



**Alderman
Knight
School**

Ashchurch Road
Tewkesbury
Gloucestershire
GL20 8JJ

Co-headteachers:

Clare Steel and Hannah Shaw

Tutor Group 10A Subject & Teacher	Subject Overview	How you can help at home	Subject specific key words to practise with your child
English Miss Chamberlain Mrs T Brown	<p>GCSE</p> <p>This term, pupils will be focusing on continuing to develop the skills required for their GCSEs. We will be looking at examples of GCSE English Language (Paper 1) past papers and will work through how to answer questions as a class before pupils attempt questions independently. After half term, we will be reading <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> as a class and exploring the language and structure used within the text.</p> <p>Functional Skills</p> <p>In preparation for extended writing and Poetry pupils are working on descriptive techniques to broaden their vocabulary and deepen visualisation for the reader. Pupils are refreshing and learning figurative language, and selecting which one and or when it could be used in their own work.</p>	<p>GCSE</p> <p>Please encourage pupils to practise spellings, punctuation and grammar. Remind pupils to make regular use of ambitious vocabulary (E.g. very difficult – arduous; really dry – arid) and prompt them for more sophisticated alternatives to low-level adjectives where possible. Please also encourage pupils to complete their homework.</p> <p>Functional Skills</p> <p>Please draw pupil's attention to written and spoken examples and encourage the pupil to extend their vocabulary by you asking 'how'/'what' type questions e.g. Question: "What sound did the book make when it fell?" Possible answer "the book fell with a thud"</p>	<p>GCSE</p> <p>Narrative writing Descriptive writing Ambitious vocabulary Language techniques Fiction</p> <p>Functional Skills</p> <p>Imagery Onomatopoeia Simile Metaphor Hyperbole</p>
Maths Mrs Sipek	Pupils working at GCSE level will begin by extending their understanding of integers. This will involve both positive and negative numbers and developing their calculation skills. They will learn about function machines, order of operations, rounding and estimating. They will then apply their knowledge to worded problems before progressing to multiples, factors and prime numbers	Please encourage pupils to take notice of numbers around them. Talk about the purpose of the number (e.g., a distance on a road sign, measurement in a recipe), and the place value of the digits in the number. Regular practise of times tables will help pupils to retain their learning. This can be done orally, in written form or using a web-based programme: www.timestables.me.uk	<p>GCSE</p> <p>Negative number, Estimating Prime number Multiple Factor.</p>

Mr Upward	<p>As we move into the GCSE years, pupils will ensure that they have the fundamentals on which to build their GCSEs. Throughout the term, they will be developing their higher-level thinking skills through problem solving and applying their learning in different contexts.</p> <p>Number</p> <p>Pupils will develop their understanding of numbers. They will extend their learning of multiples and factors to prime factorisation and will begin to write large and small numbers in 'standard form' and do calculations using the four operations on decimals and fractions. They will also start to use rounding to identify the limits of accuracy in given situations.</p> <p>Geometry</p> <p>Pupils will be working with 2D and 3D shapes, learning to represent 3D shapes through plans and elevations and will also use scale drawings applied to maps. Protractors, rulers and compasses will be used to construct bisectors, identify and measure bearings, and construct triangles accurately. Pupils will be learning to identify the properties of shapes using the correct mathematical terminology.</p> <p>Algebra</p> <p>Pupils will learn the rules we apply when working with algebra. They will learn to manipulate algebra through expanding brackets, factorising brackets, simplifying expressions and collecting like terms. They will also learn the difference between linear and quadratics.</p>	<p>Please support pupils with weekly homework.</p> <p>Encourage learners with their weekly homework. Please remind them to show their working as we have been doing in class.</p> <p>Encourage learners to regularly practice the four operations with decimals.</p> <p>Encourage learners to measure lengths and angles at home.</p>	<p>Prime factorisation Standard Form</p> <p>Vertex Perpendicular bisector</p> <p>Factorise</p>
Science Miss Postans (Biology) Mr Goodchild (Physics)	<p>Biology: In Term 1 we will be completing Topic 1, Cell Biology, learning about cell structure, how they reproduce through mitosis and how diffusion, osmosis and active transport help keep the cell alive. In term 2 we will continue on to Topic 2, Organisation, where we will learn about human digestive and respiration systems along with how plant cells organise themselves.</p> <p>Physics: In Term 1 we will study Topic 1, Energy. Here we will look at the different types of energy stores and transfers and how we can use this model to work out</p>	<p>Encourage them to complete the homework set and reinforce their learning by accessing the BBC Bitesize topic for GCSE AQA listed below.</p> <p>Biology</p> <ul style="list-style-type: none"> • Cell Biology • Organisation <p>Physics</p> <ul style="list-style-type: none"> • Energy • Electricity 	<p>Biology Osmosis Diffusion Mitosis Mitochondria Binary Fission</p> <p>Physics Conservation Joule Efficiency Renewable</p>

	efficiency and the amount of work done as energy is transferred. We will then explore where we get our energy from and the pros and cons of each of these. Term 2 will see us start Topic 2, Electricity, where we will learn about electric circuits and mains electricity.		Kinetic
Computing Mr Naylor	This term the students will start working toward their IT qualification. This term they will be focussing on creating a range of Word documents, these will include creating a letter of complaint and a menu for a café. Students will learn how to use the align, table and style tools amongst others.	Encourage your child to write a letter to a family member using a formal structure	Style Word Processor Align Table
PSD Miss Attenborough And Mr Smith	This term pupils will be starting to complete ASDAN units to develop their personal and social skills. The pupils will be completing a unit in 'Making the most of leisure time'. During the term pupils will be looking at the importance of down time and exploring various ways in which they can use their own leisure time. Later in the term they will be putting their theory into practice and completing their chosen leisure options before reviewing the benefits. The pupils will also be covering the Level 1 Healthy Living unit (HL1 and HL2) with Mr Smith. This will cover aspects such as personal hygiene, dental health, self-examination and screening, immunisation and the importance of sleep.	At home pupils could think about how they use their leisure time. Is this used to benefit their emotional and physical health? What could they try different? Encourage your child to research all aspects of healthy living and cover areas such as physical, social and mental health	Mental health Physical health Leisure Reflection Balance Hygiene Immunisation
PE & Games Mr Altman & Mr Hunt	In the first term pupils will be learning about the game of badminton. The pupils will practise skills such as serving, under and overhead clears, smash, drop shot and forehand and backhand drives. Pupils will learn the rules of badminton singles and doubles and then use these to help officiate games between their peers. During term 2, pupils will be learning about football They will practice essential skills, like passing, shooting, tackling, ball control, dribbling, and heading. Pupils will learn the rules of football and apply tactics like defending and attacking. Finally, pupils will learn about the different positions in football and know what each player should do in their role.	Parents should encourage their pupils to research the following badminton skills, drop shot, smash and overhead clear. Parent should encourage their pupils to research the basic rules of football.	Attack Defend Offside Space Intercept
RE Mrs Silverthorn	This term pupils are engaging in the unit of work on Crime and Punishment. Through this, pupils will investigate factors that might contribute to criminal	Engage pupils in discussion about aspects of crime and punishment and what they have learned in lessons.	Crime Punishment Aims

	<p>behaviour and follow this up by exploring two emotions experienced by victims of crime which might hinder forgiveness. From this, pupils will learn about the different types of punishments and what the aims are of these punishments. We will explore the arguments for and against capital punishment and look at different religious views on forgiveness.</p>		Capital Punishment Forgiveness
ELV Mr Everis/Mr Stenning	<p>This term we work through a module based on independent living. Tasks will include developing important life skills to help young people complete day to day tasks. Examples include food hygiene, dental hygiene, leisure activities and investigate the impact of social networking</p>	<p>Encourage your young person to apply the skills learnt at school. Are they able to store food correctly in the fridge? Are they able to label food correctly? Can they prepare food safely? (sandwiches). Are they able to manage their use of social networking?</p>	Hygiene factors. Food hygiene Internet safety
Land Based Studies Mrs Weston	<p>This term pupil's will be completing one of the compulsory modules from the Land Based Studies specification. They will be exploring the vast range of careers within the land-based sector along with the skills and behaviours needed to succeed within these careers. Pupil's will also be identifying their own skills, strengths and acknowledge any areas they need to develop.</p> <p>Pupils will also be starting to develop some of the practical skills required for later units. This will include preparing the school pond for overwintering, sowing and harvesting winter vegetables and planting bulbs ready for spring colour and for sale at the Christmas Fayre!</p>	<p>Parents & carers can support their children by starting to put together some old clothes or an overall that can be used for the practical elements. It would also be useful to have discussions around progression routes and goals as well as the behaviours and skills needed to succeed in education and employment. E.g., reliability, timekeeping and communication and team working. Plants can be a fickle so it will also help if you can support your children to be resilient when the plants we sow don't germinate or don't flower!</p>	Employability Progression Skills Goals Achievable
Media Studies Mr Mauremootoo	<p>This term students will be looking at advertisements and magazines. This will be framed as preparation for component 1 of their GCSE or for the first unit of their BTEC. They will be beginning to develop a deeper knowledge of societal stereotypes and the effect media has on them. Students will be studying subject specific terminology and how to apply it to extended exam-style questions. Students will be looking at the representation of a variety of subcultures, including: race, gender, age-groups, and sexuality, in the relevant media forms and the effect media has on the portrayal these groups of people.</p>	<p>Discussions about media can be had throughout the day. When your child is watching television ask them if they can think why people of certain races and genders have been cast in various roles. When they are watching adverts ask them what type of person they think is the brand's target audience and why.</p>	Representation Denotation Connotation Brand Target audience

History Option Mr Bentley	<p>During the course of this term pupils will start the GCSE or Entry Level History qualification by learning about the nature and extent of crime, the enforcement of law and order, and the punishment of offenders. They will explore different periods of history, looking first at the early medieval period (c1250-1500) before moving onto early modern Britain (c1500 –1750), exploring the changing nature of crime including moral crimes and vagrancy. We will finish with work on crime in industrial Britain (c1750- c1900) looking at changes like the introduction of the police force.</p>	<p>Explore history in your local environment. There are lots of really interesting historical sites in Tewkesbury and Gloucestershire as a whole. Watch and enjoy historical films and videos. Enjoy talking about history of the past exploring our rich and diverse culture.</p> <p>You can also help them complete their history homework as independently as possible helping them understand key terminology.</p>	Crime Punishment Law Enforcement Medieval Britain
WJEC Hospitality & Catering option Mrs Goss	<p>WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award)</p> <p>This term, during theory lessons we will slowly unpick and build knowledge based upon 'Hospitality & Catering Provision', specifically looking deeper into:</p> <ul style="list-style-type: none"> • Hospitality and catering providers • Working in the hospitality and catering industry • Working conditions in the hospitality and catering industry • Contributing factors to the success of hospitality and catering provision. <p>This knowledge will support a written examination which contributes 40% to the overall qualification grade which will take place in 2024 – we have a little while yet.</p> <p>Practical lessons will focus on the importance of nutrition, the skills and techniques of preparation, cooking and presentation of dishes as well as being able to effectively evaluate and review dishes.</p>	<p>As 'The Great British Bake Off' is on our screens every Tuesday, watch this together, keeping a specific eye on decorative techniques. To take it one step further, you could draw up a design and create a new masterpiece.</p>	Client Commercial/Non-commercial Residential/Non-residential Kitchen brigade Employment rights
Art, Craft and Design Miss Foster	<p>This term, pupils will be introduced to the AQA Art, Craft and Design GCSE specification and assessment objectives. They will explore the formal elements of art (line, tone, colour, shape and form, pattern, texture, and composition) through experimentation and practice with different materials. They will learn how to document their work, write annotations to explain their thought processes and findings, as well as key research skills. They will later transfer the skills they have learned to begin exploring their first art project, Light and Dark, in Term 2. Pupils will</p>	<p>Parents and carers can support pupils at home by talking to them about their artwork, asking them to identify which artistic elements can be seen in artwork, and encouraging them to use descriptive language to explain artistic choices, using words such as 'broken lines' or 'cross-hatching' instead of just 'lines' or 'shades.'</p>	Line & Tone Colour Pattern & Texture Shape & Form Composition

	<p>be expected to work independently and come up with their own ideas for future artworks both in lessons and at home.</p>	<p>Parents and carers can also help by encouraging pupils to think for themselves and to create their work with as much independence as possible.</p>	
Sports Leadership Mr Hunt	<p>In term 1 pupils will develop their communication skills in a range of leadership games. They will understand the difference between verbal and non-verbal communication and then develop this skill through practical activities. Pupils will then learn different leadership styles and inspirational leaders around the world. They will look at behaviours which make them successful.</p> <p>In term 2, pupils will develop the other 4 skills which are important to being a sports leader. These are teamwork, self-belief, self-management and problem solving. They will develop these in a range of practical games and theory tasks.</p>	<p>Discuss different world leaders and how they have had an effect on the world. Discuss current football managers and rugby directors and what behaviours they show. Are they always positive?</p>	<p>Communication Teamwork Self-Belief Self-Management Problem Solving</p>