



# Year 10 Curriculum Booklet



Traditional Values • Contemporary Aspirations • Creative Curiosity

# MALET LAMBERT

## GCSE Art & Design

Component 1 - Portfolio - 60% of GCSE

Component 2 - Externally set task - 40% of GCSE

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Component 1 - Portfolio Students are introduced to the formal assessment objectives and focus on producing a project from a teacher issued theme or brief, recording observations, producing artist research and generating ideas, which show development and refinement to final realisation.		Component 1 - Portfolio Students begin work on a second, more ambitious, project from a teacher issued theme or brief. The focus repeating the framework assessment process demonstrating greater skills, knowledge and understanding.

### Skills:

Students learn a wide range of skills over the two-year course. They learn how to use primary sources to produce images from direct observation as well as reproducing 2D secondary source material. Students have a greater opportunity to use a wide range of materials and techniques in a controlled and deliberate manner in order to achieve specific intentions. They become increasingly analytical both in regards to the work of professionals and themselves/their peers. Students also gain independence through following personal choices and developing/ refining work in a personalised and creative way.

### SMSC and British Values:

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

## AQA GCSE Separate Sciences - Biology

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
<p><b>Cell Biology</b></p> <p>Pupils will learn how cells, tissues and organs in plants and animals are adapted to take up and get rid of dissolved substances, how different conditions can affect the rate of transfer and why energy is needed for transfer to take place in some instances.</p> <p>Pupils will learn how characteristics are passed on from one generation to the next in both plants and animals. They will use simple genetic diagrams to show this and consider the ethical considerations in treating genetic disorders.</p>	<p><b>Bioenergetics</b></p> <p>Pupils will learn how green plants and algae use light energy to make their own food, how they obtain the raw materials they need and how the conditions plants are grown in can be changed to promote growth.</p> <p>Pupils will also learn how respiration in cells can take place aerobically or anaerobically and how the human body needs to react to the increased demand for energy during exercise.</p>	<p><b>Ecology</b></p> <p>Pupils will learn how animal and plant material is recycled and the role microorganisms play in decomposing this material so that it can be used again by plants.</p> <p>Pupils will also learn how organisms are adapted to survive in their normal environment, what factors can affect population size and how changes in the environment may affect the distribution and behaviour of organisms.</p>
<p><b>Organisation</b></p> <p>Pupils will learn about plant tissues and organ systems. They will link this to how a plant obtains all the substances it needs for photosynthesis, including active transport.</p>	<p><b>Inheritance, Variation and Evolution</b></p> <p>Pupils will learn about the causes of variation both within a species and between species. They will find out how asexual reproduction can be used to produce individuals that are genetically identical to their parent and how scientists can now add, remove or change genes to produce the plants and animals they want.</p>	

	<p>Pupils will also learn how particular genes or accidental changes in the genes of plants or animals may give them characteristics which enable them to survive better and how over time this may result in entirely new species. They will look at the different theories of evolution including Darwin's theory, which is the most widely accepted.</p>	
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**Skills:**

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

**SMSC and British Values:**

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

## GCSE Business

This course is assessed by way of two formal written exams at the end of year 11.

Autumn	Spring	Summer
<p><b>Unit 1 – Investigating small business</b> Students will understand the dynamic nature of business by considering how and why business ideas come about. They explore the impact of risk and reward on business activity and investigate the role of entrepreneurship</p>	<p>Students focus on making a business idea happen. They will examine how a business identifies aims and objectives and they will calculate key financial aspects of putting a business idea into practice</p>	<p>Students will understand external influence on a business and the ways in which businesses respond to these influences. External influences are factors outside of a business's control. They will study stakeholders, technology, legislation and the economy</p>
<p>Students explore how new and small business spot opportunities by understanding the customer needs and using market research. They will also examine the importance of understanding the competition</p>	<p>Students consider the range of factors that will influence whether a small business is successful or not. This will include looking at the ownership of the business, the choice of location, the marketing mix and how elements of the marketing mix must work together. They will also look at the role and importance of a business plan.</p>	<p><b>Unit 2 – Building a business</b> Students study the range of factors that a business needs to look at when it is growing. This includes methods of achieving growth, as well as how and why a business changes its aims and objectives as it grows. They will also explore the impact of globalisation, and the ethical and environmental factors that a business must consider</p>

### Skills:

Students will develop an interest in business and what businesses do. They will need to be able to organise themselves, their time and their work. They will need to be able to work towards and within set deadlines. They will develop the skills needed to present their work in an organised and professional manner. They will need to be able to work both independently and collaboratively on various tasks. They will need to develop good research skills using a variety of sources as well as analyse and evaluate the results of their research. They should be able to gain an understanding of how businesses are structured and how they operate on a daily basis. They will need to use their analytical skills when looking at the financial side of a business and be able to identify trends within the data as well as explain the causes of these trends.

### **SMSC and British Values:**

Spiritual development within Business involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in business with regards to how business activities impact on employees, customers and the environment. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Business involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and studying existing businesses in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to real life businesses in order to make valid judgments. Students spend a large proportion of the course investigating the impact of a businesses action upon society and the local community in which they operate. Students also draw upon their own knowledge to distinguish between what is right and wrong. As part of GCSE Business, students have a willingness to express their views on ethical issues relating to employment law and how businesses treat, protect and remunerate their employees

Social development within Business involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Business involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. Students are encouraged to explore the impact of UK businesses centralising processes and call centres overseas from the point of view of the impact both in the UK and in the countries where new jobs are created. Students also have the opportunity to look at how organisations work by visiting businesses to see how they operate on a daily basis. Students also benefit from visits to school by business people, to enhance their knowledge and skills.

*Examples of Spiritual, Moral, Social and Cultural Education in Business Studies include:*

Pupils looking at the moral issues associated with business promotion and advertising and considering what the “correct” conduct is for a business to undertake

Pupils considering the impact that various businesses both local and national and international will have upon their local areas and communities

Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates.

Pupils evaluate the impact of trying to meet the needs of different stakeholders, especially where those needs conflict on a daily basis

Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate as well as the social and political pressures that affect the daily operations of businesses

Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society

Pupils considering the costs and benefits to society and the wider community as a result of business decisions

Pupils look at the impact of changes in technology on the levels of employment within different business sectors

Pupils consider the impact of businesses on the environment around them

Pupils study and evaluate the legislation framework that all business most operate within, focusing primarily on the rights and responsibilities of employees in the workplace

## AQA GCSE Chemistry

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
<p>Earths Atmosphere</p> <p>Pupils will look at the Earth's atmosphere and its composition. This will be compared to Earths early atmosphere as well as the atmospheres on other planets.</p> <p>There will be a focus on how and why the atmosphere has changed in the past, how it is changing in the present and the impact this will have on the future of the planet.</p>	<p>How bonding and structure are related to the properties of substances</p> <p>Pupils will study in detail the three states of matter and their properties. They will then use this information to investigate further the properties of simple molecules, ionic compounds, covalent structures, metals and alloys. Giant covalent structures such as diamond and graphite will also be researched.</p>	<p>Electrolysis</p> <p>Pupils will explore the process of electrolysis, half equations, electrolysis reactions in practice and industrial electrolysis.</p> <p>There will be a focus in the topic on electrolysis of aqueous solutions such as brine</p>
<p>Using Resources</p> <p>Pupils will use the knowledge gained from the last couple of topics to look at the ways we use Earths resources and how this can be made sustainable.</p> <p>The pupils will have a focus on water treatment and how we produce safe drinking water.</p>	<p>Reactions of acids</p> <p>Pupils will learn about making salts, the properties and examples of acids and bases plus they will practice balancing chemical formulae for neutralisation reactions. Practical investigations on neutralisation will be a key feature in this unit.</p>	<p>Using resources</p> <p>Pupils will learn about how we use the Earth's resources, including potable water and waste water management.</p> <p>Energy Changes</p> <p>Pupils will study exothermic and endothermic reactions, the nature of reversible reactions and heat loss and gain. Practical activities investigating energy in reactions will also be a key part of this unit.</p>

**Skills:**

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

**SMSC and British Values:**

In chemistry spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how limestone quarrying affects local communities and how this could be changed in the future. Students learn about and debate the use of nanotechnology in industry and the use of carbon based fuels and their impact on global climate change. Students learn and discuss issues surrounding the use of oil products and their disposal particularly in the UK and the impact on landfill and oil sources. Students learn which public institutions and laws are used to regulate scientific activities and their efficacy. How different faiths and communities view the use of the earth's resources is also included as part of chemistry 1 topics. The development of alternative fuels in terms of technology, cost, economics and community impact is debated. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage. Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in chemistry.

## Cambridge National Level 1/2 in Creative iMedia

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
<p>Understand the purpose and content of pre-production</p> <p>Learners are taught the purpose of uses of various pre-production documents including mood boards, mind maps, visualisation diagrams, storyboards and scripts</p>	<p>Be able to review pre-production document</p> <p>Learners are taught how to review a pre-production document and how to identify areas for improvement</p>	<p>Be able to create a digital graphic</p> <p>Learners are taught how to source assets for use in digital graphics and how to create assets. Learners are also taught how to create graphics using a range of digital tools e.g. cropping and colour adjustment</p>
<p>Be able to plan pre-production</p> <p>Learners are taught how to interpret client requirements for a digital product, identify timescales, how to conduct and analyse research, how to produce work plans and production schedules. Learners will also be taught the importance of identifying target audiences and legislation regards assets used in the creation of digital product</p>	<p>Understand the purpose and properties of digital graphics</p> <p>Learners are taught why digital graphics are used, how digital graphics are used and the different types of digital graphics. Learners are also taught about the properties of digital graphics including pixels, resolution and compression</p>	<p>Be able to review a digital graphic</p> <p>Learners are taught how to review a digital graphic against a client brief and how to identify areas for improvement</p>
<p>Be able to produce pre-production documents</p> <p>Learners are taught how to create a mood board, mind map, visualisation diagram and storyboard. Learners are also taught how to analyse a script and about various file type properties</p>	<p>Be able to plan the creation of a digital graphic</p> <p>Learners are taught how to produce pre-production documents to plan the creation of the digital graphic including visualisations and work plans</p>	

### Skills:

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, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding materials and techniques; encouraging independence and creativity and providing task that engage with most taxing aspects of the National Curriculum.

**SMSC and British Values:**

Learners will study spiritual issues developing knowledge and understanding of how creative media has changed the way people interact with technology in their daily lives (including communication, shopping, gaming, entertainment, education and training, social networking etc.).

Learners will study moral issues learning about appropriate uses of software, malicious use of software and the damage it can cause, and the safe and responsible use of ICT used within creative media.

Learners will study ethical issues learning about the ethical implications of the electronic storage and transmission of personal information and how creative media can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements

Learners will study social issues including social issues that can affect users of ICT, including the use and abuse of personal and private data, cyber bullying, etc.

Learners will study legislative issues including the main aspects of legislation relating to creative media: copyright design and patents acts and other legislation as it applies to the use of ICT in creative media, e.g. the computer misuse act and data protection .

Learners will study economic issues including learning about making informed decisions about the choice, implementation, and use of creative media depending upon cost and the efficient management of money and resources.

Learners will study cultural issues helping learners to appreciate that creative media contributes to the development of our culture and to our highly technological future and how learners need to show cultural awareness of their audience when communicating with creative media.

## GCSE English Language and GCSE English Literature

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
<p><b>Year 10-</b> They will spend 10 weeks studying the novel <i>The Strange Case of Dr Jekyll and Mr Hyde/ A Christmas Carol</i>. A further five weeks will be spent covering the cluster of poems for their Literature exam. Year 10 will also have an exam skill lesson every week and they will cover the English Language Paper 2 for the full term.</p>	<p><b>Year 10-</b> For the first five weeks of this term pupils will be preparing for their formal English Language mock exam which will commence on the week of 19/03/2018. Pupils will continue with their exploration of the poetry anthology for five weeks of this term. Pupils will be taught the necessary skills for the unseen poetry section in their Literature exam. The language paper one, writing section will be taught for two hours a week.</p>	<p><b>Year 10-</b> This term pupils will be taught <i>Romeo and Juliet</i> for three hours a week. During this term pupils will have time to go through their English Language Paper 1 mock exam from last half term and improve their grade further for one hour a week. Skills needed for the Language Paper 2 exam will be revised one hour a week. There will be a formal poetry mock exam during this term so it is vital pupils are revising at home.</p>

### Skills:

Students will work to enhance the P.E.E.D (Point, Evidence, Explain and Develop) skills when reading and analysing fiction and non-fiction texts in both English Language and English Literature. Students will be able to identify language devices used by writers and the effects these have on the reader as well as the relevance of structure, themes, characters and events in texts. Students will also work on enhancing their writing skills by understanding how to vary vocabulary, sentence structures, use of devices and spelling, punctuation and grammar to excellent effect.

### SMSC and British Values:

Both English Language and English Literature encourage students to develop self-esteem, self-knowledge and confidence through empathy with characters and themes. The study of a selection of poetry, several of which are from other cultures, promote self-respect and respect for others as well as showing students how they can contribute to the lives of others.

## AQA Food Preparation and Nutrition GCSE Year 10

Students learn the practice and theory of food preparation and nutrition including: nutrition and health, food science, food safety, food choice and Food provenance.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Pupils will learn the definitions of a macronutrients and micro nutrients and consider the effects of excess or deficient intake. Typical practical investigations to support learning include; deboning chicken to make fajitas, filleting fish for fish pie, healthy muffin adaptations and Mediterranean tarts.</p> <p>Food science investigations focus on the functional properties of food. Pupils will examine the use of fats in pastry, flavourings, colourings, coagulants, methods of aeration, shortening and emulsifying agents – to name a few.</p> <p>Pupils have an opportunity to practice designing dishes to suit a variety of nutritional needs and present their creations in show stopping –restaurant style.</p> <p>The term will end with a Mock written exam.</p> <p>Reviewing the knowledge obtained.</p>	<p>A Mock NEA 2 (Practical investigation project)</p> <p>Pupils will investigate a given scenario. Their learning journey will include; menu analysis and questionnaire development. A costing and detailed time plan.</p> <p>Development of practical skills (3 dishes), sensory analysis, nutritional profile and a detailed conclusion and evaluation.</p>	<p>A Mock NEA1 ( Food Science investigation ‘walk-through)</p> <p>Pupils have an opportunity to practice writing a report in response to a Food Science based question. Their investigations will include; research, hypothesis, practical developments and evaluative response.</p>
	<p>The study of a variety of environmental issues linked to Food waste, will typically involve recipes including; chicken stock and jambalaya.</p> <p>Food science tasks investigate protein denaturation and pupils turn their hands to making lemon tarts and a variety of sauce making techniques, focusing on gelatinisation, thickeners and gels.</p> <p>Pupils learn how to make fresh pasta and showcase their skills making a complex lasagne.</p>	<p>Pupils learn about Food safety and food spoilage, including moulds, yeasts and enzymes.</p> <p>Practical tasks focus on gluten formation (bread making), raising agents (cake making) They explore how and why food is cooked (the transfer of heat via convection, conduction and radiation)</p> <p>The year concludes with a visit to a local farm. Pupils experience real-life scenarios linked to Food provenance/Food security and British farming.</p>

### **Skills:**

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development; and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

### **SMSC and British Values:**

Students studying textiles are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

### **Consumer choice and ethical issues**

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

### **Moral and environmental issues**

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of textiles, waste reduction, organic and Fair Trade cotton, bio fibres, biodegradable fibres/fabrics.

### **Health and Safety issues**

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components;  
consider safety in terms of function and be aware of consumer rights and safety warnings on textile products.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, flammable and toxic substances used in textile manufacture and the need for correct protective clothing and safe working practices.

## AQA GCSE French (Year 10)

The AQA GCSE French specification is divided into three main subject areas, called themes.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment.

Each Theme is divided into four topics, making a total of twelve topics to study during the course. The exam is divided up according to the four Language Skills: **Listening, Speaking, Reading and Writing**. Each one of these has its own separate exam, in the form of an end-of-course paper.

**Listening: 25%**

**Reading: 25%**

**Speaking: 25%**

**Writing: 25%**

During the first week of the Y10 course, pupils will follow an intense revision programme of KS3 language skills to prepare them for the GCSE specification.

Year 10		
Autumn Term		
Theme 1: Identity and culture		
Unit	Topics	Grammatical features
Unit 1: Me, my family and friends	Describing self and family Describing how family members get on Talking about future relationships	Reflexive verbs Direct object pronouns Future tense Use of adjectives
Unit 2: Technology in everyday life	Talking about the uses of social media Discussing the pros and cons of social media Discussing the uses, benefits and dangers of mobile technology	Building on speaking and writing skills High frequency language Present tense Subjunctive tense Common irregular verbs in the three main tenses
Unit 3: Free time activities	Describing free-time activities in the past Talking about leisure activities Discussing different cuisines and eating out Exploring world food and eating habits Talking about the sports you love	Developing sentences with more structure Complex negatives The past (perfect) tense Higher level opinions Emphatic pronouns Demonstrative pronouns

	Discussing new sports and taking risks	
Unit 4: Customs and traditions	Understanding how Christmas is celebrated in France Discussing what tradition means to you	Reflexive verbs in the past Perfect infinitive
Spring Term		
Theme 2: Local, national, international and global areas of interest		
<b>Unit</b>	<b>Topic areas</b>	<b>Grammatical features</b>
Unit 5: Home, town, neighbourhood and region	Describing your home Describing your ideal home Describing what a town is like and what there is to see/do Describing a region	Revising key topic words in listening and reading tasks. Building longer sentences Negative phrases Conditional tense with regular and irregular verbs Prepositions Revision of comparatives and negatives
Unit 6: Social issues	Describing charity work Understanding the importance of charities Comparing old and new health habits Describing health resolutions	Using verbal context with listening Using questions to form answers Imperfect tense Expressions of quantity Pluperfect tense
Unit 7: Global issues	Discussing environmental problems and their solutions Discussing global issues Discussing inequality and poverty	Making use of social and cultural context when listening Agreeing and disagreeing in a discussion Si clauses + present tense Si clauses+ future tense Verbs of possibility Subjunctive tense

### Assessment

Pupils will be assessed throughout the course in all four skill areas: Listening, reading, speaking and writing. These assessments will be from a range of topic areas and will be in the formation of informal tasks such as listening & reading questions, role-plays, photo cards, translations and extended writing opportunities to prepare them for their final terminal examinations.

Pupils will have the opportunities to sit mock examinations in both years 10 and 11 as part of their GCSE French course. Pupils will have discussions with their French teacher to whether they enter their mock and final examinations at either foundation or higher tier. Pupils must choose the same tier for all skills areas.

### **SMSC**

- Current views on up to date topic areas that form part of their daily life.
- Attitudes towards others.
- Respect for one another's opinions.
- Religions, customs & traditions.
- Respectful of other French speaking countries and their eating habits.
- An open attitude to global issues and sensitive topics.

### **Skills**

Pupils on this GCSE course will develop a secure knowledge of how the language works and acquire a resilient attitude to the skills below in order to enhance their competence in language learning allowing them to flourish into young linguistics.

Pupils will acquire the following skills as part of their GCSE French course:

- Reading skills
- Learning new vocabulary
- Writing
- Translation skills
- Building grammar knowledge
- Listening skills
- Dealing with authentic texts
- Speaking skills

### **Homework**

All pupils on the GCSE French course will receive weekly homework which will be set online via Doodle.

[www.doddlelearn.co.uk](http://www.doddlelearn.co.uk)

All pupils have an account to access these key materials shared by their teacher. Independent learning at home is also the key to success when learning a modern foreign language. Advice and guidance to how you can support your child at home with their language learning is available on the MFL section of our website.

If you require any other information with regards to the curriculum content for the GCSE French course in year 10, then please contact Mr. M. Thompson, Head of Modern Foreign Languages.

## Cambridge Nationals GCSE Child Development Levels 1 & 2

### Unit 1: Understanding Personal Development and Relationships (Unit Code 5HS01)

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
<p>Human Growth and Development Students learn about the different life stages, physical growth and development, including gross and fine motor skills, intellectual/cognitive development, including language development, emotional maturity, including bonding and attachment, self-image, self-esteem and self-concept and social development including the formation of relationships with others and the socialisation process.</p>	<p>Effects of relationships on personal growth and development Students will gain and understanding in the different types of relationships, family, marriage, divorce, friendships, intimate, personal, sexual and working relationships.</p> <p>Students to identify how they are important across the six life stages on an individual's growth and development.</p>	<p>The effects of life events on personal development Students will study how expected and unexpected life events impact on human growth and development.</p> <p>Students to develop knowledge and understanding about how these life events affect personal development and lead to new learning.</p> <p>Students need to develop knowledge and understanding about how to manage change and of the support networks that can be accessed and used to support people through change.</p>
<p>Factors affecting human growth and development Students will gain and understanding of physical, social, cultural and emotional factors to include genetic inheritance, illness, disease, diet, family and friends, educational experiences, employment/unemployment, community involvement, religion, ethnicity, culture and relationships.</p>		<p>Unit 1: Understanding Personal Development and Relationships Mock Exam A past paper of the Unit 1 exam.</p>

<p>Students will develop and understanding of economic and environment factors such as wealth, income, employment, pollution, noise, housing, rural and urban lifestyles.</p>		
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**Skills:**

Students will be able to demonstrate knowledge and understanding of a wide range of care services and provider’s, identify the needs of a client and the services available to them. Students to analyse issues and problems preventing clients from obtaining care services. They will learn how to identify, gather and record relevant information and evidence. Students to analyse and evaluate evidence and make reasoned judgement and present conclusions.

**SMSC and British Values:**

In Health & Social Care spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics. Students learn aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisation both in the public and private sectors such as NHS and BUPA. England is still receiving continuing healthcare treatment from the NHS.

Students will examine issues that affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

Students interact and experience different roles and responsibilities of those providing a service during group discussions and from external visitors.

Students evaluate their work regularly and have opportunities to reflect on their experiences in Health & Social Care.

## Y10 Edexcel GCSE History

Autumn	Spring	Summer
<p><b>The American West c.1835-c.1895</b></p> <p>A period study of 60 years in the unfolding narrative (story) of the American West.</p> <p><u>Key topic 1: The early settlement of the West, c1835-c1862.</u></p> <p>The Plains Indians: their Beliefs and way of life. Migration and early Settlement. Conflict and tension.</p> <p><u>Key topic 2: Development of the plains, c1862-c1876</u></p> <p>The development of settlement in the West. Ranching and the cattle Industry. Changes in the way of life of the Plains Indians.</p> <p><u>Key topic 3: Conflicts and conquest, c1876-c1895.</u></p> <p>Changes in farming, the cattle industry and settlement. Conflict and tension. The Plains Indians: the destruction of their way of life.</p> <p><b>Begin Elizabeth Unit</b></p>	<p><b>Early Elizabethan England, 1558-88</b></p> <p><u>Key topic 1: Queen, government and religion, 1558-69.</u></p> <p>Elizabeth comes to the throne.</p> <p>Religion.</p> <p>Mary Queen of Scots</p> <p><u>Key topic 2: Challenges to Elizabeth at home and abroad, 1569-88</u></p> <p>Plots and revolts</p> <p>Relations with Spain</p> <p>Outbreak of war with Spain, 1585-88</p> <p>The Armada</p> <p><u>Key topic 3: Elizabethan society in the Age of Exploration, 1558-88</u></p> <p>Education and leisure.</p> <p>The problem of the poor.</p> <p>Exploration and voyages of discovery.</p> <p>Raleigh and Virginia</p>	<p><b>Weimar and Nazi Germany, 1918-39</b></p> <p><u>Key topic 1: The Weimar Republic 1918-29.</u></p> <p>The origins of the Republic, 1918-19.</p> <p>The early challenges to the Weimar Republic, 1919-23.</p> <p>The recovery of the Republic, 1924-29.</p> <p>Changes in society, 1924-29.</p> <p><u>Key topic 2: Hitler's rise to power, 1919-33</u></p> <p>Early development of the Nazi Party, 1920-22.</p> <p>The Munich Putsch and the lean years, 1923-29.</p> <p>The growth in support for the Nazis, 1929-32.</p> <p>How Hitler became Chancellor, 1932-33.</p> <p><u>Key topic 3: Nazi control and dictatorship, 1933-39.</u></p> <p>The creation of a dictatorship, 1933-34. The police state. Controlling and influencing attitudes. Opposition, resistance and conformity.</p>

		<p><u>Key topic 4: Life in Nazi Germany, 1933–39.</u></p> <p>Nazi policies towards Women and young people. Employment and living standards. The Persecution of minorities.</p>
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Skills:

AO1: knowledge and understanding.

AO2: explain and analyse using second order concepts such as cause, consequence, change, continuity.

AO3: Analyse, evaluate and use sources.

AO4: Analyse and evaluate interpretations within historical context

Websites:

<http://www.bbc.co.uk/schools/gcsebitesize/history/>

<http://www.nationalarchives.gov.uk/education/candp/>

[https://www.activehistory.co.uk/Miscellaneous/menus/GCSE/Crime\\_and\\_Punishment.htm](https://www.activehistory.co.uk/Miscellaneous/menus/GCSE/Crime_and_Punishment.htm)

<http://www.elizabethan-era.org.uk/>

<http://www.historylearningsite.co.uk/tudor-england/the-poor-in-elizabethan-england/>

<http://www.historyonthenet.com/tag/american-west/>

<http://www.bbc.co.uk/education/topics/z82yhv4>

<http://www.bbc.co.uk/education/topics/zcqs6fr>

Extra-curricular:

Auschwitz and Krakow Visit

## **Certificate in Digital Applications**

**Examination Board:** Edexcel

**Entry Requirements:** N/A

**Introduction:** This is a vocational qualification for creative learners with a passion for digital content. The qualification aims to empower learners to play an active role in the digital sector rather than being simply consumers of digital content. Tailor-made to meet the needs of today's creative industries, the qualification covers imaging, creative multimedia, website development and computer game production. This qualification is ideal for students who want the opportunity to explore and acquire a broad understanding and knowledge of the creative digital industries, and the ability to apply that knowledge in practical contexts

**What will I study?** You will be given the opportunity to gain a broad understanding and knowledge of the various applications software that is used on a daily basis in a business environment as well as more specialist software used in sectors such as graphic design, web design and digital publishing.

**What skills will I need?** An interest in computer systems and software would be helpful but the course is open to everyone.

**How will this course be assessed?** 75% Coursework and 25% Formal Examination by way of a practical assessment

**Why study ICT:** The UK is a world leader in the creative digital industry. This qualification aims to build on this technical innovation and creativity by engaging and enthusing young people with an interest in areas such as digital graphics, interactive multimedia products and computer games. The course gives students the chance to identify, engage with and apply the skills that contribute to the success of the industry

**What will this course enable me to do after I leave Malet Lambert?** Completion of this qualification will support progression to a more specialised IT related qualification, apprenticeship or Level 3 vocational qualification. This will furthermore give potential opportunity to enter employment within a wide range of job roles across many ICT sectors. These job roles include, for example, web designers, software engineers, computer games developers, graphic designers, etc.

## GCSE Maths

Content in **bold** is higher tier content

Autumn	Spring	Summer
Basic Number Place value Four rules BIDMAS Number Properties(prime, square etc.)  Geometry and measures: Measures and scale drawings Angles  Statistics: Charts, tables and averages	Approximations: Rounding to a degree of accuracy  Decimals and fractions: All four rules  Linear graphs: Drawing linear graphs Gradient Finding the equation Real life graphs Solving simultaneous equations  Expressions and formulae: Substitution Expanding and factorising Changing the subject  Ratio, speed and proportion: Best Buys Solving ratio and proportion problems	Geometry and measures: Perimeter and area of various 2 d shapes Transformations Volumes and surface areas of prisms  Probability and events: Calculating Mutually exclusive Experimental  Linear equations: Solving various linear equations
<b>Basic number:</b> <b>Negative numbers</b> <b>Four rules</b> <b>Number properties</b>  <b>Fractions, ratio and proportion:</b> <b>All four rules</b> <b>Percentages</b>  <b>Statistical diagrams and averages:</b> <b>Averages</b> <b>Scattergraphs</b>	<b>Transformations , construction and loci:</b> <b>Bisectors</b> <b>Plans and elevations</b>  <b>Algebraic manipulation</b> <b>Substitution</b> <b>Expanding and factorising</b> <b>Changing the subject</b>  <b>Geometry and measures:</b> <b>Perimeter and area of various 2 d shapes</b> <b>Volume of various 3d</b>	<b>Similarity:</b>  <b>Exploring and applying probability:</b>  <b>Powers and standard form:</b>  <b>Linear equations:</b> <b>Solving various linear equations</b> <b>Solving Linear inequalities</b>

<p><b>Number and sequences:</b> Nth term formulas Generating sequences</p> <p><b>Ratio and proportion:</b> Best Buys Solving ratio and proportion problems</p> <p><b>Geometry and measures:</b> Measures and scale drawings Angles</p>	<p><b>shapes</b> (Prism, pyramids, cones, spheres)</p> <p><b>Linear graphs:</b> Drawing linear graphs Gradient Finding the equation Real life graphs Solving simultaneous equations</p> <p><b>Pythagoras Theorem and Trigonometry:</b></p>	
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**Skills:**

Students will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language Students will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

**SMSC and British Values:**

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

## GCSE Photography Year 10

Component 1 - Portfolio - 60% of GCSE

Component 2 - Externally set task - 40% of GCSE

Continuous assessment is used throughout the year on and within each topic.

Autumn	Spring	Summer
Component 1 - Portfolio project 1 (coursework) - For the first term students will spend time developing some of the basic, knowledge, skills and techniques associated with photography. This will be undertaken by working through a series of practical and theoretical experiments and workshops. A necessary expectation will be for students to extend class work independently.	Component 1 - Portfolio project 1 (coursework) - Students are introduced to the formal assessment objectives and focus on developing a project from initial brief through to research, ideas, development and refinement to final piece realisation.	

### Skills:

Students will produce practical and critical / contextual work in one or more areas (s) including theme based photography such as: portrait, landscape - working from natural or built up environments, still-life - working from natural or manufactured objects, documentary photography - photo-journalism, narrative photography, reportage, fine art photography, experimental imagery, photographic installation, or new media such as computer manipulated photography.

### SMSC and British Values:

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

## AQA GCSE Separate Sciences - Physics

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
<p><b>Electricity</b></p> <p>Pupils will learn that the current in an electrical circuit depends on the resistance of the components and the supply. They will be able to draw and recognise series and parallel circuits and calculate current and voltage in both types of circuit.</p> <p>Pupils will also study the various energy sources that can be used to generate the electricity we need. They will learn the advantages and disadvantages of using each energy source and decide which energy source(s) it would be best to use in any particular situation. Pupils will also learn how electricity is distributed via the National Grid.</p>	<p><b>Magnetism</b></p> <p>Pupils will learn that electric currents produce magnetic fields. They will investigate the idea that forces produced in magnetic fields can be used to make things move; this is called the motor effect and is how appliances such as the electric motor create movement.</p> <p>Transformers are used to provide the required potential difference as many appliances do not use 230 volts.</p>	<p><b>Energy stores and transfers</b></p> <p>Pupils will learn that energy can be transferred from one place to another by work or by heating processes. They will learn how this energy is transferred and which heating processes are most important in a particular situation.</p> <p>Pupils will also investigate specific heat capacity and specific latent heat linking to whether a substance is changing state or its temperature.</p>
	<p><b>Newton's Laws of motion and momentum</b></p> <p>Pupils will learn Newton's 3 Laws of motion and will be able to apply these to various scenarios. This will lead to pupils studying momentum and how conservation of momentum calculations can be used to work out unknown values.</p>	

**Skills:**

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

**SMSC and British Values:**

In physics spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how generating electricity affects the environment and how this could be changed in the future. Students learn about the use of nuclear fission as a method for generating electricity and the pros and cons relating to this choice. Students learn about the efficiency of electrical appliances and why it is necessary to have devices, which are more efficient. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in physics.

### **OCR Engineering Design Cambridge National**

Continuous assessment and homework is used throughout the year.

Pupils will work towards the 3 practical assessment areas plus 1 written assessment exam. Each assessment area will equate to 25% of their final grade.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Pupils will learn practice and theory of designing skills, making skills, materials and components, such as metals, timber, plastics, composites, smart materials and nanomaterials, adhesives finishes and applied finishes.		Pupils will work towards assessment area R107 which is the design unit of the course. Pupils will use a range of 2D, 3D drawing skills and CAD programs to develop a range of design ideas in response to a design brief.
	Pupils will also work towards completing the 3D Design unit (R108) where pupils will work towards a practical design brief to produce a prototype product or model using craft-based modelling materials alongside computer-controlled processes.	
		Mock exam for assessment area R105
	Easter Holidays: Revision - Making; focus on making additional elements of the final product(dependent on individual designs)	Feedback and preparation for Y11.

**Skills:**

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development;  
and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

**SMSC and British Values:**

Students studying Design Engineering are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

**Consumer choice and ethical issues**

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

**Moral and environmental issues**

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of materials, waste reduction, Fair Trade resources, and biodegradable materials.

**Health and Safety issues**

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components;  
consider safety in terms of function and be aware of consumer rights and safety warnings on products and manufacturing processes.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, harmful substances, procedures used in manufacturing and the need for correct protective clothing and safe working practices.

## AQA GCSE Combined Science

Continuous assessment is used throughout the year on and within each topic

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<p><b>Cell Biology</b></p> <p>Pupils will learn how cells, tissues and organs in plants and animals are adapted to take up and get rid of dissolved substances, how different conditions can affect the rate of transfer and why energy is needed for transfer to take place in some instances.</p> <p>Pupils will learn how characteristics are passed on from one generation to the next in both plants and animals. They will use simple genetic diagrams to show this and consider the ethical considerations in treating genetic disorders.</p>	<p><b>Energy Changes</b></p> <p>Pupils will study exothermic and endothermic reactions, the nature of reversible reactions and heat loss and gain. Practical activities investigating energy in reactions will also be a key part of this unit.</p>	<p><b>Electricity</b></p> <p>Pupils will learn that the current in an electrical circuit depends on the resistance of the components and the supply. They will be able to draw and recognise series and parallel circuits and calculate current and voltage in both types of circuit.</p> <p>Pupils will also study the various energy sources that can be used to generate the electricity we need. They will learn the advantages and disadvantages of using each energy source and decide which energy source(s) it would be best to use in any particular situation. Pupils will also learn how electricity is distributed via the National Grid.</p>
<p><b>Organisation</b></p> <p>Pupils will learn about plant tissues and organ systems. They will link this to how a plant obtains all the substances it needs for photosynthesis, including active transport.</p>	<p><b>How bonding and structure are related to the properties of substances</b></p> <p>Pupils will study the three states of matter and their properties. They will then use this information to investigate further the properties of simple molecules, ionic compounds, covalent</p>	<p><b>Magnetism</b></p> <p>Pupils will learn that electric currents produce magnetic fields. They will investigate the idea that forces produced in magnetic fields can be used to make things move; this is called the motor effect and is how appliances such as the electric motor create</p>

	structures, metals and alloys. Giant covalent structures such as diamond and graphite will also be researched.	movement. Transformers are used to provide the required potential difference as many appliances do not use 230 volts.
<p><b>Bioenergetics</b></p> <p>Pupils will learn how green plants and algae use light energy to make their own food, how they obtain the raw materials they need and how the conditions plants are grown in can be changed to promote growth.</p> <p>Pupils will also learn how respiration in cells can take place aerobically or anaerobically and how the human body needs to react to the increased demand for energy during exercise.</p>	<p><b>Reactions of acids</b></p> <p>Pupils will learn about making salts, the properties and examples of acids and bases plus they will practice balancing chemical formulae for neutralisation reactions. Practical investigations on neutralisation will be a key feature in this unit.</p>	<p><b>Newton's Laws of motion and momentum</b></p> <p>Pupils will learn Newton's 3 Laws of motion and will be able to apply these to various scenarios. This will lead to pupils studying momentum and how conservation of momentum calculations can be used to work out unknown values.</p>
<p><b>Inheritance, Variation and Evolution</b></p> <p>Pupils will learn about the causes of variation both within a species and between species. They will find out how asexual reproduction can be used to produce individuals that are genetically identical to their parent and how scientists can now add, remove or change genes to produce the plants and animals they want.</p> <p>Pupils will also learn how particular genes or</p>	<p><b>Electrolysis</b></p> <p>Pupils will explore the process of electrolysis, half equations, electrolysis reactions in practice and industrial electrolysis.</p>	<p><b>Energy stores and transfers</b></p> <p>Pupils will learn that energy can be transferred from one place to another by work or by heating processes. They will learn how this energy is transferred and which heating processes are most important in a particular situation.</p> <p>Pupils will also investigate specific heat capacity and specific latent heat linking to whether a substance is changing state or its</p>

<p>accidental changes in the genes of plants or animals may give them characteristics which enable them to survive better and how over time this may result in entirely new species. They will look at the different theories of evolution including Darwin's theory which is the most widely accepted.</p>		<p>temperature.</p>
<p><b>Ecology</b></p> <p>Pupils will learn how animal and plant material is recycled and the role microorganisms play in decomposing this material so that it can be used again by plants.</p> <p>Pupils will also learn how organisms are adapted to survive in their normal environment, what factors can affect population size and how changes in the environment may affect the distribution and behaviour of organisms.</p>	<p><b>Chemistry of the atmosphere</b></p> <p>Pupils will investigate the composition of the Earth's atmosphere and how it has evolved including human impact on this evolution. They will also learn more about how fuels have impacted on the Earth's atmosphere and look at how carbon footprints can be reduced.</p>	
	<p><b>Using resources</b></p> <p>Pupils will learn about how we use the Earth's resources, including potable water and waste water management.</p>	

**Skills:**

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based

on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

**SMSC and British Values:**

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

## **GCSE Textiles**

Continuous assessment and homework is used throughout the year.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Students learn practice and theory of textiles including: Properties and characteristics of fibres and fabrics. The processes of dyeing and printing, decoration and enhancement and types of finishes. Students study manufactured components, product design and evaluation techniques.	Outline maritime design brief and begin researching and Complete 2 pages of artist research.	First half term to make final piece and complete it.
	Continue creating mood boards – celebrity, colour and fabric, plus a museum visit. Develop a range of observational drawings. Complete X4 design ideas	Evaluation of final piece.
	Complete any outstanding sketchbook work and begin sampling	Presentation of work.
	Planning for final piece of work	Mock exam preparation
	Begin final piece.	Mock examination
		Feedback and preparation for Y11.

### **Skills:**

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development;  
and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

### **SMSC and British Values:**

Students studying textiles are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

**Consumer choice and ethical issues**

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

**Moral and environmental issues**

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of textiles, waste reduction, organic and Fair Trade cotton, bio fibres, biodegradable fibres/fabrics.

**Health and Safety issues**

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components;

consider safety in terms of function and be aware of consumer rights and safety warnings on textile products.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, flammable and toxic substances used in textile manufacture and the need for correct protective clothing and safe working practices.