



How to support your Year 10 child

Know more, do more, understand more.

Tonight...

Mr C Legg, Assistant Head Teacher



- The Year 10 Irresistible Curriculum
- Assessment and Reporting in Year 10
- Core Curriculum Leaders (English, Maths, Science, Core PE, Core PSHE/RE)
- ASPIRE Programme
- Revision Skills and Knowledge Building
- How to Support at Home
- Looking Ahead 2024/25

The Year 10 Irresistible Curriculum

Mr C Legg, Assistant Head Teacher



Belong. Aspire. Achieve.

Edge of your seat. Unmissable.

Prepared for the future.

Well-informed and ambitious to succeed.

Inspired to make a positive contribution.

The screenshot shows the website for Eggar's School. At the top, there is a navigation bar with the school's logo and name, followed by a menu with links to Home, About Our School, Admissions, Curriculum (which is highlighted), News, Parents, Join Us, and Contact Us. There are also social media icons for Twitter, Facebook, and Instagram, and a search icon. Below the navigation bar, the page title is "Curriculum Areas" and the breadcrumb trail is "HOME » CURRICULUM » CURRICULUM AREAS". The main content area is divided into two columns. The left column is titled "Curriculum and Assessment" and contains the text "The purpose for education at Eggar's School" and "Our curriculum enables all Eggar's Learners to:" followed by a bulleted list of four points: "Belong, aspire, and achieve.", "Be ambitious with challenge and support.", "Actively engage in relevant learning that adapts to individual needs and interests.", and "Become innovative and enterprising life-long learners." The right column is a vertical list of curriculum areas: "Art & Design", "Computer Science", "Design & Technology", "Drama", and "English".

Assessment and Reporting in Year 10

Mr C Legg, Assistant Head Teacher



Pre-Public Examinations

WB 16th June - WB 23rd June

Progress Reviews, Parents Evenings and Other

Progress Review 1 = WB 27th January

Parents Evening 1 = 13th Feb

Work Experience = WB 19th May

Progress Review 2 = WB 7th July (PPE Result)

Parents Evening 2 = WB 14th July (TBC)

Our Unmissable English Curriculum

Mr D Morrish, Curriculum Leader of English



Eduqas poetry anthology – war poems

Telling Stories

Lit
Poe
La
P
V

How do successful writers manipulate words, sentences and whole text structures to create effective narratives?



SENECA

YouTube

language, how characters and themes are presented.

BITESIZE

Home | Learn | Study support | Careers | Parents | Trending | My Bitesize

GCSE

English Literature - Eduqas

Shakespeare Shakespeare Speaking & Listening – essay extract discussions & presentations

SHAKESPEARE LEARNING ZONE

Poverty in the UK – reading & responding to non-fiction texts

foodbank

Our Unmissable Maths Curriculum

Mr S Mather, Curriculum Leader of Maths

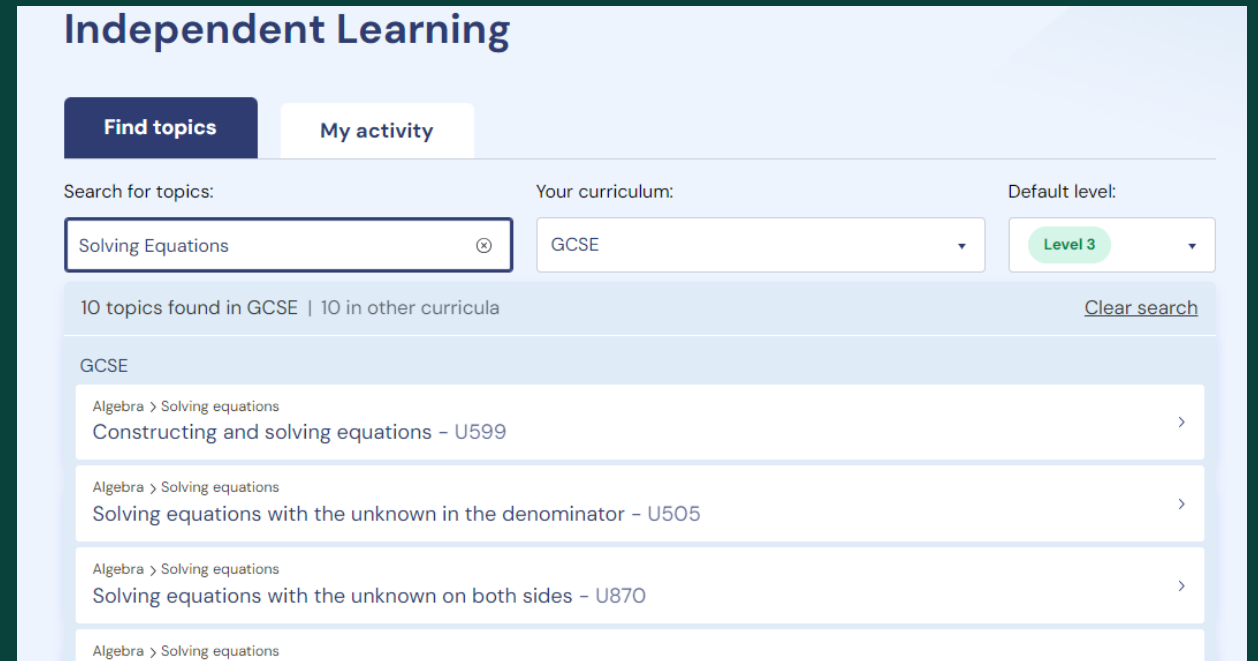
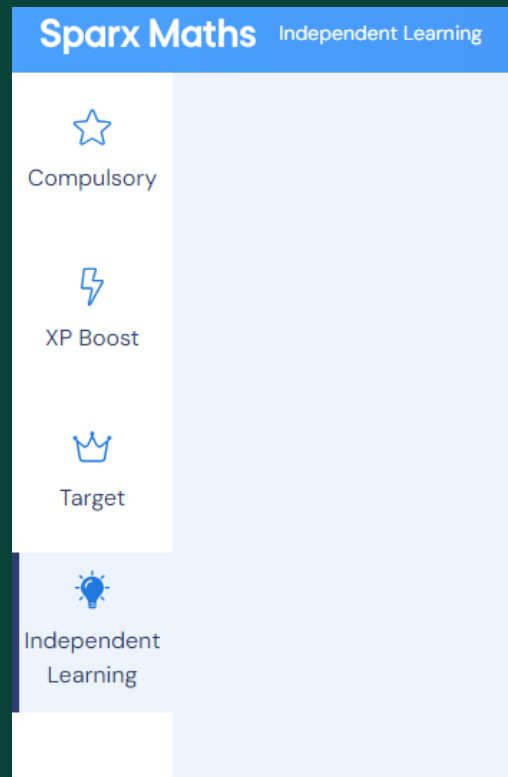


Sparx Maths Platform (Homework and Independent Study)

Homework set weekly
(60mins)

Students **must** achieve
100%

Support available at school
every lunchtime, and at the
start of every lesson with
the class teacher



Our Unmissable Science Curriculum

Mrs L Stanley, Curriculum Leader of Science



AQA Trilogy (often referred to as 'combined/double' – 2 grades, dependent on total score)
 AQA Biology, AQA Chemistry, AQA Physics (3 separate grades, used to be referred to 'triple science')

Science - Biology LEARNING JOURNEY

GCSE Combined Science Exam: GCSE Separate Science exams

Revision & mastery: Biology exam technique practice and PPE question breakdown

Year 11

- B6 Inheritance, Variation & Evolution
- B4 Bioenergetics & response
- B3 Infection & Response
- B2 Organisation
- B1 Cells

Year 10

- B5 Homeostasis & response
- B4 Bioenergetics & response
- B3 Infection & Response
- B2 Organisation
- B1 Cells

Year 9

- B6 Inheritance, Variation & Evolution
- B4 Bioenergetics & response
- B3 Infection & Response
- B2 Organisation
- B1 Cells

Year 8

- B6 Inheritance, Variation & Evolution
- B4 Bioenergetics & response
- B3 Infection & Response
- B2 Organisation
- B1 Cells

Year 7

- B6 Inheritance, Variation & Evolution
- B4 Bioenergetics & response
- B3 Infection & Response
- B2 Organisation
- B1 Cells

Chemistry Science LEARNING JOURNEY

GCSE Combined Science Exam: GCSE Separate Science exams

Revision & mastery: Chemistry exam technique practice and PPE question breakdown

Year 11

- C7 Organic Chemistry
- C8 Chemical Analysis
- C9 Chemistry of the Atmosphere
- C6 Rates of Reaction
- C5 Energy Changes
- C4 Chemical Changes

Year 10

- C7 Organic Chemistry
- C8 Chemical Analysis
- C9 Chemistry of the Atmosphere
- C6 Rates of Reaction
- C5 Energy Changes
- C4 Chemical Changes

Year 9

- C1 Atomic Structure
- C2 Bonding structure and the properties of matter
- C3 Qualitative Chemistry
- Earth Resources
- Climate
- Types of Reaction
- Chemical Energy

Year 8

- C1 Atomic Structure
- C2 Bonding structure and the properties of matter
- C3 Qualitative Chemistry
- Earth Resources
- Climate
- Types of Reaction
- Chemical Energy

Year 7

- C1 Atomic Structure
- C2 Bonding structure and the properties of matter
- C3 Qualitative Chemistry
- Earth Resources
- Climate
- Types of Reaction
- Chemical Energy

Science - Physics LEARNING JOURNEY

GCSE Combined Science Exam: GCSE Separate Science exams

Revision & mastery: Physics exam technique practice and PPE question breakdown

Year 11

- P6 Waves
- P7 Magnetism
- P5 Forces
- P4 Atomic Structure

Year 10

- P6 Waves
- P7 Magnetism
- P5 Forces
- P4 Atomic Structure

Year 9

- P1 Energy
- P2 Electricity
- Properties of waves
- Work done

Year 8

- P1 Energy
- P2 Electricity
- Properties of waves
- Work done

Year 7

- P1 Energy
- P2 Electricity
- Properties of waves
- Work done

B2 Cell Division- Onion Cells- Exam Q

Name: _____

Cell Division Exam Questions

The photograph shows some cells in the root of an onion plant.

Cell X
Cell Y

Photograph © Karen Wynne, Tyler Junior College

Cells X and Y have just been produced by cell division.

Name the type of cell division that produced cells X and Y.

_____ (1 mark)

What happens to the genetic material before the cell divides?

_____ (1 mark)

Explain why each chromosome must become two strands before the cell divides.

_____ (2 marks)

Explain why each chromosome must become two strands before the cell divides.

_____ (2 marks)

What happens to the genetic material before the cell divides?

_____ (1 mark)

Question 1

Accepted answers: "2"
Show explanation

Your students' answers:

Correct answer given	Number of students
2	10
Incorrect answer given	Number of students
3	4

Give Educate feedback on this question.

GCSE AQA Combined Science

Includes Free Unit on Solutions, Values, Reactions & English Quiz

Revision Guide

Higher Level

Core PE

Mr R Mann, Teacher of PE / Head of Upper School



PE evolution in the UK



Fit for war:

- Military Drill
- Expansion of team sports

Preparing for service

1900s



Fit and healthy for life?

- Finding joy in and through movement
- Social connection
- Wellbeing
- Physical Literacy

Redefining meaning

2020
and beyond

Play to... control

survive

win

flourish

1800s

2000+

Fit for work:

- Swedish Gymnastics
- Hygiene
- Emergence of public schools

Recognising athleticism



Fit for sport:

- Sports Performance
- Sports Science
- 'The great divide'
- Elitist?
- Exam focused?

Valuing metrics

Gen-C

Benefits of Physical Activity

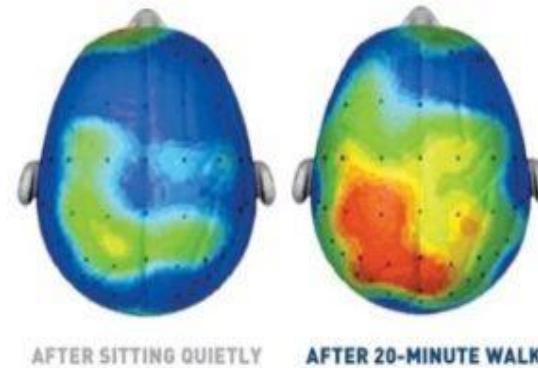


Top 6 Benefits of Exercise & Physical Activity for uni students



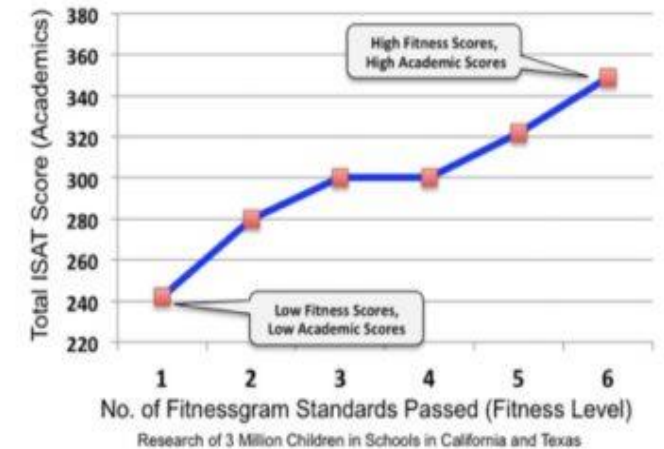
Healthy Minds: Getting Active = Better Academic Results

An Active Body = Active Mind



The Brain 'Ignites' And Is Ready To Learn With Exercise

High Fitness Scores = High Academic Scores



PHIT KIDS HEALTHIER & SMARTER

PHIT AMERICA

How to support at home

Mr R Mann, Head of Upper School



- Attendance is key – those who attend the most achieve the most
- Keep an eye on emails/ junk folder
- Begin to prepare for college open days/ events
- Be curious in what the students are doing
- Have a dedicated study space and routine
- Do they have everything they need
- Attend parent consultation evenings

Belong | Aspire | Achieve

EGGAR'S HOME LEARNING



**Get your home learning
done before the weekend**



Monday - Thursday 15:00 - 16:00



In ITI with support staff

Things to look forward to

Mr R Mann, Head of Upper School



- College assemblies and visits
- Trips and Visits
- Prefect applications
- Celebration events
- Eggar's Experience
- Preparing for Year 11 – it will go quickly!

PSHE/RSE Curriculum

Miss S Hopkins, Head of Cultural Studies



	Exploring Influence	The World of Work	Addressing Extremism	Working on Wellbeing	Healthy Relationships	Reducing Risks
Enquiry question	<i>How can you recognise healthy influences?</i>	<i>What makes you employable?</i>	<i>Why is it important to tackle extremism?</i>	<i>Why is your wellbeing important?</i>	<i>How can responsibility change in relationships?</i>	<i>How can we prevent our health deteriorating?</i>
Summary	Understanding negative influences in our lives & methods to identify concerns for our health.	Analysing your key skills for employment & the benefits to exploring career options.	Understanding the influence of extremism & the responsibility to challenge these ideas.	Explaining key indicators for good wellbeing & the importance of prioritising to protect this.	Understanding the different responsibilities change in initiate relationships, inc. legalities.	Developing knowledge of health services & the ways in which they keep us safe or add to our lives.
# lessons	4	4	3	3	3	4
PSHE Foci	Health & Wellbeing	Living in the Wider World	Relationships	Living in the Wider World	Relationships	Health & Wellbeing
Topic breakdown	<ul style="list-style-type: none"> • Drugs • Gangs • Role models • The media 	<ul style="list-style-type: none"> • Preparing for WEX • Work readiness • Finances • Future impacts 	<ul style="list-style-type: none"> • Communities • Developing belonging • Challenging extremism • Responsible citizenship 	<ul style="list-style-type: none"> • Time management • Screen time • Relaxation • Revision skills 	<ul style="list-style-type: none"> • Intimacy & pleasure • The law • Sharing of images • Coercion 	<ul style="list-style-type: none"> • NHS & self-care • Organ donation • Cancer prevention • Cosmetic procedures

Signposting Support

If you need any further help
or support with today's
topic, you can:



- Speak to your Tutor, Head of Year or another trusted member of staff in school.
- Contact Childline: www.childline.org.uk 0800 1111
- Visit Place2Be: www.place2be.org.uk or text P2B to 85258
- Visit Young Minds: youngminds.org.uk

RS Curriculum

Miss S Hopkins, Head of Cultural Studies



	Crime & Punishment	Sanctity of Life	Life After Death
Enquiry question	<i>What role does religion play in identifying & punishing criminals?</i>	<i>What do religions teach us about when life begins & our use of the environment?</i>	<i>How does your religion impact your view on the afterlife?</i>
Summary	Developing opinions on the aims & purpose of punishment, such as the death penalty.	Developing opinions on when life begins & the importance of our environment for the future.	Understanding the different views of the afterlife & how religious practice influences these.
No of lessons	8	6	7
Golden Thread	Belonging & Community	Community & Love	Love & Special
Topic breakdown	<ul style="list-style-type: none"> Religious views on suffering. Death penalty use & its role withing worldviews. Arguments for/against types of punishment. 	<ul style="list-style-type: none"> Definitions of beginning of life. Comparison of views to form own opinions. Religious impact on the environment. 	<ul style="list-style-type: none"> Comparison of afterlife beliefs. Role of faith in reaching a happy afterlife. Forming own opinions on what happens.
Concept words	<ul style="list-style-type: none"> Pilgrimage Salvation 	<ul style="list-style-type: none"> God Sacred 	<ul style="list-style-type: none"> Angels Ceremony

ASPIRE and Planning for the future

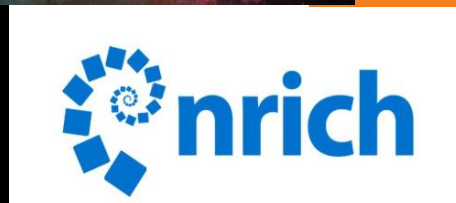
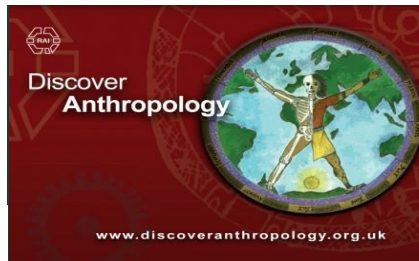
Miss O Vale, Leader of ASPIRE



- **Thinking ahead: Work Experience (InSpace Missions), future study, "super-curricular".**
- **School wide effort to provide experiences past the curriculum.**
- **Experiences such as the Scholars Programme, Faraday Challenge, Book Club, Quiz Club and more.**
- **Programme of guest speakers. These will now take place during the school day. Students must sign up, attendance will be monitored and shared with teachers. Timetabled lessons take precedent if teacher says they need student in class.**

Date	Subject	Location
17.10.24	Career in Law	Library
21.11.24	Army Careers	Library
28.11.24	Business Apprenticeships	Library

Super-Curricular



Building Knowledge

Mrs J Clarke, Curriculum Leader of Drama & Media



Specific AOs
A01
A02

The name is James, James Bond - Year 9 Scheme 2 /6
A study of the James Bond Franchise and how film posters reflect their context and also promote a film?

The Man with the Golden Gun

- Media language
- Representation
- Media contexts

No Time to Die

- Media language (Section A)
- Representation (Section A)
- Media industries (Section B)
- Media contexts (Section A & B)



Codes and Conventions of Film Posters

Film title – communicates an immediate message about the film, and the typography can also communicate a message. Where the film title is can be important too.

Tagline – A short phrase or slogan that captures the key ideas or themes of the film.

Main image - This might be a single image or edited montage of images that encapsulate key elements of the film such as the genre, characters and narrative to appeal to the target audience.

Billing Block – this is a list of the credits at the bottom of the poster detailing the production companies, main actors, director, writers, producers and the other key roles such as music, costumes, cinematography and production design.

Star billing - Posters often feature the names of the main stars in a film as these are a major attraction to an audience.

Release date – the date for the first screening is usually features or sometimes 'coming soon' or 'coming this summer'.

Company names – The production companies and distributors will be listed usually at the bottom of the poster.

Technical information – about the exhibition formats such as 3D or IMAX might be included under the title.

Logo – A film or franchise might have an identifiable logo, for example the iconic 007 for the Bond franchise.



Social and Cultural Context

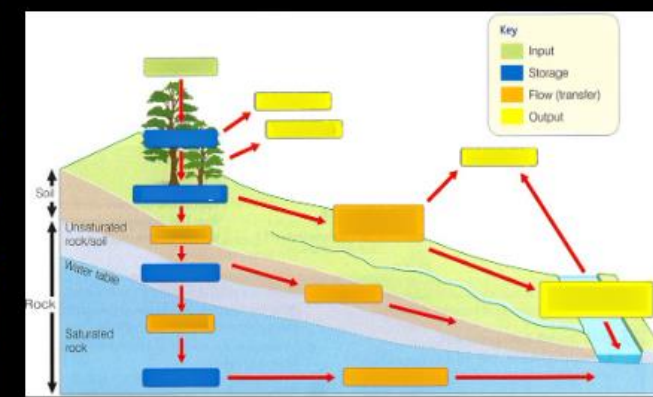
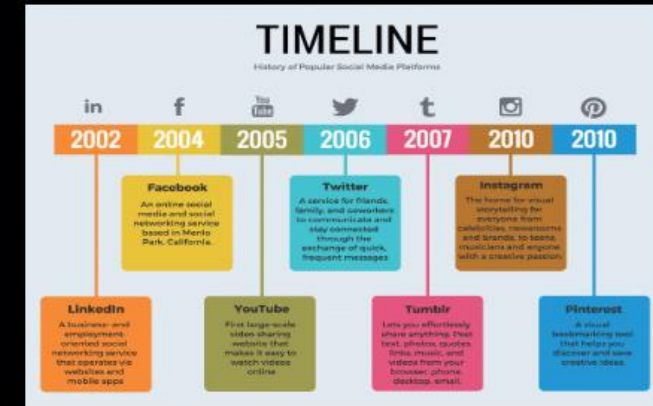
- Relates to the time the poster was produced
- This will influence how people and events are presented
- In our poster it affected how women are presented and ethnic minorities
- The way events are portrayed
- The elements of style, genre and technology and how this will affect how the product is consumed

Bond Franchise

- The film was produced by the British company EON (Everything or Nothing) Productions
- Distributed in UK cinemas by Universal Pictures.
- The film's budget was an estimated \$250-301 million, making it the most expensive Bond film to date. So far it has grossed over \$774 million worldwide at the box office.
- No Time to Die is a James Bond film that was released in the UK on 30 September 2021, after a global premiere at the Royal Albert Hall on 28 September 2021

Laura Mulvey's Male Gaze Theory

Mulvey argued that women are usually represented as objects of a male gaze: the protagonists and the expected audience is male and looks at the female as an object of desire



Eggar's Reads More

Miss Mason, Raising Standards Lead/Literacy



EGGAR'S READS MORE



Scan the QR code to log the books you read. The more books that you read and log, the more prizes you can win!

Bronze

Silver

Gold

Platinum

Diamond



Scan this QR code or visit <https://forms.office.com/e/IUauYBKCBU> to win bronze, silver, gold, platinum and diamond awards! Get reading and scanning!



Thank you for coming

Know more, do more, understand more.