



The Hollins

Year 10 Curriculum Guide



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The Hollins Curriculum Intent

It takes a dedicated partnership between parents and a school to raise a 21st Century child, particularly one who will be equipped to face life in an area of Lancashire that has a rich heritage of culture and diversity. Education at The Hollins will shape our young people into British Citizens who will make a positive contribution to society; who will have opportunities to explore and discover new experiences; and who will be well prepared for later life.

At The Hollins we are passionate about transforming the ordinary into the extraordinary. This is achieved by engendering a love of learning via a broad and balanced, deep and dynamic curriculum where teaching and learning is at the heart of everything we do.

To meet our aspirations, our curriculum:

- Offers extra-curricular activities where students have the opportunity to try new things, meet new people, and develop themselves outside of timetabled lessons.
- Provides opportunities to transfer knowledge, skills and understanding through a carefully planned wide range of National Curriculum subjects.
- Includes a local curriculum that provides opportunities to innovate and develop particular interests and specialisms.
- Builds on primary school knowledge, skills and understanding.
- Supports young people to make informed decision regarding all post-16 opportunities via aspirational careers education, information, advice and guidance.
- Recognises and encourages success.
- Is delivered by well-trained and dedicated staff.
- Reflects our core 7 values: kind, honest, resilient, reflective, respectful, responsible and aspirational.

All of these combine to enable all students to achieve their full educational potential and transform them into extraordinary citizens ready to face the challenges of life in modern Democratic Britain, and a global society. The appropriateness of our curriculum, both taught and untaught, helps support students' outstanding behaviour and their SMSC development.

Our pupils deserve nothing less.

Curriculum Overview

At the Hollins we continue to provide a broad and balanced curriculum at KS4, aiming to provide our pupils with the best possible GCSE and Level 2 qualifications, preparing them to take the next steps into Post 16 study, employment or training.

The majority of pupils will take GCSE's in the following subjects:

English Language (Eduqas)

English Literature (Eduqas)

Maths (AQA)

Religious Studies (AQA) and PSHE

Science Trilogy (accounts for 2 GCSE's) (AQA)

Pupils will have chosen 3 subjects to study at KS4 from the following GCSEs.

- Art and Design (AQA)
- Computer Science (OCR)
- Design Technology – Textiles (Eduqas)
- Design technology – Resistant Materials (Eduqas)
- Drama (OCR)
- Food Preparation and Nutrition (AQA)
- French (AQA)
- Geography (AQA)
- History (AQA)
- Music (AQA)
- Physical Education (OCR)
- Separate Science (AQA)
- Spanish (AQA)

Other KS4 courses offered at The Hollins:

- OCR Cambridge National Child Development
- OCR Cambridge National Sports Studies
- OCR Cambridge National Creative iMedia

Further information about the content of the curriculum for each subject can be found in this booklet.

Enrichment opportunities

At Hollins we believe in developing the whole child and want to give all our pupils opportunities to experience and enjoy extra-curricular activities, that will not only develop their understanding of the world outside of the town in which we live but also give them a thirst for knowledge and experiences beyond school. We believe residential trips are an integral part of developing our pupils into aspirational conscientious citizens.

- English - Theatre Trips
- Geography - Field Work Trips
- Iceland – Geography Trip
- Ski Trip – PE trip

For further information please contact Mrs Hargreaves hargreavesp@thehollins.com

Art Curriculum Vision / Intent:

Curriculum Leader: Mrs L Keenan.

Art is a visual language that is universally understood and therefore a fundamental form of communication. We aim to equip our students with the necessary understanding and skills to be able to communicate their knowledge, ideas, feelings and experiences. Through the study of art, students at The Hollins will learn about themselves, their community, their environment and the different cultures and traditions around the world, through engagement with a variety of artists, genres and processes. They will be given the opportunity to:

- Engage with a wide variety of art genres, disciplines and traditions from different cultures around the world.
- Contextualise the art they study and produce and learn about how this fits into everyday life, careers and different cultures.
- Practise and improve skill in the use of the formal elements of art including line, tone, colour, texture, shape and form in order to visually communicate effectively.
- Develop knowledge and skills in the main processes of fine art including drawing, painting, sculpture, digital media, printmaking and mixed media.
- Generate, develop and refine ideas and present a personal and meaningful response to given themes.
- Describe, analyse, interpret and evaluate their own work, that of their peers and the work of various artists, genres and cultures.
- Develop creative and critical thinking skills that are transferrable across school and prepare them for wider life.

We strive to create a positive, energetic and creative atmosphere in our art department. It is important to us that students enjoy their lessons and feel able to express themselves, form opinions, talk about their own and other's work with confidence, take risks without fear and see mistakes as opportunities rather than stumbling blocks.

Curriculum Aims:

In year 10 pupils will start by gaining skill and confidence in visual recording using a variety of media, processes and techniques including drawing, painting, printmaking, digital work and 3D/collage. Students will learn how to develop a project, including generating ideas, experimentation, evaluation and refinement. This process will be documented in sketchbooks and on boards. Students will show increasing independence in the selection of themes, media and processes in order to present increasingly personal projects.

Year 10 Art Curriculum	Topics	Key Knowledge	Careers link
Term 1	Skill building: Exploration of a variety of artistic processes.	• Drawing from observation and various sources • The formal elements of art: line, tone, colour, texture, form. • Artistic processes and how these are used in life such as printmaking, photography, collage, 3D	• Different types of Photographer roles (press, freelance, fashion,

		How to effectively research, record, annotate and present work	corporate, advertising) Different types of Illustration roles (book, corporate, merchandising, advertising)
Term 2	The completion of one extended project from a variety of given/chosen themes.	- The GCSE assessment objectives: how to develop a project effectively - The study of and response to the work of various artists, craftspeople, cultures and genres - Experimentation, annotation and evaluation The realisation of intentions; present a personal, informed and meaningful response.	- Web Designer - Graphic Designer - Product Design - VFX Artist
Term 3	The completion of one or more extended projects from a variety of given/chosen themes.	- Development of personally led projects - Experimentation and critical engagement Refinement and the production of high quality outcomes	- Community arts worker - Animator - Make-up and special effects artist

What enrichment opportunities are available and how do these support learning?

- Art clubs where students can specialise in more advanced media and techniques, follow the process of an artist/designer by working to a project brief and often producing work to be displayed around school or the community
- Gallery visits, visits to colleges to take part in workshops and workshops in school run by visiting artists.
- Use of online galleries, video demonstrations and visits to artists' websites in order to learn independently and develop personal ideas and to gain specialist skills as taught by practising artists.

Where can I visit to help with my learning?

<https://wmag.culturewarrington.org/whats-on/>

<https://www.whitworth.manchester.ac.uk/>

<https://www.tate.org.uk/visit/tate-liverpool>

<http://manchesterartgallery.org/>

<https://www.liverpoolmuseums.org.uk/walker/>

Child Development Curriculum Vision / Intent:

Child development Teacher: E Barnett / S Scott

The overall aim of the child development curriculum is to prepare students for later life. Students may well have the aim of working paediatric medicine, education or in social care or may well become parents themselves in their future lives.

The programme will give students the understanding of nutrition, development norms and health and well-being which are all transferable to their own self helping ensure they thrive as independent young people.

We will provide opportunities for them to learn more about parental responsibility, illnesses and child safety. This knowledge will assist them throughout their own development into adulthood

Curriculum Aims:

During year 10 child development students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

Throughout year 10 and 11 students will cover the theory needed to sit the exam (40%) and the two coursework elements, each worth 30%.

Year 10 child development curriculum	Unit	Key Knowledge	Careers link
Half term 1	RO58 Topic area; Creating a safe environment and understand the nutritional needs of children from birth to five years old.	Introduction to RO58 (NEA part 1) In this unit students will learn; Task 1; • The reasons why accidents happen in a childcare setting • The types of childhood accidents • Create a room design that shows the equipment needed and explain why it has been chosen and how it helps keep the children safe. Task 2;	Careers • Nursery manager • Nursery practitioner • Child minder • EYFS teacher • Teaching assistant <u>Skills for career progression</u> Keeping children safe First aid

		In this task students will be researching types of equipment needed in a child care setting and comparing similar products against a range of factors, to include; cost, safety, design, durability, age and weight appropriateness.	Common childhood accidents Safety laws and restrictions Safety labelling Comparing products
Half term 2	RO58 Topic area; Creating a safe environment and understand the nutritional needs of children from birth to five years old.	Continuation of RO58 Task 3; - In this task students will be looking into how to provide healthy meals and snacks for children in a childcare setting. - As part of this unit students will have to compare different types of formula, recommend a two-course meal for a given age group (within the childcare setting) explain how their choices meet nutritional needs of the children.	<u>Careers</u> - Nursery practitioner - Cook - Child minder - Welfare assistant - Nutritionist - Health visitor <u>Skills for career progression</u> Understand healthy diets Deficiencies Diet related illness Childrens needs
Half term 3	RO58 Topic area; Creating a safe environment and understand the nutritional needs of children from birth to five years old.	Completion of RO58 Task 3 (part 2) - In this task students will be making up a formula feed. This is a practical task and students will be observed in their undertaking of this task. - Once the task is complete students will have to evaluate their own performance and offer suggestions on how they would improve. For all the above tasks, students will have to produce work that is internally assessed then sent to the exam board for moderation.	<u>Careers</u> - Midwife - Health Visitor - Child minder - Nursery practitioner <u>Skills for career progression</u> Hygiene Safety

Half term 4	RO57 Topic Area 1. Pre-conception and reproduction.	Introduction to the exam theory (worth 40% of the course) During this term students will learn about; • Factors affecting pre-conception health for women and men. • The structure and function of the female reproductive system. • How reproduction takes place. • The signs and symptoms of pregnancy • The types of contraception methods.	<u>Careers</u> • GP • Midwife • Gynaecologist <u>Skills for career progression</u> Encouraging healthy lifestyles Biological knowledge
Half term 5	RO57 Topic Area; 2 Antenatal care and preparation for the birth	• The purpose and importance of antenatal clinics. • Screening tests • Diagnostic tests • Choices for delivery • Stages of labour • Choices available for delivery • Assisted births • Pain relief • The purpose and importance of antenatal classes	<u>Careers</u> • Hospital midwife • Community midwife • Sonographer • GP • Gynaecologist • Paediatrician • Anaesthetist • Paramedic <u>Skills for career progression</u> Understanding birth defects and abnormalities Promoting support for families

Half term 6	RO59 Topic area; Understand the development of a child from one to five years.	• Task 1; Developmental norms of a given aged group • Task 2a; Plan a suitable play activity for a given age and developmental area. Revision in preparation for exams	Careers • Nursery manager • Nursery practitioner • Child minder • Social worker • Nurse • Child psychologist • Councillor <u>Skills for career progression</u> Planning suitable activities to develop a child through play Evaluation
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Where can I visit to help with my learning?

<https://www.channel4.com/programmes/one-born-every-minute>

<https://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds>

Computing Curriculum Vision / Intent:

Curriculum Leader: Mr Ishtiaq

From self-driving cars to mobile phones, from smart homes to wearable computers; Computing will shape the present and the future that we live in.

Computing teaches us how to solve problems by breaking them down in to manageable chunks. When developing solutions to Computing problems we are required to be both logical and creative, this enables us to develop a set of skills that are transferable to almost all other disciplines. Our curriculum is designed to build confident, critical and independent students who are able to use a range of skills to plan, implement and review solutions to computing problems, through the development of ambitious, challenging and supportive learning experiences. We will equip our students to be digital citizens, creators, communicators and investigators. This is achieved by:

- Creating an environment in which all students are challenged and feel they can do well in Computing
- Allowing students to take part in a wide range of extra-curricular activities designed to create links between their classroom learning and the real world.
- Providing opportunities to develop knowledge and skills in Computing, IT and the design of multimedia products.
- Inspiring students by providing challenging and engaging lessons
- Giving students opportunities to take part in innovative projects to develop the skills needed in the 21st century digital landscape
- Allowing students the opportunity to reflect on their own use of Computing and how it impacts on their lives

Year 10 GCSE Curriculum	Topics	Key Knowledge	Careers link
Edexcel GCSE Computer Science	<i>Paper 2: Application of Computational Thinking</i> Problem Solving with Programming 6.1 Develop Code 6.2 Constructs 6.3 Data Types 6.4 Input/Output 6.5 Operators 6.6 Subprograms	• Use decomposition, abstraction to analyse and solve problems • Be able to read/write and refine programs in Python • Be able to identify and correct program errors • Understand the function of and be able to identify structural components of a program. • Write programs that make appropriate use of: ○ Data types ○ Variables/Constants ○ Selection ○ Sequencing	Database Administrator https://www.prospects.ac.uk/job-profiles/database-administrator Game Developer https://www.prospects.ac.uk/job-profiles/game-developer

		○ Repetition ○ Iteration	
	Paper 1: Principles of Computer Science 1.1 Decomposition and Abstraction 1.2 Algorithms 2.1 Binary 2.2 Data Representation 2.3 Compression	• Understand the benefits of decomposition and abstraction to model real life problems • Be able to follow and write algorithms as flowcharts and pseudocode. • Identify the types of errors that can occur in programs • Understand how computers represent data in binary • Be able to complete binary conversions, addition • Be able to convert between binary and decimal numbers • Understand how binary is used encode characters, images and sounds • Understand how storage is measured and construct expressions to calculate file sizes	• Memory Design Engineer https://www.nativehire.org/job/memory-design-engineer-2/ • Sound Recordist https://www.screenskills.com/job-profiles/browse/unscripted-tv/sound/sound-recordist/
Term 2	Paper 2: Application of Computational Thinking Problem Solving with Programming 6.1 Develop Code 6.2 Constructs 6.3 Data Types 6.4 Input/Output 6.5 Operators 6.6 Subprograms Algorithms 1.2.6 Algorithms	• Understand and apply techniques to create/edit/manipulate two dimensional arrays • Be able program a for loop to iterate through an array • Understand an apply techniques to create/edit and manipulate two dimensional arrays • Understand how searching (linear and bubble) and sorting algorithms work	Information System Manager https://www.prospects.ac.uk/job-profiles/information-systems-manager We Developer https://www.prospects.ac.uk/job-profiles/web-developer

	Paper 1: Principles of Computer Science 2.1 Binary 2.2 Data Representation	• Use of Two's Complement • How carry out logical binary shifts • How to carry out arithmetic binary shifts	
Term 3	Paper 2: Application of Computational Thinking Problem Solving with Programming 6.1 Develop Code 6.2 Constructs 6.3 Data Types 6.4 Input/Output 6.5 Operators 6.6 Subprograms	• The use of Python to create/edit/write to and read txt files • Be able to use repetition and iteration to interrogate data files • Using Python turtles to solve problems	App Developer - https://www.prospects.ac.uk/job-profiles/applications-developer Forensic Computer Analyst - https://www.prospects.ac.uk/job-profiles/forensic-computer-analyst
	Paper 1: Principles of Computer Science 3.1 Hardware 3.2 Software 5.3 Cybersecurity	• Understand the VNA/stored program concept • Be able to describe how RAM/CPU interact • Understand the role of secondary storage and how data is stored on devices • Understand the purpose and functionality of OS/Utility Software • Understand the threat to digital systems posed by malware • Understand methods of protecting digital systems and data	Hardware Engineer - https://uk.indeed.com/career-advice/finding-a-job/how-to-become-hardware-engineer Software Engineer – https://www.prospects.ac.uk/job-profiles/software-engineer

OCR Cambridge National in Creative iMedia:

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively

Year 10 iMedia curriculum	Units.	Key knowledge	Careers link
Term 1	R094 – Visual Identity and Digital Graphics (Coursework)	• Purpose, elements and design of visual identity • Graphic design and conventions • Properties of digital graphics • Techniques to plan visual identity and digital graphics • Tools and Techniques of imaging editing software • Technical skill to source, create and prepare digital graphics • Techniques to save export visual identity	• Graphic Designer - https://www.bbc.co.uk/bitesize/articles/zbccvk7 • Junior Creative - https://www.bbc.co.uk/bitesize/articles/z4rry9q
Term 2			
Term 3	R095 – Characters a Comics	• Character and features and conventions • Conventions of comics • Resources required to create characters and comics • Pre production and planning documentation for comics • Techniques to obtain and create components for comics • Technical skill to create comics • Techniques to save and publish characters and comics • Techniques to check and review characters	• Concept Artist - Concept artist job profile Prospects.ac.uk

Drama Curriculum Vision / Intent:

Drama Teacher: L. White

Drama at The Hollins is a diverse, practical and accessible subject for all pupils. It encourages pupils to think and act creatively, whilst developing critical thinking and problem solving.

Through their practical work and written activities, pupils are able to experience the world around them and begin to appreciate situations from more than one perspective. Drama is an important tool for preparing pupils to live and work in a world that is increasingly team-oriented. It encourages pupils to express themselves through creative processes and helps to develop tolerance and empathy.

Through Drama, pupils develop soft skills that employers look for such as communication, concentration, empathy, co-operation, commitment, self-discipline and creativity. Drama helps to reinforce the rest of the curriculum through the exploration of skills such as teamwork, confidence, independent work, time management, organisational skills and self-awareness.

However, our overall aim is to inspire a lifelong love of drama and theatre through the diverse exploration of plays, playwrights and theatre practitioners.

Curriculum Aims:

GCSE Drama is designed to be a practical, engaging and creative specification for pupils to study. The curriculum provides opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices. During the course, students gain a practical understanding of drama, and apply this knowledge to their performances as they develop their practical skills. Students can choose to be a performer or can take on the role of designer in lighting, sound, set or costume. Students must choose one role throughout the component but can choose different roles throughout the course.

Component 01/02: Devising drama – Student will research and explore a stimulus, work collaboratively and create their own devised drama. They complete a portfolio of evidence during the devising process, give a final performance of their drama, and write an evaluation of their own work.

Component 03: Presenting and performing texts - Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. The chosen extracts must allow sufficient exploration of dialogue, plot and/or subplot, and characterisation for students to work in depth on their acting or design skills.

Component 04: Drama: Performance and response - Students explore practically a whole performance text, and demonstrate their knowledge and understanding of how drama is developed, performed and responded to. They also analyse and evaluate a live theatre performances

Year 10 Drama Curriculum	Topics	Key Knowledge	Careers link
Term 1	Introduction to GCSE drama Monologues Stanislavski Brecht Devising	During this term pupils will cover a range of skills and techniques to prepare them for the GCSE course. Pupils will initially be asked to create, write and perform their own monologues. Pupils will: • Create a character and character profile. • Write the script. • Bring the character to life using acting skills and stage directions. • Perform the monologue for assessment. During this introductory scheme of work, pupils will explore the theatrical styles of Stanislavski and Brecht. Throughout the unit pupils will apply the skills you have learnt to create different types of drama. Pupils will consider the use of practitioner theories when devising their own drama. This also includes: • Stanislavski Magic If, What If, Hot seating • Stanislavski Units and objectives, Emotion memory • Stanislavski Scripted subtext monologue • Brecht Political context, Alienation techniques • Brecht Gestus, multi-role, Spass • Brecht Devising a T.I.E performance • Explorative Strategies to support the process of devising. • Aural stimuli, visual stimuli • Frantic Assembly round by through, chair duet • Lifts and balances • Physical theatre, response to stimulus	• Playwright/Scriptwriter: Playwrights and scriptwriters create original scripts or adapt existing works for the stage. They develop dialogue, plotlines, and characters that serve as the foundation for a theatrical production. • Theatre Historian - specialise in researching and studying the history of theatre • Events assistant – pupils need organisation skills and must be able to work well and manage with others. • Theatre Critic/reviewer - to attend theatrical productions and provide an objective

	Live Theatre	Throughout the term pupils will watch streamed live theatre and begin to the explore the skills necessary to analyse and evaluate professional theatre in preparation for the written GCSE exam. Pupils will • Understand how live theatre is presented. • Watch productions • Develop the analysis and evaluation of live theatre. • Explore past paper questions, model responses.	assessment and analysis of the performance.
Term 2	Unit 1/2 – DEVISING	In groups, pupils will devise and perform a final polished performance based on a stimulus set by the exam board. Alongside this, pupils will complete a portfolio of evidence to chart their devising process. The portfolio will be structured in three sections. • Section 1 – research and initial ideas. • Section 2 – creating and developing drama including analysing and evaluating the work in progress. • Section 3 – an evaluation of their final piece of devised drama.	• Director: Directors are responsible for the overall artistic vision and creative direction of a theatrical production. They work closely with the actors, designers, and production team to bring the script to life on stage.
Term 3	Introduction to <i>Blood Brothers</i>	For the written exam, pupils are required to study <i>Blood Brothers</i> as their performance text. They must study the development of drama and performance. Pupils will explore: • First read through • Characters, plot, themes • Set design, technical • Social context • Directing a scene • Explore duologue Mickey and Eddie or Mrs J and Mrs L • Past paper model responses	• Social worker - The role of a social worker is to assist individuals, families, groups, and communities in addressing and overcoming social, emotional, and practical challenges they may face

	UNIT1/2 - DEVISING	Final performance and completion of Portfolio.	
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What enrichment opportunities are available and how do these support learning?

- School productions, allowing students to express themselves through several performing arts including acting, singing, and dancing.
- Extra-curricular visits to theatres in the North West to inspire and educate pupils about professional live theatre.

Where can I visit to help with my learning?

<https://www.nationaltheatre.org.uk/>

<https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1>

<https://www.royalexchange.co.uk/>

<https://thelowry.com/>

Design Technology Curriculum Vision / Intent:

Curriculum Leader: Mrs Scott

Design and Technology teaching at The Hollins is inspiring, rigorous and practical. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

The pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. We believe that a high-quality design and technology education makes an essential contribution to the creativity, culture and wealth of the nation.

Through studying design and technology learners will be prepared to participate confidently and successfully in an increasingly technological world.

KS4 curriculum aims GCSE: Design technology

The WJEC Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Year 10 DT	Units	Key knowledge	Careers link
Term 1	Core & practical skills (mini project 1)	• Methods of construction • Tools and equipment • Scales, stock forms, forces and stresses • Core materials; paper & board. • Mechanical devices	• <u>Careers</u> • Product design • Mechanical engineer • Building and construction • Manufacture • Quality controller <u>Skills for career progression</u> • Safety • Working to a design brief • Client needs/feedback

			• Quality control • Material properties
Term 2	Core & practical skills (mini project 2)	• Finishing processes & decorative techniques • Analysing briefs • In-depth materials • Smart and modern materials • Environmental issues • Core; timber & impacts of new and emerging technologies.	• Careers • Fashion designer • Product designer • Interior designer • Machinist <u>Skills for career progression</u> • Material properties • Using tools and equipment • Environmental issues • Decorative techniques • Manufacture • CAD/CAM
Term 3	Core & practical skills (mini project 3 & start of NEA)	• Core; electronics, microcontrollers & metals • Start of NEA; analyse contexts • Initial research into contexts, identifying customer's needs, wants and values • Writing a design brief.	

What enrichment opportunities are available and how do these support learning? The DT department run clubs at lunch times and after school in a range of areas and interests.

Where can I visit to help with my learning? <https://www.technologystudent.com/>

<https://www.gcsepod.com/>

<https://www.bbc.co.uk/bitesize>

https://www.edugas.co.uk/qualifications/design-and-technology-gcse/#tab_overview

English Curriculum Vision / Intent:

Curriculum Leader: Ms S Haworth

A 'Hollins student' will have a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. Students will be able to use their knowledge of literary and dramatic conventions to craft their own creative texts, developing imaginative extended pieces of writing whilst refining their technical accuracy with spelling, grammar and punctuation. Students will explore a plethora of poetry from across the ages, ranging from 16th century Shakespearean sonnets to the most recent work of our poet laureate. They will also have an appreciation of non-fiction texts, understanding their function in society. They will develop their expertise in constructing transactional pieces, such as articles and letters, for a range of purposes and audiences. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication. When presenting, students will adapt their register, tone and vocabulary choices accordingly for the audience and purpose. They will understand the value of effective communication through reading, writing and oracy as an integral part to success in any future career.

Curriculum Aims:

In Years 10-11, our aim is to secure KS3 skills and build on these excellent foundations to prepare our pupils for the rigours of academic reading and writing in exam conditions. After KS3, they should be used to forming articulate and thoughtful responses, but at KS4 they are expected to go beyond the superficial interpretations of a text and consider the wider influences on writers and readers across genre and throughout time periods. Pupils must also undertake a formal spoken presentation and write creatively in both narrative and transactional styles.

Our pupils study for the WJEC Eduqas exam board.

Year 10 English Curriculum	Topics	Key Knowledge	Careers link
Term 1	<i>A Christmas Carol</i>	The term begins with a leap to the Victorian era and the study of Charles Dickens' <i>A Christmas Carol</i> . This text appears on the English Literature Component 2 paper and necessitates pupils to write one 'here-and-elsewhere' essay whereby they explore the presentation of a character or theme in a provided extract and throughout the rest of the novella. As with all of the GCSE texts, this requires pupils drawing on content from memory. However, responses to <i>A Christmas Carol</i> must also incorporate an examination of how contextual information (historical, social, biographical) influenced the writing of Dickens' novella.	Celebrating jobs in performing arts and publishing video. Careers in performing arts and publishing.

	<i>Anthology Poetry</i> <i>Non-fiction Reading and Writing</i>	Following a thematic curriculum, the pupils study a selection of poetry from the GCSE anthology on the theme of people and power, namely, <i>Ozymandias</i>, <i>London</i> and <i>Living Space</i>. Pupils will study a selection of non-fiction, both pre and post 19th Century. These will be based on social issues from the past and the present. Pupils will also learn how to write effective letters, reports and guides of their own.	Could you be a poet? Advice from Benjamin Zephaniah. Could you be a poet? - BBC Teach
Term 2	An Inspector Calls Anthology Poetry Non- Fiction Reading & Writing	The spring term introduces the study of J.B. Priestley's <i>An Inspector Calls</i>. This text appears on the English Literature Component 2 paper and necessitates pupils to write one 'here-and-elsewhere' essay whereby they explore the presentation of a character or theme in a provided extract and throughout the rest of the play. As with all of the GCSE texts, this requires pupils drawing on content from memory. Further study of the GCSE poetry anthology focuses on poems with the theme of Love and relationships, namely, <i>She Walks in Beauty</i>, <i>Sonnet 43</i>, <i>Valentine</i> and <i>Afternoons</i>. Students continue to read non-fiction from pre and post 19th century, looking at the ways opinions are presented and contrasting author's viewpoints and perspectives. These are linked to the issues raised in <i>An Inspector Calls</i> including inequality and gender roles. Students will also learn to express their own opinions formally through writing speeches, articles and reviews.	Learning about jobs in the Crown Prosecution Service. Crown Prosecution Service Lesson

Term 3	Fiction reading and Writing	Pupils study the GCSE English Language course in the Summer Term of Year 10 with Component 1 (Fiction Reading & Writing). Pupils will study a range of short stories, analysing how different authors impact and engage the readers. In the exam, pupils are asked five questions of developing length and challenge on an extract of 20 th century fiction, and then follow this with writing their own narrative. This unit focuses upon teaching and honing these skills, with particular focus on reading and writing creatively in timed conditions.	Charity running creative writing workshops- "Writing North" on what the job entails and the skills needed in the people they would employ. Charity organisation "Writing North" job information
	Anthology Poetry	Further study of the GCSE poetry anthology focuses on the theme of War, namely, <i>The Manhunt</i> , <i>The Soldier</i> , <i>A Wife in London</i> , <i>Dulce Et Decorum Est</i> and <i>Mametz Wood</i> .	
	Spoken Language	At the end of the summer term, pupils are given the opportunity to express their opinion on a topic of their choice in a formal individual spoken presentation. This is a required element of the course, and the pupils can achieve the grades of pass, merit or distinction on this component. Students are encouraged to use rhetorical devices and presentational skills to have an impact on their listeners and achieve the purpose of their talk.	Formal presentation skills- to give information clearly and confidently in a formal way, engaging the listeners. Resources for teaching presentation skills.

What enrichment opportunities are available and how do these support learning?

We aim to offer pupils the opportunity to experience a theatre production of at least one of the GCSE texts during either Year 10 or Year 11 (dependent upon local availability). We also aim to inspire pupils in their love of poetry through annual visits to "Poetry Live" which is an excellent opportunity for pupils to hear poems read by the poets themselves and listen to them speak about their writing and inspiration.

Ethics, Philosophy and Religion Curriculum Vision / Intent:

Curriculum Leader: Miss Guiste

At The Hollins we study Ethics Philosophy and Religion in order to nurture the natural human need to enquire and ask questions about our existence and the meaning of life. Within the subject we aim to enable students to apply historical, philosophical and theistic ideology to an ever evolving world. Therefore enabling students to leave The Hollins as global citizens who embrace debate on all belief systems without prejudice. Scholars in Religious Studies are expected to describe, explain and evaluate, forming their own judgements about current affairs and moral issues. Successful students are able develop arguments from more than one point of view and refer to religious teachings within this, equipping them with the ability to evaluate, a key skill in life. Regardless of whichever belief a student holds, including those without any belief, religious studies can provide students with the aptitude of acceptance of all members of society. Students will be able to make informed decisions about their own beliefs within a safe and supportive environment. At The Hollins we accept all cultures and faiths and aim to instil this quality within our learners, a skill which will in turn be beneficial for anyone aiming to live in modern day Britain.

Curriculum Aims:

At KS4 we study the AQA Specification A GCSE Religious Studies

KS 4 Curriculum	Topics	Key Knowledge	Careers link
	<i>Christian Practices</i>	• Worship • Prayer • Sacraments including The Eucharist and Baptism • The role of pilgrimage • Celebrations of Christmas and Easter • The role of the Church in the wider community	• Debate skills through the evaluation skills – Law • Primary Teacher – RE Lead • Secondary RE teacher • Tour Guide – Places of Pilgrimage • Evangelist / Missionary • Charity work – Open doors /

			reconciliation / LEDC'S • Nurse/ Doctor/ Chef/ MOD/ Police – Understanding of Religious needs. •
	<i>Islam Beliefs</i>	• The six articles of faith • The oneness of God • The nature of God • Angels • Predestination • Life after death • Authority including Holy Books and prophet hood	• Debate skills through the evaluation skills Islamic Lawyer – Shari'ah Law • Tour guide – Pilgrimage Mekkah • Primary Teacher – RE Lead • Secondary RE teacher • Nurse/ Doctor/ Chef/ MOD/ Police – Understanding of Religious needs. •
	<i>Islam Practices</i>	• The Five Pillars • The Ten Obligatory Acts • Distinction between Shia and Sunni practices • Salah and its importance including movements (rak'ahs) and recitations and Friday prayer (Jummah) • Duties and festivals	
	<i>Relationships</i>	• Contraception • Sexual relationships before and outside of marriage • Human sexuality including heterosexual and homosexual relationships • Marriage and divorce and remarriage • Ethical arguments related to divorce • Gender equality • The purpose of families including contemporary family issues	• Sexual health nurse Relationship Councillor Play group – parenting classes • Marriage/ Divorce Lawyer

	<i>Religion and Life</i>	• Origins of the universe • The origin and value of human life • Sanctity of life and quality of life • Ethical arguments related to abortion • Euthanasia • Beliefs about death and an afterlife and their impact on belief	• Environmental Activist • Ecologist • Conservationist • Animal Rights Lawyer • Scientist – Animal experimentation • Chef – Use of animals for food. Especially Halal or Vegetarian. • Doctor/ Nurse – Abortion, Euthanasia, Hospice
	<i>Peace and Conflict</i>	• The meaning and significance of peace, justice, forgiveness and reconciliation • Violence and violent protest • Terrorism • Reasons for war • Just war theory • Holy war • Pacifism • 21st century conflict including Nuclear weapons and the work of peace keepers	• Police • Any work in the Justice System • Anti- Terrorism police • MOD • Humanitarian Aid worker • NATO • Nuclear Weapons – Manufacturing etc • Peacekeeper

	<i>Crime and Punishment</i>	• Corporal punishment • Death penalty • Forgiveness • Reasons for crime including poverty and upbringing • Hate crimes • The aims of punishment • The treatment of criminals • The death penalty	• Police • Any work in the justice system • Probation officer • Prison officer • Victim Support • Restorative Justice • Community Service Office • Amnesty International
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What resources can my child access for additional support?

Overall information regarding the specification and examination

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062> (AQA website)

Christianity

<https://www.bbc.co.uk/bitesize/topics/zbndy9q>

Islam

<https://www.bbc.co.uk/bitesize/topics/z4v7gwx>

Revision Guide

[https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-](https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=sr_1_8?dchild=1&keywords=gcse+rs+aqa+spec+a+revision+guide&qid=1623398186&sr=8-8)

[Christianity/dp/0198422830/ref=sr_1_8?dchild=1&keywords=gcse+rs+aqa+spec+a+revision+guide&qid=1623398186&sr=8-8](https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=sr_1_8?dchild=1&keywords=gcse+rs+aqa+spec+a+revision+guide&qid=1623398186&sr=8-8)

[https://www.amazon.co.uk/Revision-Notes-Religious-Studies-Specification/dp/1510404791/ref=asc_df_1510404791/?tag=googshopuk-](https://www.amazon.co.uk/Revision-Notes-Religious-Studies-Specification/dp/1510404791/ref=asc_df_1510404791/?tag=googshopuk-21&linkCode=df0&hvadid=310891116632&hvpos=&hvnetw=g&hvrnd=14077177485580175327&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1006458&hvtargid=pla-562550525510&psc=1&th=1&psc=1)

[21&linkCode=df0&hvadid=310891116632&hvpos=&hvnetw=g&hvrnd=14077177485580175327&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1006458&hvtargid=pla-562550525510&psc=1&th=1&psc=1](https://www.amazon.co.uk/Revision-Notes-Religious-Studies-Specification/dp/1510404791/ref=asc_df_1510404791/?tag=googshopuk-21&linkCode=df0&hvadid=310891116632&hvpos=&hvnetw=g&hvrnd=14077177485580175327&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1006458&hvtargid=pla-562550525510&psc=1&th=1&psc=1)

What enrichment opportunities are there and how do they support learning?

Animal Rights Day- December 10th (Religion and Life)

Martin Luther King Day- 17th January (Peace and conflict)

Pride Day- 27th June (Relationships)

Food, Preparation & Nutrition Curriculum Vision / Intent:

Subject Teacher: Mrs Holmes / Mrs Hargreaves

Food is a vital and essential part of our daily lives. At The Hollins, students will be equipped with skills for life such as learning how to prepare, cook and present food. This part of the curriculum will engage and challenge pupils and in turn pupils will be expected to demonstrate independence and resilience. Valuable time will be spent nurturing students' practical cookery skills, whilst at the same time developing an understanding of the importance of a healthy diet. Students will be introduced to the science behind the dishes they make, looking at the origins of everyday ingredients and becoming more conscious of the impact our food choices have on the environment.

KS4 curriculum aims GCSE: Food, Preparation & Nutrition

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food.
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health and be advocates for healthy eating amongst their peers.
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Year 10	Units	Key knowledge	Careers link
Term 1	Savoury Light Lunches	Developing deeper knowledge of macronutrients, including their uses and effects of excess & deficiency. How nutritional needs change throughout life and how to complete a nutritional analysis. Emulsification. Recipes include: French toast, soup, falafel burgers, mayonnaise.	<u>Careers</u> • Chef • Baker • Nutritionist • Restaurant manager • Street food trader • Food scientist <u>Skills for career progression</u> Health and safety
	Mexican Madness	Food safety principles when cooking. Micro-organisms – what they are, where they are and their role in food poisoning. Energy needs, including the impact of too much/little energy in the body. Recipes include: chicken fajitas, Mexican nachos	
	Magic with Mince	Why we cook food, and the different cooking methods. Heat transfer - conduction, convection & radiation. Food labelling. An introduction to sensory analysis & taste testing. Recipes include: spaghetti bolognese, digestive biscuits	

	'Tis the Season	Factors affecting food choice including religion ethical and moral beliefs. Allergies & intolerance. Exploring where our food comes from & the benefits of choosing seasonal ingredients. Enzymic browning. Recipes include: risotto, seasonal fruit crumble and custard	Time management Multi-tasking Problem solving Following instructions
Term 2	Breaking Bread	Explore and investigate the science behind bread making. Introduction to food processing & fortification. Looking at key differences between white and wholegrain products. Recipes include: bread rolls, Chelsea buns, pizza	
	Trendy Fruit Traybakes	Explore the range of vitamins our bodies need and effects of an excess or deficiency. The impact of cooking on water-soluble vitamins. Investigate the functions of key baking ingredients. Raising agents. Recipes include: tray bakes, Swiss rolls	
	Best of British	Minerals. Environmental considerations when choosing foods - fair trade, organic, free range, GM, food provenance and sustainability the pros and cons for each of these. Recipes include: Shepherd's pie, Victoria sponge, shortbread, sausage rolls (rough puff pastry)	
	Sauces made Simple	A deeper dive into diet related health problems. Gelatinisation. Food production of dairy products – including milk, cheese and yoghurt. Recipes include: macaroni cheese, pasta bake, lasagne	
Term 3	Multicultural Food	Pupils will explore food outside the country we live in. The focus will be on food from the continent of Asia – key dishes, cooking methods and common ingredients. Recipes include: sushi, curry, own choice of Asian dishes	
	Sweet as Sugar	Putting food science into practise, demonstrating caramelisation, denaturation & coagulation in desserts. Problem solving – when recipes go wrong. Recipes include: lemon flan, meringues	
	Mock Assessment	Pupils will be guided through a simplified version of the practical assessment (NEA2). Pupils will be assessed on their research, planning, practical & evaluation skills.	

What enrichment opportunities are available and how do these support learning? Trips have been run to Cadbury World, Good Food Show, Ice cream factory for example. Pupils will be encouraged to watch baking programmes for the skills and techniques they may need in their cooking practice. School has subscribed to Good Food magazine and created a mini library of magazines for pupils.

Where can I visit to help with my learning?

<https://www.gcsepod.com/>

<https://www.bbc.co.uk/bitesize/subjects/zdn9jhv>

<https://illuminate.digital/aqafood/> see Miss Beswick for log on information

Geography Curriculum Vision / Intent:

Curriculum Leader: Mr T Dunne

The study of geography by our pupils is undoubtedly the key to unlocking and extending their understanding and appreciation of their world. This ranges from the study of global physical features such as mountain ranges, deserts and rainforests, to the locations and characteristics of different countries and the people who live there. Studying geography provides a unique insight into the interactions – both positive and negative, intentional and unintentional – between us and the living world in which we live, which are crucial for pupils today to be aware of.

Geography is a highly dynamic and living subject, and geography teaching at The Hollins aims to embrace this quality. Through the use of a wide range of sources and adapting our curriculum to incorporate significant global and national events as they occur, our geography students are actively encouraged to work independently and within groups to engage with and pursuing the big geographical questions of ‘Who...?’, ‘What...?’, ‘Where...?’ and, perhaps most importantly, ‘Why...?’. Our pupils are encouraged to think critically about the information they are given and to present and justify their own views as balanced arguments.

Whilst geography can be taught in the classroom, it is our belief that it best experienced beyond it. We aim to allow all students the opportunity to experience geography beyond the classroom, through fieldwork activities and educational visits both within the UK and internationally. Through this, we aim to support and enrich classroom learning whilst developing the sense of awe and wonder which can only be obtained by physical experiences.

Curriculum Aims:

The year 10 geography builds on knowledge and skills developed in KS3 and develops them further through the Edexcel A GCSE Geography specification. Pupils will be challenged to deepen their understanding of the human and physical world and the interactions between these two at different scales, from local to international. During lessons, links will increasingly be drawn between current and previous topics, and through retrieval practice pupils will strengthen their prior knowledge in order to develop holistic understanding of their geographical knowledge as a whole.

Year 10 Geography Curriculum	Topics	Key Knowledge
UK Landscapes	<i>An overview of the distribution and characteristics of the UK's changing landscapes and detailed studies of two from three landscapes, 1A: Coastal</i>	• Describe the characteristics and distribution of the UK's main rock types: sedimentary (chalk, sandstone) igneous (basalt, granite), metamorphic (schists, slates). • Describe the role of geology and past tectonic processes in the development of upland (igneous and metamorphic rocks) and lowland (sedimentary rocks) landscapes. • Explain how distinctive upland and lowland landscapes result from the interaction of physical processes (glacial erosion and deposition, weathering and climatological, post-glacial river and slope processes).

	<i>landscapes and processes, 1B: River landscapes and processes or 1C: Glaciated upland landscapes and processes</i>	• Explain how distinctive landscapes result from human activity (agriculture, forestry, settlement) over time.
Changing Cities: Birmingham	<i>This covers an overview of global urban processes and trends and detailed case studies of a major UK city and a major city in a developing or emerging country</i>	• Describe Contrasting trends in urbanisation over the last 50 years in different parts of the world (developed, emerging and developing countries). • Explain how and why urbanisation has occurred at different times and rates in different parts of the world (developed, emerging and developing countries) and the effects. • Describe the distribution of urban population in the UK and the location of its major urban centres. • Explain the factors causing the rate and degree of urbanisation to differ between the regions of the UK. • Describe the Site, situation and connectivity of Birmingham in a national (cultural and environmental), regional and global context. • Describe Birmingham's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age. • Describe the sequence of urbanisation, suburbanisation, counter urbanisation and re-urbanisation processes and their distinctive characteristics for Birmingham. • Explain the causes of national and international migration and the impact on different parts of Birmingham (age structure, ethnicity, housing, services). • Describe the key population characteristics of Birmingham's that is available from the Census and reasons for population growth or decline. • Explain the causes of deindustrialisation (globalisation, de-centralisation, technological advances and developments in transport) and impacts on Birmingham. • Explain how economic change is increasing inequality in Birmingham and the differences in quality of life. • Explain the recent changes in retailing and their impact on Birmingham: decline in the Central Business District (CBD), growth of edge- and out-of-town shopping and increasing popularity of internet shopping).

		Describe the range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for Birmingham.
UK Physical Landscapes: Coasts	<i>An overview of the distribution and characteristics of the UK's changing landscapes and detailed studies of two from three landscapes, 1A: Coastal landscapes and processes, 1B: River landscapes and processes or 1C: Glaciated upland landscapes and processes</i>	- Describe the physical processes at work on the coast: weathering (mechanical, chemical, biological), mass movement (sliding and slumping), erosion (abrasion, hydraulic action, attrition and solution), transport (traction, saltation, suspension, solution and longshore drift) and deposition. - Explain the Influence of geological structure (concordant/discordant, joints and faults), rock type (hard/soft rock) and wave action (destructive and constructive waves) on landforms. - Explain how the UK's weather and climate (seasonality, storm frequency and prevailing winds) affect rates of coastal erosion and retreat, and impact on landforms and landscape. - Explain the role of erosional processes in the development of landforms: headlands and bays, caves, arches, cliffs, stacks, wave cut platforms. - Explain the role of depositional processes in the development of landforms: bars, beaches and spits. - Explain how human activities (urbanisation, agriculture and industry) have affected landscapes and the effects of coastal recession and flooding on people and the environment. - Explain the advantages and disadvantages of different coastal defences used on the coastline of the UK (hard engineering, sea walls, groynes and rip rap and soft engineering, beach nourishment and managed retreat) and how they can lead to change in coastal landscapes. - Explain the significance of the location of the Holderness Coast (discordant, concordant, coastline of deposition, coastal retreat) including how it has been formed and the most influential factors in its change.
Changing Cities: Mexico City	<i>This covers an overview of global urban processes and trends and detailed case studies of a major UK city and a major city in a developing or emerging country</i>	- Describe the site, situation and connectivity of Mexico City in a national (cultural and environmental), regional and global context. - Describe Mexico City's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age. - Explain reasons for past and present trends in population growth (rates of natural increase, national and international migration, economic investment and growth). - Explain the causes of national and international migration and the impact on different parts of Mexico City (age structure, ethnicity, housing, services).

		• Explain how the growth of Mexico City is accompanied by increasing inequality (areas of extreme wealth versus poverty) and reasons for differences in quality of life. • Describe the effects resulting from Mexico City's rapid urbanisation: housing shortages, squatter settlements, under-employment employment, pollution and inadequate services. • Explain the advantages and disadvantages of both bottom-up and top down approaches to solving Mexico City's problems and improving the quality of life or its people. • Explain the role of government policies in improving the quality of life (social, economic and environmental) within Mexico City.
UK Physical Landscapes River Landscapes	<i>An overview of the distribution and characteristics of the UK's changing landscapes and detailed studies of two from three landscapes, 1A: Coastal landscapes and processes, 1B: River landscapes and processes or 1C: Glaciated upland landscapes and processes</i>	• Describe the physical processes at work in the river landscape: weathering (mechanical, chemical and biological), mass movement (sliding and slumping), erosion (abrasion, hydraulic action, attrition and solution), transport (traction, saltation, suspension and solution) and deposition. • Explain how river landscapes contrast between the upper courses, mid courses and lower courses of rivers and why channel shape (width, depth), valley profile, gradient, discharge, velocity and sediment size and shape change along the course of the River Dee. • Explain how the UK's weather (short-term events such as storms and droughts) and climate affect river processes and impact on landforms and landscapes. • Explain the role of erosion processes and the influence of geology in the development of landforms: interlocking spurs, waterfalls, gorges and river cliffs. • Explain the role of depositional processes in the formation of flood plains, levees and point bars. • Explain how human activities and changes in land use (urbanisation, agriculture and industry) have affected river processes that impact on river landscapes; the physical and human causes and effects of river flooding. • Explain the advantages and disadvantages of different defences used on UK Rivers (hard engineering– dams, reservoirs and channelisation and soft engineering– flood plain zoning and washlands) and how they can lead to change in river landscapes. • Explain the significance of the location of the River Dee landscape (upland/lowland), how it has been formed and the most influential factors in its change.
Global Development	<i>This covers an overview of the causes and consequences of uneven global development and a</i>	• State contrasting ways of defining development, using economic criteria and broader social and political measures. • Explain the different factors contribute to the human development of a country: economic, social, technological, cultural, as well as food and water security.

	<i>detailed case study of challenges that affect a developing or emerging country</i>	• Explain how development is measured in different ways: Gross Domestic Product (GDP) per capita, the Human Development Index, measures of inequality and indices of political corruption. • Describe the global pattern of development and its unevenness between and within countries, including the UK. • Explain factors (physical, historic and economic) that have led to spatial variations in the level of development globally and within the UK. • Describe the impact of uneven development on the quality of life in different parts of the world: access to housing, health, education, employment, technology, and food and water security. • Describe the range of international strategies (international aid and inter-governmental agreements) that attempt to reduce uneven development. • Explain the difference between top-down (government or transnational corporation (TNC) led) and bottom-up development projects (community led). Their advantages and limitations in the promotion of development. • Describe the location and position of India in its region and globally. • Describe the broad political, social, cultural and environmental context of India in its region and globally. • Explain the unevenness of development within India (core and periphery) and reasons why development does not take place at the same rate across all regions. • Explain the positive and negative impacts of changes that have occurred in the sectors (primary, secondary, tertiary and quaternary) of India's economy. • Describe the characteristics of international trade and aid and India's involvement in both. • Explain the changing balance between public investment (by government) and private investment (by TNCs and smaller businesses) for India. • Describe the changes in population structure and life expectancy that have occurred in the last 30 years in India. • Describe the changing social factors (increased inequality, growing middle class and improved education) in India. • Explain how geopolitical relationships with other countries affect India's development: foreign policy, defence, military pacts, territorial disputes. • Explain how technology and connectivity support development in different parts of India and for different groups of people.
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Ecosystems and Biodiversity	<i>Ecosystems, biodiversity and management – an overview of the distribution and characteristics of global and UK ecosystems and a detailed study of tropical rainforests and deciduous woodlands.</i>	• Describe the distributions and characteristics of the world's large-scale ecosystems (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra). • Explain the role of climate and local factors (soils and altitude) in influencing the distribution of different large-scale ecosystems. • Explain how the biosphere provides resources for people (food, medicine, building materials and fuel resources) but is also increasingly exploited commercially for energy, water and mineral resources. • Describe the distribution and characteristics of the UK's main terrestrial ecosystems (moorlands, heaths, woodlands, wetlands). • Explain the importance of marine ecosystems to the UK as a resource and how human activities are degrading them. • Describe the biotic and abiotic characteristics of the tropical rainforest ecosystem (climate, soils, water, plants, animals and humans). • Explain the interdependence of biotic and abiotic characteristics (climate, soils, water, plants, animals and humans) and the nutrient cycle (Gersmehl model). • Explain why rainforests have very high biodiversity and how plants (stratified layers, buttress roots, drip tips) and animals (strong limbs, modified wings and beaks, camouflage) are adapted to that environment. • Name examples of goods and services provided by tropical rainforest ecosystems (food stuffs, medicines, timber and recreation). • Explain how climate change presents a threat to the structure, functioning and biodiversity of tropical rainforests. • Explain the economic and social causes of deforestation (conversion to agriculture, resource extraction, population pressure). • Explain the political and economic factors (governance, commodity value and ecotourism) that have contributed to the sustainable management of a rainforest in Madagascar. • Describe the abiotic and biotic characteristics of the deciduous woodland ecosystem (climate, soil, water, plants, animals and humans).

		• Explain the interdependence of biotic and abiotic characteristics (climate, soil, water, plants, animals and humans) and the nutrient cycle (Gersmehl model). • Explain why deciduous woodlands have moderate biodiversity and how plants (leaf size and structure, water conservation in winter) and animals (migration, hibernation and food storage) are adapted to that environment. • Name examples of goods and services provided by deciduous woodlands ecosystems (timber, fuel, conservation and recreation). • Explain how climate change presents a threat to both the structure, function and biodiversity of the deciduous woodland ecosystem. • Explain economic and social causes of deforestation (urbanisation and population growth, timber extraction and agricultural change). • Explain different approaches to the sustainable use and management of deciduous woodlands in the New Forest.
Human and Physical Fieldwork	<i>The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments required for this qualification and to apply their geographical knowledge, understanding and skills to these environments. One environment must be chosen from a river landscape or a coastal landscape and one from a central/inner urban area or rural settlement. Fieldwork</i>	• Students must have an opportunity to develop understanding of the kinds of question that can be investigated through fieldwork in urban environments. Students must have an opportunity to develop a question(s) based on their location and the task. • Fieldwork data collection must include at least: • one qualitative fieldwork method to record the quality of the urban environment • one quantitative fieldwork method to measure land use function. Physical interaction: students must develop their understanding of the interaction between physical landscape features, the central/inner urban area and residents and visitors. • Use of at least two different secondary sources of data, including: • Census data e.g. Office for National Statistics (ONS) website • one other chosen by the centre.

	<i>must be outside the classroom and school/college grounds. It does not have to take place in the UK necessarily, but the examination for this will always treat fieldwork within the context of the UK.</i>	
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What enrichment opportunities are available and how do these support learning?

- Visit to Iceland (Y10) – Supports cultural capital and a wide range of knowledge required for GCSE geography
- Fieldwork within the local area – supporting the development of geographical skills learned in the classroom
- Local visits and walks – pupils should be familiar with their immediate surroundings

What resources can my child access for support?

www.bbcbitessize.com

www.teachitgeography.co.uk/ks4

www.geography.learnontheinternet.co.uk/ks4/index.htm

www.nationalgeographic.com

<https://timeforgeography.co.uk/>

www.rgs.org

<https://www.oxfam.org.uk>

<https://www.internetgeography.net/>

History Curriculum Vision / Intent:

Curriculum Leader: Mr Watson

History aims to provide all pupils with a high-quality education that will help them gain a broad, balanced & coherent understanding of the rich vibrancy of Britain's past and its unique interconnections with the wider world. It has at its heart a desire to fire pupils' curiosity and give them an increasing thirst for learning about the past.

To this end pupils, are progressively challenged to understand the complexity of people's lives in the past, the significance of key events and the process of change overtime, all within the context of their own lives. The history curriculum is designed to equip all pupils with an increasingly sophisticated ability to ask perceptive questions, think critically, weigh evidence, sift arguments & refine their perspective and judgement. In this way it is intended to support the development of the whole child and furnish them with a range of key concepts and key skills that enable them to reach their full potential.

Curriculum Aims:

Year 10 History Curriculum	Topics	Key Knowledge	Careers link
PAPER 1: AQA GCSE HISTORY: Understanding the Modern World	PAPER 1/B: Wider World Depth Study: Conflict & Tension 1918-1939	Why Here & Now: This unit has been <u>specifically chosen/ sequenced</u> here since it <u>further develops/ refines</u> the <u>War & People theme covered Year 9</u> (causes WW1, trench warfare, Home Front, Germanys defeat WW1, Armistice, Treaty of Versailles) by focusing on the complex political situation that at emerged internationally at the <u>end WW1</u>. It analyses <u>key concepts</u> like self-determination, war guilt, reparations, Diktat, collective security & isolationism & evaluates how these fed into the causes of WW2. It also considers the <u>role of key individuals/ organisations</u> played in shaping the course of events (Woodrow Wilson, Georges Clemenceau, David Lloyd George, Hitler, League of Nations) By the end of this unit pupils will know: 1. how the different personalities/ aims Big 3 at PPC effected the terms of Treaty of Versailles & Germany's subsequent rejection of it as a Diktat. 2. how the membership/ structure of League of Nations meant it was doomed to failure & how Manchurian/ Abyssinian Crisis exposed these critical weaknesses. 3. why Hitler's aggressive foreign policy aims were not checked & problematic consequences for Europe.	Career Links: Can be made to jobs that require: • a keen interest in working abroad & an ability to empathize with people from different countries like in the diplomatic service. • a keen sense of national pride & an ability to follow orders using your own initiative like a member of the armed forces. • good decision making skills & an ability to carry out high-

PAPER 1: AQA GCSE HISTORY: Understanding the Modern World		4. who or what was most to blame for the outbreak of WW2: Treaty of Versailles, League of Nations, Mussolini, Hitler, Chamberlain, Appeasement	level original research like a journalist .
	PAPER 1/A: Period Study: Germany 1890-1945: Democracy & Dictatorship	Why Here & Now: This unit has been <u>specifically chosen/ sequenced</u> here since it <u>further develops/ refines</u> themes covered in Paper 1/ B Conflict & Tension 1918-1939 (November Criminals, Treaty of Versailles, League of Nations, Hitlers Foreign policy) by focusing on <u>Germany during first half 20th C</u>: a period characterised by collapse of Weimar Republics democracy & rise/fall Nazi dictatorship. It analyses <u>key concepts</u> like Weltpolitik, Diktat, Lebensraum & evaluates how these effected the lives German people. It also considers the <u>role of key individuals/ organisations</u> played in shaping the course of events (Frederick Ebert, Gustav Stresemann, Hindenburg, Reichstag) By the end of this unit pupils will know: 1. the problems that existed in the Kaisers Germany before/ after WW1 & how successfully he resolved them. 2. why the problems of Weimar Republic meant it was doomed to failure & how far recovered under Stresemann - economic, political, cultural, cosmetic? 3. how Nazis managed to establish dictatorship & the ways in which changed lives German people: police state, propaganda & censorship, children, women, Jews 4. the effects WW2 had on Germany.	• a keen interest in politics & an ability to interpret complex data like a political analyst. • a keen interest in investigating serious crimes and bringing the culprits to justice like in the police detective. • a strong desire to champion the rights of persecuted groups/ individuals around the world like working for Amnesty International.

What enrichment opportunities are available and how do these support learning?

- **Wider Reading Tasks:** Pupils will be challenged to review a number of articles from leading historical publications in a way that builds on/ extends their knowledge of the topics mentioned above (e.g. Paul Short & Dan Silverman 'Was the Treaty of Versailles too harsh' [Hindsight History Magazine](#))

- **Design a 'School Report' for the Big 3 Peacemakers in 1919 competition**: Pupils will research the background, aims, & personality of the Big 3 Peacemakers who attended the Paris Peace Conference at the end of WW1 & assess their strengths/ weaknesses.
- **Research Project**: Pupils investigate the League of Nations & create a 'Peace Report' assessing its effectiveness.
- **Subject Knowledge Enhancement**: Pupils will use a free online testing service (Seneca) to boost their factual understanding of the key people, places & events that are examined in AQA GCSE History Paper 1: Understanding the Modern World.

Where can I go for more information?

<https://www.youtube.com/watch?v=vrYhLNQMRro>

This short animation by *Simple History* explains the key aims & ideas of the Big 3 Peacemakers at the end of WW1

<https://www.bbc.co.uk/programmes/p00x5lqf>

This clip by *BBC Curriculum Bites* details the major problems the League of Nations faced trying to maintain world peace during the interwar period.

<https://www.youtube.com/watch?v=WM8SvEjMcQE>

This video by *BBC History File* explores the underlying causes of WW2.

www.bbc.co.uk/bitesize/topics/zskcg82

This website by *BBC Bitesize* contains a wide variety of facts/ clips/ quizzes about the rise of Hitler & the Nazis that specifically tailored to this part of the exam.

Maths Curriculum Vision / Intent:

Curriculum Leader: Mrs J Gaukroger

Curriculum Intent:

The overarching aim of the Maths department is that our students will become independent thinkers (learners) who demonstrate a positive mindset and enjoy working together to solve problems and produce creative solutions in unfamiliar situations. Our focus is to make maths enjoyable, exciting, and interesting for all students irrespective of their prior attainment.

Maths is not just a subject studied in the classroom. It is relevant and important in our lives beyond the school gates. At The Hollins, we aim to equip all our students with functional mathematical skills that can be used throughout their lives. To enable them to appreciate that maths is more than 'sums,' so that they consider that it appears all around us and how it can be used in everyday life.

Consequently, our curriculum is focused on building on their prior mathematical understanding through work that is interesting, useful, and challenging. We aim to develop a resilience in our students' learning so that they feel confident to make mistakes in exploring the subject and deepening their understanding.

What resources can my child access for additional support.

Technology is very much integrated into the teaching of Maths at the Hollins. To support your child's learning at home, we recommend the following websites:

Sparx www.sparxmaths.uk Sparx **personalises each child's homework**, creating a weekly set of questions **tailored to their level of understanding and learning pace**. The questions are designed to be achievable whilst offering the stretch that learners need to make progress.

Each week, topics are set by your child's maths teacher and will make up the majority of the homework questions. Questions from previous topics will also be included in the homework so that students can keep practising the skills they have learned.

Other online resources include: Learning by questions www.lbq.org www.corbettmaths.com www.gcsepod.com

The Hollins - Scheme of Work: Year 10 (Foundation)

Unit	Key 'Build a Mathematician' (BAM) Indicators	Essential Knowledge	Careers Link
Calculating	Calculate with roots and integer indices.		
Visualising Algebra	Plot and interpret graphs of linear functions. Understand gradient and use it to solve problems.		
Understanding Risk	Calculate theoretical probabilities for single events. Use tree diagrams to list outcomes.		
Tinkering with Algebra	Manipulate algebraic expressions by expanding and simplifying the product of two binomials. Factorise a quadratic expression of the form $x^2 + bx + c$		
Proportional Reasoning	Change freely between compound units.		
Pattern Sniffing			
Solving Equations & Inequalities	Solve two equations simultaneously using algebra and a graph.		
Calculating Space	Apply Pythagoras' Theorem in two dimensions. Calculate exactly with multiples of pi.		
Constructions	Use a ruler and a pair of compasses to construct angle and line segment bisectors.		
Presentation of Data			
Visualising Algebra 2	Plot and interpret graphs of quadratic functions.		

<i>Key 'Build a Mathematician' (BAM) Indicators</i>	<i>Essential knowledge</i>	<i>Careers link</i>
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• Calculate with roots and integer indices • Plot and interpret graphs of linear functions • Calculate theoretical probabilities for single events • Manipulate algebraic expressions by expanding the product of two binomials • Manipulate algebraic expressions by factorising a quadratic expression of the form $x^2 + bx + c$ • Understand and use the gradient of a straight line to solve problems • Solve two linear simultaneous equations algebraically and graphically • Plot and interpret graphs of quadratic functions • Change freely between compound units • Use ruler and compass methods to construct the perpendicular bisector of a line segment and to bisect an angle • Solve problems involving similar shapes • Calculate exactly with multiples of π • Apply Pythagoras' theorem in two dimensions • Use geometrical reasoning to construct simple proofs • Use tree diagrams to list outcomes	• Know how to interpret the display on a scientific calculator when working with standard form • Know the difference between direct and inverse proportion • Know how to represent an inequality on a number line • Know that the point of intersection of two lines represents the solution to the corresponding simultaneous equations • Know the meaning of a quadratic sequence • Know the characteristic shape of the graph of a cubic function • Know the characteristic shape of the graph of a reciprocal function • Know the definition of speed • Know the definition of density • Know the definition of pressure • Know Pythagoras' theorem • Know the definitions of arc, sector, tangent and segment • Know the conditions for congruent triangles	• Standard Form is used to rewrite small and large numbers in an efficient way. This can be used in scientific fields such as the study of space and the study of human and plant cells. • Linear graphs can be used to represent the relationship between several real-life contexts, such as converting currency and comparing weight/height. • Students need an understanding of chance within life and to be able to risk assess based on probability. • A knowledge of algebraic formula is essential to understand the cost of services, such as electricity/gas cost and cost of a plumber. • Proportion is used in several real-life situations. These include the scaling up of recipes and knowing the cost of multiple items. A knowledge of speed can be used to plan journey times. • Being able to calculate volume and surface area can help with problems such as filling containers with liquids and the cost to manufacture packaging. Pythagoras' theorem can be useful for calculating how much material is needed to build a roof. • Scatter graphs can be used to represent the relationship between two sets of data and can be used in business to sell an idea. For example, the relationship between ice cream sold and temperature. • Being able to manually construct scale diagrams and models can be used for a career in architecture, engineering, carpentry and joinery.
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The Hollins – Scheme of Work: Year 10 (Higher)

Unit	Key 'Build a Mathematician' (BAM) Indicators	Essential knowledge	Careers link
Investigating properties of shapes	• Manipulate fractional indices • Solve problems involving direct and inverse proportion • Convert between recurring decimals and fractions • Solve equations using iterative methods • Manipulate algebraic expressions by factorising a quadratic expression of the form $ax^2 + bx + c$ • Solve quadratic equations by factorising • Link graphs of quadratic functions to related equations • Interpret a gradient as a rate of change • Recognise and use the equation of a circle with centre at the origin • Apply trigonometry in two dimensions • Calculate volumes of spheres, cones and pyramids • Understand and use vectors • Analyse data through measures of central tendency, including quartiles	• Know the convention for labelling the sides in a right-angle triangle • Know the trigonometric ratios, $\sin\theta = \frac{\text{opposite}}{\text{hypotenuse}}$, $\cos\theta = \frac{\text{adjacent}}{\text{hypotenuse}}$, $\tan\theta = \frac{\text{opposite}}{\text{adjacent}}$ • Know exact values of $\sin\theta$ and $\cos\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90° • Know the exact value of $\tan\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and 60° • Know that $a^{1/n} = \sqrt[n]{a}$ • Know that $a^{-n} = 1/a^n$ • Know the information required to describe a transformation • Know the special case of the difference of two squares • Know how to set up an equation involving direct or inverse proportion • Know set notation • Know the conventions for representing inequalities graphically • Know the formulae for the volume of a sphere, a cone and a pyramid	• Trigonometry is used by architects, engineers and investigators. • Simultaneous equations can be used by air traffic controllers to ensure planes do not intersect paths. • Proportion is used in several real-life situations, include the scaling up of recipes and knowing the cost of multiple items. A knowledge of speed can help plan journey times. • Being able to calculate volume and surface area is useful with problems such as filling containers with the cost to manufacture packaging. • Compound interest use essential for careers in banking and finance. Additionally, being able to calculate growth and decay is important for careers in business. • Sampling can be used in careers such as market research and user testing.
Calculating			
Solving equations and inequalities I			
Mathematical movement I			
Algebraic proficiency: tinkering			
Proportional reasoning			
Pattern sniffing			
Solving equations and inequalities II			
Calculating space			
Conjecturing			
Algebraic proficiency: visualising I			
Exploring fractions, decimals and percentages			

Solving equations and inequalities III		• Know the formulae for the surface area of a sphere, and the curved surface area of a cone • Know the circle theorems • Know the characteristic shape of the graph of an exponential function • Know the meaning of roots, intercepts and turning points • Know the definition of acceleration • Know how to construct a box plot • Know the conditions for perpendicular lines	
Understanding risk			
Analysing statistics			
Algebraic proficiency: visualising II			
Mathematical movement II			
	Stage 10 BAM Progress Tracker Sheet		

Maths Calendar

sed on 8 maths lessons per fortnight, with at least 35 'quality teaching' weeks per year

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Investigating properties of shapes 10M10 BAM			Calculating 10M1 BAM		Solving equations and inequalities I 10M4 BAM		Math'I movement I	Algebraic proficiency: tinkering 10M5 BAM			Proportional reasoning 10M2 BAM	
Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Assessment and enrichment		Patterns	Solving inequalities		Calculating space 10M11 BAM		Conjecturing			Algebraic proficiency: visualising I 10M8 BAM		
Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
Assessment	Exploring FDP	Solving equations II	Understanding risk		Analysing statistics			Visualising II	Movemen t II	Assessment		

	10M3 BAM	10M6 BAM , 10M7 BAM		10M13 BAM	10M9 BAM	10M12 BAM	
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Please note Y10 and Y11 is based on the higher scheme of work. Those students entered in for foundation tier will follow a different scheme of work in KS4 that aims to develop the skills and understanding required on the topics covered within this paper.

MFL Curriculum Vision / Intent:

Curriculum Leader: Miss King

Modern Foreign Language teaching at The Hollins is interactive, challenging and enables students to become resilient, independent and confident communicators, which are invaluable skills that they will need throughout their school careers and beyond. The aim of MFL at The Hollins is to introduce pupils to language learning skills that they can apply to learning other foreign languages in the future. Our aim is to spark curiosity and we always encourage our pupils to ask questions. We believe in the importance of making links with different languages and especially with their native one, English.

Curriculum Aims:

We want to develop pupils with the ability to speak spontaneously and with confidence in French and Spanish. In addition, we also teach students about the culture of French and Spanish speaking countries around the globe both in lessons and during our extra-curricular activities, encouraging understanding and acceptance of other beliefs and cultures reflecting our diverse intake with a view to breaking down preconceptions or stereotypes. To further promote cultural understanding in lessons, the use of authentic videos and songs capture students' imaginations as they piece language together to decode meaning and become independent and resilient linguists.

MFL students are challenged from the minute they walk in to their language lessons. MFL teachers use the target language as much as possible to immerse students into Foreign Language worlds. Pupils are encouraged to speak as much French and Spanish as possible and interact with the teacher and each other in the target language.

MFL at the Hollins equips pupils for lifelong language learning and we echo the Hollins' ethos that our pupils deserve nothing less than the best education - each and every one of our pupils deserves this. We seek to create characters who breed tolerance, empathy and respect within our local community, the wider world and in life to become responsible citizens who can make a positive contribution to society.

Year 10 French Curriculum	Topics	Key Knowledge	Careers link
Term 1	<u>Theme 1: Identity and Culture</u> Me, my family and friends.	• To be able talk about friends and what makes a good friend. • Using irregular verbs in the present tense. • To be able to talk about family relationships. • Using reflexive verbs in the present tense. • To be able to make arrangements to go out.	• What do their role models and family members do as a job

	Hobbies	• Using the near future tense. • To be able to describe an event with friends or family. • Using the perfect tense. • To be able to talk about their life when they were younger. • Using the imperfect tense. • To be able to discuss role models. • Using the present, perfect and imperfect tenses. • To be able to talk about sport. • Using 'depuis' and present tense. • To be able to talk about reading. • More practice of the imperfect tense. • To be able to talk about TV, actors and films. • Using direct object pronouns (le, la, les). • Using superlative adjectives. • To be able to talk the music they like and why. • Using present, past, imperfect and future. In the first term, pupils will continue to be immersed in the target language and a lot of work will be done on recapping grammar learnt previously, and ensuring that pupils are confident in understanding transactional French and also the foundations of the language such as key verbs and the pronouns used for people (he, we etc.) Pupils will be introduced early on, to examination-style questions in order to begin to prepare them for the GCSE. Pupils will be practising reading, listening, speaking, writing and translation skills. Pupils will be shown clips from French films and music, not only because this is relevant to the topic, but also to expose pupils to an element of French speaking culture.	• Discuss famous people and what jobs they do
Term 2	<u>Theme 1: Identity and Culture</u> Technology	• To be able to talk about technology (their life online, what they use, advantages and disadvantages of technology). • Using the comparative.	• Discussing jobs such as actors, sportspeople

	Daily life and festivals	• To be able to talk about food and meals. • To be able to talk about clothes. • To be able to describe their daily life. • Using 'pouvoir' and 'devoir'. • To be able to talk about food for special occasions. • Using the pronoun 'en'. • To understand how to ask questions in the 'tu' and 'vous' forms. • To be able to describe family celebrations. • Using 'venir de' and infinitives. • To be able to describe festivals and traditions. • Using a combination of tenses. Exam-style questions will continue so as to prepare students well. Pupils will also continue to be exposed to as much relevant authentic material as possible. Extracts from French books will be used, to bring the language to life and show the reality of French, rather than it only being something learnt within the classroom. Pupils will be exposed to a range of different traditions through the learning of festivals.	• Technology in the workplace
Term 3	<u>Theme 2: local, national, international and global areas of interest</u> Town	• To be able to talk about where they live, the weather and transport. • To be able to describe a town and asking the way. • To be able to describe a region • Using the pronoun 'y' • Using negatives. • To be able to discuss what to see and do in their town. • Asking questions using all forms of 'quel'. • To be able to discuss plans. • To be able to talk about their ideal town. • To be able to describe community projects. • To use a range of tenses: present, perfect, imperfect, future and conditional.	• Community projects and job opportunities

		Pupils will be able to compare their town to towns in France and in French-speaking countries. A virtual guided tour will be shown to pupils so they can 'virtually' travel. Pupils will be practising reading, listening, speaking, writing and translating skills.	
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What resources can my child access for additional support?

- Pupils have access to www.linguascope.com where they can play a range of games to practise the language learnt in class. Sometimes teachers will direct pupils to specific topics/exercises, but pupils have access to Linguascope throughout the year, so can use it to revise, learn vocabulary and practise their skills at any time.
- Knowledge organisers for each topic can be found on Teams so that could help your child learning and revising the vocabulary covered in class.
- Pupils have access to www.vocabexpress.com where they learn and practise the AQA vocab list and help them prepare for the reading and listening GCSE exams.
- Pupils can access the online dictionary www.wordreference.com
- www.languagesonline.org.uk will help pupils with vocabulary and grammar.
- The more vocabulary pupils know, the better they will understand and be able to speak French. Therefore, pupils are encouraged to use their books to recap vocabulary on a regular basis.
- <https://www.bbc.co.uk/bitesize> is a super website which includes activities pupils can use to practise all of the skills.

What enrichment opportunities are there and how do they support learning?

- Use of online guided tours, links to culture so that pupils can have a better understanding of French-speaking countries. We use links to towns, to food, to famous people so that pupils learn independently and have a better understanding about French around the world.
- Pupils are exposed to authentic materials such as films, French people speaking, newspaper and magazine articles.
- French music/songs/ video clips are used to bring an element of French culture into the classroom and to help pupils to learn a variety of vocabulary from a variety of contexts.

Year 10 Spanish Curriculum	Topics	Key Knowledge	Careers link
Term 1	<u>Me, my family and friends.</u> *family members and how to describe them and relationships. *friends, using adjectives to describe them and discussing how you spend time together. *plans for the future	- To be able to describe and understand descriptions of family and friends - To be able to discuss and understand discussion of relationships/opinions of people - To be able to use and recognise the future tense to talk about what you will do when you leave school In the first term, pupils will continue to be immersed in the target language and a lot of work will be done on recapping grammar learnt previously, and ensuring that pupils are confident in understanding transactional Spanish and also the foundations of the language such as key verbs and the pronouns used for people (he, we etc.) Pupils will be introduced early on, to examination-style questions in order to begin to prepare them for the GCSE. Time will be spent ensuring that pupils know the verb “ir” (to go), as this is a key verb and will enable them to be able to talk about the future, which will form a part of every topic.	What do their role models and family members do as a job
Term 2	<u>Hobbies</u> *free time *sport *TV and films *reading *what you do to earn money *Who you admire	- Learn a variety of hobbies, and eradicate any misconceptions (e.g. words that look like an English word but mean something different) - Be able to compare what you do now with what you used to do, through the use of different tenses. - Be able to compare different activities you may do in your free time, and understand others making similar comparisons. - Be able to discuss and understand vocabulary linked with the world of work. - Understand what is presented in TV listings/a film guide and also the types of film that exist. - Recap adjectives used to describe people and be able to give reasons as to why you admire people. - How pupils earn money will be linked back to the topic on what pupils may do in the future/types of job.	Discuss famous people and what jobs they do

		A variety of adjectives will be revisited and others will be introduced so that pupils can describe who they admire and be encouraged to give solid reasons. Being able to give opinions is a key component of the course, so this is one of many opportunities that will be taken to reinforce this. Exam-style questions will continue so as to prepare students well. Pupils will also continue to be exposed to as much relevant authentic material as possible. Extracts from Spanish books will be used, to bring the language to life and show the reality of Spanish, rather than it only being something learnt within the classroom. Pupils will be shown clips from Spanish films, not only because this is relevant to the topic, but also to expose pupils to an element of Spanish culture.	
Term 3	<u>Celebrations and food</u> *food and drink vocabulary *Quantities *Occasions to celebrate	This topic is an opportunity for students to learn not only about the different festivals and their names but also to gain an understanding of the culture of Spain and Spanish-speaking countries during key times of the year. - Vocabulary linked with food/drink/meal times and special occasions will feature during this topic and pupils will be exposed to people from other countries talking about their customs. - Numbers will be revisited. These feature in almost every topic, but pupils will be taught how to understand and manipulate larger numbers within this topic, to be able to discuss and understand quantities. - The understanding of different occasions/festivals will be taught, and pupils will learn how to compare them and talk about their favourite time of the year.	Daily routine and what jobs people do

What resources can my child access for additional support?

- Pupils have access to www.languagenut.com where they can play a range of games to practise the language learnt in class. Sometimes teachers will direct pupils to specific topics/exercises, but pupils have access to Linguascope throughout the year, so can use it to revise, learn vocabulary and practise their skills at any time.
- Knowledge organisers for each topic can be found on Teams so that could help your child learning and revising the vocabulary covered in class.
- Pupils have access to www.vocabexpress.com where they learn and practise the AQA vocab list and help them prepare for the reading and listening GCSE exams.
- Pupils can access the online dictionary www.wordreference.com

- www.languagesonline.org.uk will help pupils with vocabulary and grammar.
- The more vocabulary pupils know, the better they will understand and be able to speak Spanish. Therefore, pupils are encouraged to use their books to recap vocabulary on a regular basis.
- <https://www.bbc.co.uk/bitesize> is a super website which includes activities pupils can use to practise all of the skills.

What enrichment opportunities are there and how do they support learning?

- Use of online guided tours, links to culture so that pupils can have a better understanding of Spanish-speaking countries. We use links to towns, to food, to famous people so that pupils learn independently and have a better understanding about Spanish around the world.
- Pupils are exposed to authentic materials such as films, Spanish people speaking, newspaper and magazine articles.
- We aim to take pupils studying GCSE Spanish to a Spanish restaurant during their GCSE course if possible.
- Spanish music/songs are used to bring an element of Spanish culture into the classroom and to help pupils to learn a variety of vocabulary from a variety of contexts.

GCSE Physical Education Curriculum Vision / Intent:

Curriculum Leader: Mrs Murray

The Physical Education department is committed to providing opportunity for participation, enjoyment and performance in a range of physical activities with active, challenging and dynamic learning situations. Lessons are designed to cater for each individual pupil in respect of promoting the development of movement co-ordination and the acquisition of motor skills. In addition, pupils will be taught other roles such as a leader, coach and official. This will help develop leadership skills, learn how to be assertive and communicate effectively.

Curriculum Aims:

In KS4 pupils will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. They will understand how the physiological and psychological state affects performance in physical activity and sport. During practical lessons pupils will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas. They will also develop their ability to analyse and evaluate to improve performance in physical activity and sport. Pupils will understand the contribution which physical activity and sport make to health, fitness and well-being. Finally, they will understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

Year 10 PE Curriculum	Topics	Key Knowledge	Careers link
Term 1	Theory Applied anatomy and physiology. Practical	• Skeletal and muscular system • Movement analysis • The cardiovascular system • The respiratory system • Effects of exercise on the body Volleyball	• Sports Medicine Physician: These medical professionals specialise in treating injuries and medical conditions related to sports and exercise. • Physical Therapist: Physical therapists help people recover from injuries or surgeries and improve their mobility and strength.
Term 2	Theory Physical training	• Components of fitness • Principles of training • Methods of training	• Exercise Physiologist: Exercise physiologists study how the body

	Practical	Preventing Injury Handball	responds to physical activity and design fitness programs accordingly. Strength and Conditioning Coach: They work with athletes to improve their strength, power, and conditioning through specialised training programs. Personal Trainer: Personal trainers help individuals achieve their fitness goals by designing customized exercise programs and providing guidance.
Term 3	Theory Sports psychology Practical	- Skill classification - Goal setting - Types of feedback and guidance Athletics	Sports Psychologist: Sports psychologists work with athletes to enhance their mental toughness, focus, and overall performance.

What resources can my child access for additional support?

Information and resources for different sports can be found in the relevant National Governing Body websites. We use the Everlearner which gives pupils access to tutorials, low stake quizzes and tests. <https://theeverlearner.com/> Pupils can also access revision information from BBC bite size <https://www.bbc.co.uk/bitesize/subjects/znyb4wx>

What enrichment opportunities are there and how do they support learning?

GCSE students need to take part in competitive competitions and they will have an opportunity to do this through inter-house and inter school competitions that will run regularly throughout the year. We encourage GCSE pupils to take part in the extra-curricular programme and teams are selected from those students who attend the clubs.

PSHE Vision / Intent:

Curriculum Leader: Miss Guiste

Curriculum Aims: At The Hollins we will teach your children how to be safe and healthy in all aspects of school life. The development of the whole child is at the heart of PSHE. We aim to remove barriers to learning, raise aspirations and prepare them for life after school. In PSHE, students will explore the three core themes for successful living which are, health and wellbeing, relationships and living in the wider world (including economic wellbeing, finances, enterprise and career education).

The true emotional development of our students will be shown through their empathy for others and self-awareness. We explore topics relevant to young people growing up in Accrington, specifically and overall, in Britain in the 21st Century. Through the delivery of our PSHE curriculum we aim to address issues such as teenage pregnancy, substance misuse, unhealthy eating and lack of physical activity. Our aim is to produce 'Mentally Healthy' students who have emotional and physical coping mechanisms for life. We are continuously developing the curriculum to keep our students up to date with relevant issues in our ever-evolving society, for example the addition of lessons that address knife crime, county lines and image sharing.

Our PSHE curriculum will prepare our students for the plethora of situations life may offer any individual. Students have opportunities to meet and work with people from different backgrounds including the Police, NHS staff, Ministry of Defence, ex-drug addicts, Gambling agencies and Hyndburn and Ribble Valley (HARV) Domestic Abuse Team. Ultimately, we ensure that all pupils at every level receive a rich and fulfilling Citizenship/PSHE curriculum to ensure that they are valuable members of our school and local communities.

At KS4 we consult the agreed syllabus to ensure the main themes are covered. These sessions will be delivered one lesson per half-term within the Ethics, Philosophy and Religion lessons and the rest of the curriculum is delivered over two days off timetable, within careers meetings and events and during tutor time.

	Topics	Key Knowledge	Careers link
	<i>Mental Health and Wellbeing</i>	• How does privilege impact us and our health • Fertility • How to deliver CPR • Understanding our Mental Health	• Health care worker • Mental Health advisor
	<i>Relationships and Sex Education</i>	• Conflict management • Forced Marriage • Contraception and STI's • Stalking • An awareness of exploitation, bullying, harassment and control in relationships and the legal and personal risks associated with being asked for or sharing intimate images	• Domestic abuse worker • Social worker • Teacher

	<i>Living in the Wider World</i>	• County Lines • Youth offending • Develop their career identity: rights and responsibilities at work • changing patterns of employment • Career progression, including in education, training and employment	• Police • Criminal Justice
	<i>Ethics, Philosophy and Religion</i>	• how lifestyle choices affect a developing foetus • 'addiction' • wider risks and consequences of legal and illegal substance use • equal relationships • marriage and civil partnerships • parenting skills • family • managing changes in personal relationships including the ending of relationships • the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances • statutory and voluntary organisations that support relationships • diversity in sexual attraction and developing sexuality • understand and respect others' faith and cultural expectations concerning relationships and sexual activity • contraception • pregnancy • adoption/fostering • abortion, including the current legal position and the range of beliefs and opinions about it • discrimination	

What resources can my child access for additional support?

Current affairs:

BBC Newsround (website): <https://www.bbc.co.uk/newsround>

BBC bitesize (website): <https://www.bbc.co.uk/bitesize/subjects/ztv9j6>

Charity

Christian Aid (website) <https://www.christianaid.org.uk/our-work/what-we-do/gender-power-and-inclusion>

Islamic relief (website): <https://www.islamic-relief.org.uk/about-us/what-we-do/funding-futures/>

Health

NHS (website): <https://www.nhs.uk/>

LGBT:

Stonewall (website): <https://www.stonewall.org.uk/>

What enrichment opportunities are there and how do they support learning?

Please see the whole school PSHE Calendar

Science Curriculum Vision / Intent:

Here at The Hollins our science staff aim to equip young people with the knowledge and skills they need to become ‘science thinkers’.

We want to empower students to develop a hungry curiosity about the world around them and value their own contribution – be it big or small.

Students need to firmly believe that science is important and relevant to all their lives and that the skills they develop are transferrable and far-reaching.

Science attainment and engagement are important considerations of good science teaching but the seeing the ‘bigger picture’ requires more diverse skill integration.

We want our students to ask questions, hunt for clues, gather information and develop ideas that lead to possible solutions. They shouldn’t be afraid to take charge, set goals and become resilient learners. Mistakes should be welcomed and accepted as a way to overcome problems and move forward.

Our school leavers need to feel that their science journey has been meaningful and had purpose for them as individuals, wherever their future path takes them.

KS4 curriculum aims:

The curriculum is designed to match students with opportunities to progress and reach appropriate levels of attainment which realise their potential.

Specialist teaching staff match tasks to the needs and abilities of students and create a learning environment which is challenging and stimulating.

Ultimately, teaching and learning strategies are designed to equip students with the knowledge and skills needed to confidently proceed to the next level.

The majority of students study AQA combined science GCSE (trilogy) as core with separate sciences as an option choice.

Year 10 science curriculum	Units.	Key knowledge	Careers links https://nationalcareers.service.gov.uk/job-categories/science-and-research . Career skills developed: planning, observation, analysis and evaluation. Some examples of careers ...
Term 1-3	Biology B1	- Cell biology – cells, microscopy, cell transport, cell division and cell organisation. - Organisation – digestive system, food tests, breathing and circulatory systems. - Health and disease – communicable and non-communicable diseases. - Plant organisation – transpiration and translocation. - Bioenergetics – photosynthesis, respiration, metabolism and exercise. Separate science Study the above with the following additions Microbial growth. Monoclonal Antibodies. Plant defence mechanisms.	Cytology, biotechnology, microbiology and laboratory work. Dietician, nutritionist, respiratory physiology & cardiology roles. Doctor, nurse, pathologist, epidemiologist & pharmacist. Botanist, agronomist & horticulturist. Sports scientists. Various research and development roles. Clinical and drug development scientists. Immunology.
Term 1-3	Physics P1	- Energy – types of energy, transfers, power, efficiency, resources and uses, renewable and non-renewable energy. - Electricity – current, circuits, resistance, electricity in the home, appliances, power and national grid. - Particle models of matter – density, changes of state and specific latent heat.	Engineers, nuclear and R & D scientists. Electricians and electrical engineers. Materials scientists. Medical physics and radiology. Health and safety.

		- Atomic structure – current model, isotopes, radiation, half-life, irradiation and contamination. Separate science Study the above with the following additions Thermal insulation. Pressure. Static electricity/electric fields. Nuclear fission and fusion.	As above.
Term 1-3	Chemistry C1	- Atomic structure and periodic table – atoms/elements and compounds, historical developments, chemical equations, mixtures and separation techniques. - Bonding – structure and properties of matter and types of chemical bonding. - Quantitative chemistry – relative formula mass, conservation of mass and concentrations of solutions. - Chemical changes – acids, bases, reactivity series, reactions of metals and electrolysis. - Energy changes – exothermic/endothermic reactions, measuring energy changes and reaction profiles. Separate science Study the above with the following additions Nanoparticles. Gases & solutions, atom economy and % yields. Titration. Batteries and fuel cells.	Analytical chemists and chemical engineers. Chemical production and formulations. Pharmacology and biochemistry scientists. Industrial chemists and R & D chemists. As above with ... Biomedical scientists. Industrial chemists. R & D scientists.

What resources can my child access for additional support?

What resources can my child access for support? Your child will have access to online resources through Kerboodle (Oxford), www.bbcbitessize.com, Lbq, Seneca learning and other links (made accessible as required; some through teams and synergy).

What enrichment opportunities are there and how do they support learning? A range of enhancement activities have been used to support and develop wider application of scientific principles and increase awareness of the wider impact of science. These include visits (internal and external), science week activities and access to up-to-date virtual resources and experiences.

Sports Studies

Curriculum Leader: Mrs C Murray

The Physical Education department is committed to providing opportunity for participation, enjoyment and performance in a range of physical activities with active, challenging and dynamic learning situations. Lessons are designed to cater for each individual pupil in respect of promoting the development of movement, co-ordination and the acquisition of motor skills. In addition, pupils will be taught other roles such as a leader, coach and official. This will help develop leadership skills, learn how to be assertive and communicate effectively.

Curriculum Aims:

Pupils will have the opportunity to apply theoretical knowledge about different types of sport and physical activity with the aim of developing their skills by assessing their own performance. They will learn about different types of sports leadership and how to apply these leadership qualities to coaching sessions. Pupils can explore the contemporary issues in sport such as funding, participation, ethics and role models as well as how the media effects sport across the world. Through this, the pupils will develop an appreciation of the importance of sport both locally and how their future involvement in the sports industry can effect have a positive effect on both their lives and the community.

Year 10 Sports Studies Curriculum

	Theory	Key Knowledge	Careers link
Term 1	Unit R186: Sport and the media	Topic Area 1: The different sources of media that cover sport Topic Area 2: Positive effects of the media in sport Topic Area 3: Negative effects of the media in sport	• Sports Journalist: Sports journalists report on sporting events, athletes, and sports-related news for various media outlets. • Sports Event Manager: Event managers plan, organize, and oversee sporting events and competitions. • Sports Marketing Specialist: Professionals in sports marketing promote sports events, teams, and products.

Term 2	Unit R185: Performance and leadership in sports activities	Topic Area 1: Key components of performance Topic Area 2: Applying practice methods to support improvement in a sporting activity	• Sports Coach: Coaches work with athletes and teams to improve their skills and performance in various sports. • Physical Education Teacher: PE teachers educate students about physical fitness, sports, and healthy living.
Term 3	Unit R185: Performance and leadership in sports activities	Topic Area 3: Organising and planning a sports activity session Topic Area 4: Leading a sports activity session Topic Area 5: Reviewing your own performance in planning and leading of a sports activity session	• Sports Coach: Coaches work with athletes and teams to improve their skills and performance in various sports. • Physical Education Teacher: PE teachers educate students about physical fitness, sports, and healthy living.

What resources can my child access for additional support?

Information and resources for different sports can be found in the relevant National Governing Body Websites.

What enrichment opportunities are there and how do they support learning?

Sports Studies students are encouraged to apply for the role of a Sports Leader to support them in the leadership module. We encourage Sports Studies pupils to take part in the extra-curricular programme and teams are selected from those students who attend clubs.