important and how did the internet change the business environment?</li> </ul> <p><b>Influences on Business (Jan-March):</b></p> <ul style="list-style-type: none"> <li>• What are interest rates and exchange rates and why are they so important to some businesses? What impact has globalisation had on businesses and what opportunities does it present? What is more important to a business, ethics or profit? Can you evaluate whether competition is health or destructive for a business? How does consumer income affect business activities and which businesses benefit most when our incomes fall?</li> </ul> <p><b>Business Operations (April-Jun):</b></p> <ul style="list-style-type: none"> <li>• How do businesses produce products to meet customer needs? What is more important, quality or price? Why might customer service be the most important factor in successful businesses? What are supplier relationships and why do they impact on both businesses?</li> </ul>	<ol style="list-style-type: none"> <li>1. There are brilliant shows on Netflix and terrestrial TV that will deepen student understanding. "The founder" (Netflix), The Apprentice (BBC), Dragons Den (BBC), Undercover Boss (4) and "Steve Jobs" (Netflix) should inspire students to look deeper into the world of business.</li> <li>2. Encourage your child to set up a small business selling products or offering services. A real understanding of revenue, costs, profit (and possibly loss!) will help them enormously.</li> <li>3. Set time aside to encourage your child to read the business news online (The Guardian, BBC, Sky Business etc) or in newspapers and discuss the stories with them to share their thoughts...</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	

Child Development	
<p><b>Term 1</b> - Know your own preferred learning style and develop relevant study skills. The family, key types and how they influence children. Key aspects of child development- what are the key type of development (PIES)? What is the expected pattern and factors affecting holistic development? Introduction to the purpose and function of observation for the planning cycle.</p> <p><b>Term 2</b> - Understanding types of settings and local provision for children along with the responsibilities of settings and the different roles within them. How to prepare for placement with children, what are the responsibilities of an early year's practitioner and their role in children's development? Planning activities to ensure all areas of development and the EYFS are covered?</p> <p><b>Term 3</b> - Practical – child study- working with a child to ensure development is at the right stage. Using observation and planning to identify where a child is at and planning appropriate activities to enhance areas of development.</p>	<ol style="list-style-type: none"> <li>1. By contacting the Child care and Education department whenever you need additional support or have questions about the course: <a href="mailto:jill.dalton@vateley.hants.sch.uk">jill.dalton@vateley.hants.sch.uk</a></li> <li>2. Reading through your son/daughter's work</li> <li>3. By testing your son/daughter's knowledge with their flashcards</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	
Dance	
<p><b>Performing skills, Safe Working Practice and Professional works 1 and 2 (Sept-Dec):</b></p> <ul style="list-style-type: none"> <li>• What are the physical, technical and expressive skills used in dance performance? How do these skills develop in the studio to enable us to perform confidently and effectively? What are mental skills? How do mental skills in the rehearsal process differ to those used in a performance? What are the safe working practices in rehearsal and performance? Why is it important to know about safe working practice for a dancer to maintain a fit and healthy career? What is a professional work? How do choreographers create a dance from a stimulus? How do we analyse dance? What are the production features in a work?</li> </ul> <p><b>Approaches to Choreography and Professional work 3 and 4 (Jan-Apr):</b></p> <ul style="list-style-type: none"> <li>• What is a choreographic approach? How do choreographers work with dancers? What are the different ways that movement can be created? What is improvisation and what are the benefits of using it? How can movement be developed to show more complexity? How do choreographic devices and dance relationships enhance choreography? What dance styles are seen in professional work? How can we compare similarities and differences in production features?</li> </ul> <p><b>Performance skills for set solo's and Professional work 5 (May-Jul):</b></p> <ul style="list-style-type: none"> <li>• How do we describe, interpret, analyse and evaluate dance? Why is a personal contribution important? What is the difference between Physical, Technical, Expressive and Mental Skills? Why is rehearsal discipline, responding to feedback and systematic repetition crucial for success?</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Ensure your child allows more than the 'night before' to complete dance homework. If often requires thinking time and should not be rushed!</b></li> <li>2. Provide an A 4 lever arch file, subject dividers and plastic wallets so your child can keep their organised and easy for revision.</li> <li>3. Download the fact files, interview notes and Video links for the 6- professional works for studying. These will be supplied through Satchel One.</li> <li>4. Look after the GCSE Dance Revision Guide book that you will be given on loan for the 2 year course and must return it unmarked at the end.</li> <li>5. Take part in Dance Live and the Gremlin Dance Challenge</li> <li>6. Attending theatre trips to broaden knowledge of professional dance</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	
Drama	
<p><b>Introduction to key techniques and practitioners (Sept-Oct):</b> What are the key explorative strategies which allow us to explore ideas dramatically? Who are they key theatre practitioners and how do we create work using their style? How does this develop our Drama?</p> <p><b>Component 3: Introduction to exploring a play (Exam text Inspector Calls: Nov-Dec):</b> How do we lift this play from the perspective of an actor, designer and director? How do we bring the plot and characters from the page to the stage? How do we write about this play from the perspective of an actor, designer or director?</p> <p><b>Devising styles as preparation for Component 1 Devising (Jan-Feb):</b> What is physical theatre and why is it key to devised theatre? How can we use abstract movement and semiotics to shape meaning and build a story? How does the style of Artaud prepare us for more 3D theatre? How do we explore a stimulus practically ready to devise work?</p> <p><b>Component 1: Devising (Feb-July): 40% of GCSE:</b> How do we use a stimulus to gain ideas for Drama? How do we use a selection of the techniques and practitioner styles taught to us (such as Brecht, physical theatre, Artaud, Stanislavski) to create theatre with a clear intention for an audience? How do we work as strong team players for 3 months to develop and refine work ready for a polished performance to an examiner? How do we reflect on this process through written analysis and evaluation to clearly explain our creative process from beginning to end? How do we create an accomplished written portfolio which showcases our performance work effectively?</p>	<ol style="list-style-type: none"> <li>1. Support the trips we offer to take students to see Inspector Calls and Woman in Black- both are part of the course</li> <li>2. Support and ensure students attend all rehearsals for practical work</li> <li>3. Ensure students read Inspector Calls text at home and understand this!</li> <li>4. Take students to the theatre whenever possible</li> <li>5. Encourage students to be involved in extra curricular.</li> <li>6. Come and support the 2 performances they do on the course.</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	



Food Preparation and Nutrition	
<p><b>Developing high level skills of making, theory to support NEA work and final theory exam (Sept – April)</b>            Students will learn to make a large range of food products with a wide range of practical skills and cooking food from scratch, focussing on management of time, high sensory qualities and presentation techniques.            Food provenance – where does our food come from? What conditions does it require to grow? How is our environment affected? How is food processed? What is primary and secondary processing? How can we cater for people with special diets and intolerances and at different stages of life? How are these altered by preparation and cooking? What are the factors which cause food poisoning? How can we work in a safe and hygienic manner? What are the functions of food? How are the properties of food altered by preparation and cooking? How can we carry out fair testing?</p> <p><b>Preparation for NEA 1, NEA 2 and Theory exam (April–July)</b>            Students will be prepared for and undertake a theory mock exam. Students will undertake a mock NEA 2 exam –to choose and make 3 dishes and 2 side dishes for a healthy children’s menu for a café in a garden centre. This will include research, making and evaluation. Students will undertake a mock NEA 1 scientific investigation into the chemical and functional properties of the ingredients in pastry. This will include research into the chemical and physical properties of ingredients and the effects of preparation and cooking on these. Students will carry out fair testing and learn how to document their work, gathering photographic evidence and recording the opinions of others. Evaluation of results using data collected and research to include scientific explanation.</p>	<ol style="list-style-type: none"> <li>1. Track your child’s homework submissions using SMHW, for the majority of the course yr10 and 11 students will be set multiple choice tests at the end of each term to check their learning</li> <li>2. Talk to your child about their NEA work, in particular encourage them and talk to them about the independent research they are carrying out and the dishes they might choose to make. They will need to gain third party feedback on the sensory attributes of the dishes they have made so you can help them with this!</li> <li>3. Encourage your child to complete all sections of the NEA work to the best of their ability</li> </ol>
<b>Consisting of:</b> 4 x Lessons per fortnight	
Graphics	
<p><b>Packaging Project and Design Techniques- Chocolates for a Christmas promotion (Sept-Dec)</b>            How is packaging designed to effectively promote and advertise products? How are materials and manufacturing processes used to produce packaging that satisfies the design specification? How does life-cycle assessment, the 6Rs and environmental factors affect packaging? How can orthographic and isometric drawing techniques be used to communicate design ideas? How can CAD packages be used to develop, model, test and refine design proposals? What specific types of papers, boards and plastics can be used to produce packaging in batch production?</p> <p><b>Mechanisms Project- moving toy for a young child (Jan- Feb)</b>            How are mechanisms used to give mechanical advantage and how can this be applied to cams, levers, linkages, gears and pulleys? How can paper and board construction techniques be used to manufacture mechanisms? How can products be designed to meet the needs of a specific user group? How can traditional modelling techniques and components be used to model, test and develop designs? What printing processes could be used to manufacture the mechanical toy in batch production?</p> <p><b>Board Game- based on ‘Energy’- to entertain a child during a long haul flight (March- May)</b>            How is energy generated and stored? What are the pros and cons of renewable and non-renewable energy sources? How is the iterative design process used to develop, test and model proposals? How can surface finishes and treatments be used to enhance products? How can CAD be used to design a quality product?</p>	<ol style="list-style-type: none"> <li>1. Track your child’s homework submissions using Satchel:One, for the majority of the course yr10 and 11 students will be set one exam HW and one flash card HW each week. This supports all of the theory work that we do.</li> <li>2. Talk to your child about their project work, ask to see their design folder. They will need to gain third party feedback on their design work so you will be able to support them with this or even act as a client!</li> <li>3. Encourage your child to complete all sections of the design project and attend the period 7 sessions each week. Ask them if they are ‘green’ for each page on the progress chart. If they complete each page to a good standard they will achieve highly in this subject.</li> </ol>
<b>Consisting of:</b> 4 x Lessons per fortnight	
Music	
<p><b>Introduction to the course, key requirements, software and ABRSM grade 3 and 4 Music Theory:</b> What are solo and ensemble performing requirements? How can we choose the suitable performing pieces? What are Logic and Sibelius and how can we use them to create successful compositions and scores? What are major and minor scales? What are circle of 5<sup>th</sup> and 4<sup>ths</sup>, cadences, chord progressions and how can we use them in compositions and performances and identify them in listening exam? How does understanding of music theory and instrumentation develop our musicianship, knowledge, music-making and aural recognition? What is Kodaly method and how can it help us?</p> <p><b>Performing:</b> What does successful solo and ensemble performances sound like? What is the assessment criteria given by Eduqas? What does acceptable score look like? How do I practice with specific focus to ensure the development of my instrumental/vocal techniques, sense of style, balance, sense of ensemble, accuracy, dexterity and secure intonation?</p> <p><b>Composing:</b> How do we utilise the understanding of music theory in composing? What are the stylistic features of baroque, neo-classicism, fusion funk-rock and be-bop? How can we</p>	<ol style="list-style-type: none"> <li>1. Supporting students in their aspiration to learn to play chosen music instrument.</li> <li>2. By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy.</li> <li>3. Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening.</li> </ol>

<p>develop harmony, texture, instrumentation and melodic writing in a particular music genre? How do we maximise Logic and Sibelius to help us compose a successful Free Composition to a chosen brief? Can we apply music technology where and when appropriate? What is a Composing Log and how to complete and submit one?</p> <p><b>Listening and Appraising:</b> What is the language of music? How do we ensure accurate and fast aural recognition? How and why do we use notation? How do we use and apply knowledge and understanding of music theory when listening, analysing and appraising? What are the Areas of Study and how do you ensure full understanding of: AOS1 (Musical Forms and Devices), AOS2 (Music for Ensemble), AOS3 ( Film Music) and AOS4 (Popular Music). Why is it important to distinguish swing jazz from Bhangra, classicism from minimalism, trio sonata from concerto grosso, string quartets from programme music or Led Zeppelin' from Soundgarden's catalogue? How do we apply correct music language and terminology in prose form when analysing pieces of unknown music? How can we differentiate EQ from compression? How do we read the score?</p>	
<b>Consisting of:</b>	
4 x Lessons per fortnight	
<b>Physical Education (GCSE Full Course)</b>	
<p><b>Applied anatomy and physiology</b> Identify and explain the structure and functions of the musculoskeletal system? Discuss how these systems can affect your performance in physical sport? Discuss and evaluate how the structure and functions of the cardio-respiratory system work together? Explain and discuss the mechanics of Gaseous exchange, the pathway of air, and the cardiac cycle? State and apply the terms anaerobic and aerobic? Explain the effects of exercise and the recovery process your body goes through?</p> <p><b>Movement analysis</b> Identify how our bodies create movement? Name and label the planes and axes of movement? Describe how these movements can occur? Draw, label and apply the three types of lever systems, discuss the mechanical advantages for each? Analyse different sporting movements?</p> <p><b>Physical training</b> Explain the relationship between health and fitness and the role that exercise plays in both? Name the components of fitness, and their benefits for sport? How is fitness measured and improved? Explain the principles of training and their application to personal exercise/training programmes? What are the different training methods, how to use them to optimise training and prevent injury? Name and evaluate how sports performers use different training seasons? Explain the use of warm up and cool downs?</p> <p><b>Use of data</b> Present data including tables and graphs and analyse data.</p>	<ol style="list-style-type: none"> <li>1. Encourage your child to read different sport magazines and broaden their knowledge of different sports by watching different events.</li> <li>2. By testing your son/daughter with their flashcards</li> <li>3. By contacting the Physical Education department whenever you need additional support or have questions about the course <a href="mailto:pe@yateley.hants.sch.uk">pe@yateley.hants.sch.uk</a>.</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	
<b>Religious Studies</b>	
<p><b>Christianity Beliefs and Teachings &amp; Issues of Life and Death (Sept-Dec):</b> This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life. Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.</p> <p><b>Issues of Good and Evil (Jan-Apr):</b> This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.</p> <p><b>Christianity Practices and Issues of Human Rights (May-Jul):</b> This theme considers contemporary issues of human rights and social justice and their relationship with religion and belief. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.</p>	<ol style="list-style-type: none"> <li>1. Visiting places of worship such as Churches, Mosques and Gurdwaras in London. Attending the RS trips to places of worship. .</li> <li>2. By engaging in conversations with your child about current ethical topics in the news and media, abortion, euthanasia, crime and punishment and extremism are often debated in the press.</li> <li>3. By contacting following @RSYateley for ideas and articles to discuss at home.</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	

## Still got questions?

We are always happy to help, so if you want to contact us in relation to any issue, please use the following details:

**Admin:** [admin@yateley.hants.sch.uk](mailto:admin@yateley.hants.sch.uk)

**Absence:** [attendance@yateley.hants.sch.uk](mailto:attendance@yateley.hants.sch.uk)

**Subject questions:** <https://www.yateleyschool.net/staff-and-departments/>

**Pastoral/wellbeing:** Please email your child's tutor as the first port of call for pastoral issues. If you wish to contact the head of house then please email:  
[ahoh@yateley.hants.sch.uk](mailto:ahoh@yateley.hants.sch.uk)

**Learning support:** [studentsupport@yateley.hants.sch.uk](mailto:studentsupport@yateley.hants.sch.uk)

**Examinations:** [exams@yateley.hants.sch.uk](mailto:exams@yateley.hants.sch.uk)

**Kitchen/catering:** [kitchen@yateley.hants.sch.uk](mailto:kitchen@yateley.hants.sch.uk)

**Finance:** [finance@yateley.hants.sch.uk](mailto:finance@yateley.hants.sch.uk)