



# **St Katherine's School**

## **Year 10 Curriculum Guide**

# Maths

Students are assessed at the end of every unit with an in class assessment, every 2 to 3 weeks (depending on the length of the unit). This is followed by specific feedback and guidance to make improvements in areas of weakness.

Students are expected to complete retrieval homework on Hegarty Maths which is set weekly. Parents can support their child by ensuring they complete this, as well as encouraging them to have a go at the Mem-Ri tests on Hegarty. Parents will have a copy of their child's unit test results so they can work on any gaps or weak areas, using Hegarty to support.

Term	Working Towards	Foundation	Higher
1	<p><b>Unit 1</b> - Number, powers, roots, decimals and rounding to 10, 100, 1000</p> <p><b>Unit 2a</b> - Fractions</p>	<p><b>Unit 7</b> - Statistics and sampling. Averages and measures of spread.</p> <p><b>Unit 8</b> - Perimeter, area, 3D shapes and volume.</p>	<p><b>Unit 7</b> - 3D forms and volume, cylinders, cones and spheres, accuracy and bounds</p> <p><b>Unit 8</b> - Transformations, loci, constructions and bearings</p>
2	<p><b>Unit 2b</b> - Percentages</p> <p><b>Unit 3</b> - Tables &amp; charts, questionnaires, pictograms, line graphs, bar charts, stem &amp; leaf</p>	<p><b>Unit 8</b> - Perimeter, area, 3D shapes and volume.</p> <p><b>Unit 9</b> - Straight line graphs and real life graphs.</p>	<p><b>Unit 8</b> - Transformations, loci, constructions and bearings</p> <p><b>Unit 9</b> - Solving quadratic and simultaneous equations</p>
3	<p><b>Unit 4</b> - Measurement &amp; units, circles, 2D shapes, Symmetry, Simple constructions</p>	<p><b>Unit 10</b> - Transformations</p> <p><b>Unit 11</b> - Ratio and Proportion.</p>	<p><b>Unit 10</b> - Probability</p> <p><b>Unit 11</b> - Multiplicative reasoning</p>
4	<p><b>Unit 5</b> - Perimeter and area, angles, 3D forms</p>	<p><b>Unit 12</b> - Pythagoras and Trigonometry</p>	<p><b>Unit 12</b> - Similarity and congruence in 2D and 3D</p> <p><b>Unit 13</b> - Graphs of trig functions and further trigonometry</p>
5	<p><b>Unit 6a</b> - Algebraic notation and simplifying</p> <p><b>Unit 6b</b> - Expressions, substituting into formulae</p>	<p><b>Unit 13</b> - Probability</p>	<p><b>Unit 13</b> - Graphs of trig functions and further trigonometry</p>
6	<p><b>Unit 7</b> - Probability scale and theoretical probability</p> <p><b>Revision of Units 1 - 7.</b> <b>End of Year 10 Mock and MAD Time</b></p>	<p><b>Unit 14</b> - Multiplicative reasoning.</p> <p><b>Revision of Units 1 - 14.</b> <b>End of Year 10 Mocks and MAD time</b></p>	<p><b>Unit 14</b> - Collecting data, cumulative frequency, box plots and histograms</p> <p><b>Revision of Units 1 - 14.</b> <b>End of Year 10 Mocks and MAD Time</b></p>

## Assessment

Subject		Maths	
Assessment type	Frequency	Control	Weighting
End of unit tests - 1 hour	Every 2-3 weeks	Exam conditions	40%
End of year mock exam - 3 x 1.5 hour papers	Once at the end of the year	Exam conditions	60%

# English

At St. Katherine's we understand the value and impact of regular reading. Parents can support their child by ensuring they read for at least twenty minutes a day, record their reading on their reading logs and bring their book to school every day. In year 10, students read from our Bucket List of challenging substantial texts that provide a rich cultural capital.

Lessons focus on supporting students to formulate and articulate their own critical opinions about texts, and provide them with the knowledge and skills for the GCSE courses. Each student is responsible for knowing their own reading and writing targets, and ensuring that they are working towards them to make progress in every lesson.

Term	Topic	Key Information
<b>1 and 2</b>	<p><b>English Language Exam Techniques:</b> Component 2 - C19th and C21st texts and transactional Writing.</p> <p><b>English Literature Component 2</b> - Priestley's <i>An Inspector Calls</i></p> <p><b>English Literature Component 1</b> - <i>Selected poems from the poetry anthology</i></p>	<p>We will supply copies of the poetry anthology.</p> <p>We can loan copies of <i>An Inspector Calls</i>, but recommend that students have their own copy.</p>
<b>3 and 4</b>	<p><b>English Language Exam Techniques:</b> Component 2 - C19th and C21st texts and transactional Writing.</p> <p><b>English Literature Component 2</b> - Austen's <i>Pride and Prejudice</i></p> <p><b>English Literature Component 1</b> - <i>Selected poems from the poetry anthology</i></p>	<p>We can loan copies of <i>Pride and Prejudice</i>, but recommend that students have their own copy.</p>
<b>5 and 6</b>	<p>English Literature and Language Revision</p> <p>Speaking and Listening Examination preparation and assessment</p>	<p><b>Mock Examinations</b></p> <p><b>English Language Component 2:</b> C19th and C21st texts and transactional Writing</p> <p><b>Bespoke Literature Exam:</b> <i>An Inspector Calls, Pride and Prejudice</i> and the Poetry Anthology</p> <p><b>Speaking and Listening Examinations</b></p>

## Assessment

Subject		English	
Assessment type	Frequency	Control	Weighting
In class contributions	Students are graded from 0-3 every term for their in class contributions.	In class contributions	5%
Independent wider reading	Students are encouraged to read from The Bucket List	Independent wider reading	5%
Home learning	Students complete a range of home learning tasks, which may either be assessed through Google classrooms or via class tests. This includes multiple choice knowledge tests, which are designed to help them store key concepts and terminology.	Flipped learning	15%
On-going assessment of reading skills plus reading assessments in class	Teachers complete a whole class 'book look' every three weeks to gauge student progress. Students' personalised reading targets are updated in line with their progress.  In addition, students complete an extended, teacher assessed essay every term.	On-going assessment of reading skills plus termly reading assessments in class	25%
On-going assessment of writing skills plus writing assessments in class	Teachers complete a whole class 'book look' every three weeks to gauge student progress. Students' personalised writing targets are updated in line with their progress.  In addition, students complete extended writing tasks every term which are teacher assessed.	On-going assessment of writing skills plus termly teacher assessed extended written tasks.	25%
Mock examination results	Students complete mock examinations in English language and English literature in June.	Exam conditions	25%

# Science

## Triple Science AQA

Term	Biology	Chemistry	Physics
<b>1</b>	<ul style="list-style-type: none"><li>• B1 Cells</li><li>• B2 Cell division</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• C1 Atomic structure</li><li>• C2 The periodic table</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• P1 Conservation and dissipation of energy</li><li>• P2 Energy transfer by heating</li><li>• Test</li><li>• P6 Molecules and matter</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• B3 Organisation and the digestive system</li><li>• B4 Organising animals and plants</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• C3 Structure and bonding</li><li>• C4 Chemical calculations</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• P7 Radioactivity</li><li>• Test</li><li>• P4 Electric circuits</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• B5 Communicable disease</li><li>• B6 Preventing and treating disease</li></ul>	<ul style="list-style-type: none"><li>• C5 Chemical Change</li><li>• C6 Electrolysis</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• P5 Electricity in the home</li><li>• Test</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• B7 Non communicable disease</li><li>• Test</li><li>• B8 Photosynthesis</li><li>• B9 Respiration</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• C7 Energy changes</li><li>• C8 Rates and equilibrium</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• P8 Forces in balance</li><li>• P9 Motion</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>• B10 The human nervous system</li><li>• B11 Hormonal communication</li><li>• B12 Homeostasis</li></ul>	<ul style="list-style-type: none"><li>• C9 Crude oil and fuels</li><li>• C10 Organic reactions</li></ul>	<ul style="list-style-type: none"><li>• P10 Force and motion</li><li>• P11 Force and pressure</li><li>• Test</li></ul>
<b>6</b>	<ul style="list-style-type: none"><li>• Revision</li><li>• Mock Exams</li><li>• B12 Homeostasis</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Revision</li><li>• Mock Exams</li><li>• C11 Polymers</li><li>• C12 Chemical analysis</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Revision</li><li>• Mock Exams</li><li>• P11 Force and pressure</li></ul>

You can find links and suggestions to support your child with their triple science assessments [here](#). Students will be set 45 minutes of biology, chemistry and physics homework every week.

## Assessment

Assessment will take place formally fifteen times throughout the year via end of topic tests. There will also be a mock examination in each subject.

Subject		Year 10 Biology	
Assessment type	Frequency	Control	Weighting
End of topic tests	Five times	Medium	30%
Mock examination	Once	High	70%

Subject		Year 10 Chemistry	
Assessment type	Frequency	Control	Weighting
End of topic tests	Five times	Medium	30%
Mock examination	Once	High	70%

Subject		Year 10 Physics	
Assessment type	Frequency	Control	Weighting
End of topic tests	Five times	Medium	30%
Mock examination	Once	High	70%

## Combined Science - Trilogy AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none"> <li>B1 Cells</li> <li>B2 Cell division</li> <li>Tests</li> </ul>	<ul style="list-style-type: none"> <li>C1 Atomic structure</li> <li>C2 The periodic table</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>P1 Conservation and dissipation of energy</li> <li>P2 Energy transfer by heating</li> </ul>
2	<ul style="list-style-type: none"> <li>B3 Organisation and the digestive system</li> <li>B4 Organising animals and plants</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>C3 Structure and bonding</li> <li>C4 Chemical calculations</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>P6 Molecules and matter</li> <li>P7 Radioactivity</li> <li>Test</li> </ul>
3	<ul style="list-style-type: none"> <li>B5 Communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>C5 Chemical change</li> </ul>	<ul style="list-style-type: none"> <li>P4 Electrical circuits</li> <li>P5 Electricity in the home</li> <li>Test</li> </ul>
4	<ul style="list-style-type: none"> <li>B6 Preventing and treating disease</li> <li>B7 Non communicable disease</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>C6 Electrolysis</li> <li>C7 Energy changes</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>P8 Forces in balance</li> </ul>
5	<ul style="list-style-type: none"> <li>B8 Photosynthesis</li> <li>B9 Respiration</li> <li>Test</li> <li>B10 The human nervous system</li> </ul>	<ul style="list-style-type: none"> <li>C8 Rates and equilibrium</li> </ul>	<ul style="list-style-type: none"> <li>P9 Motion</li> <li>P10 Forces and motion</li> <li>Test</li> </ul>
6	<ul style="list-style-type: none"> <li>Revision</li> <li>Mock Exams</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Revision</li> <li>Mock Exams</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> <li>Mock exams</li> <li>P10 Forces and motion</li> </ul>

You can find links and suggestions to support your child with their combined science assessments [here](#). Students will be set 30 minutes of biology, chemistry and physics homework every week.

## Assessment

Assessment will take place formally fifteen times throughout the year via end of topic tests. There will also be three mock examinations.

Subject		Year 10 Combined Science	
Assessment type	Frequency	Control	Weighting
End of topic tests	Nine times spread throughout the year	Medium	30%
Mock examinations	Three times in the summer	High	70%



# Design, Art & Technology

## Art

Project 1 - Natural Forms (four terms)

Project 2 - Personal Project (four terms)

Students are assessed on the following every two weeks, at the end of each term & at the end of each coursework project (that lasts for four terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

To support your child, you could ask to see their personal targets written on feedback sheets inside their paper folder that are set by the teacher every two/three weeks (kept inside your child's portfolio). Discuss these targets and how they might be achieved; you can discuss ideas and potential 'next steps' with your child. Look at their work and discuss ways of improving it against their personal targets.

<b>AO1</b>	<p>Artist research:</p> <ul style="list-style-type: none"> <li>● Independently sourcing relevant artists:             <ul style="list-style-type: none"> <li>○ Google research</li> <li>○ Gallery visits</li> <li>○ RWA/Botanical Gardens visit</li> </ul> </li> <li>● Relevant backgrounds</li> <li>● Transcripts with relevant use of media</li> <li>● Relevant presentation</li> <li>● Analytical and personalised writing</li> </ul>
<b>AO2</b>	Independently refine ideas through experimenting and selecting appropriate resources, media, techniques and processes
<b>AO3</b>	<p>Revisit monochromatic observational drawing skills:</p> <ul style="list-style-type: none"> <li>● Tonal shading</li> <li>● Texture</li> <li>● Blending</li> <li>● Sketching and 'building up'</li> </ul> <p>Recording ideas through photography:</p> <ul style="list-style-type: none"> <li>● Composition</li> <li>● Foreground and background</li> </ul> <p>Revisit colour techniques:</p> <ul style="list-style-type: none"> <li>● Warm / cool / complementary / contrasting</li> <li>● Tints and tones</li> </ul> <p>White gel pen / white coloured pencil on black:</p> <ul style="list-style-type: none"> <li>● Line / pattern / detail</li> </ul> <p>Paint - acrylic / watercolour / brusho / ink:</p> <ul style="list-style-type: none"> <li>● Thick opaque layers and thin washes</li> <li>● Brush / palette knife</li> <li>● Painting onto dry / wet surfaces</li> <li>● Scratch into paint with card</li> </ul>

	<ul style="list-style-type: none"> <li>• Drybrushing</li> </ul> <p>Spraypaint:</p> <ul style="list-style-type: none"> <li>• Stencils</li> <li>• OHP</li> </ul> <p>Clay:</p> <ul style="list-style-type: none"> <li>• Slabs and coils</li> <li>• Black and metallic dry- brushing</li> </ul> <p>Printing:</p> <ul style="list-style-type: none"> <li>• Rubber stamping</li> <li>• Frottage</li> </ul>
<b>AO4</b>	Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources

## Assessment

Subject		Art	
Assessment type	Frequency	Control	Weighting
Controlled Assessment	Fortnightly targets set	In class, medium control.	100%

## Engineering Design

During the course of the two years, students will have their coursework elements assessed every fortnight along with questions assessing the theory from previous weeks.

To support your child you could ask to see their work and help them in the following ways

- Help them revise for the fortnightly theory questions ready for the examination
- Check that they have completed all amendments to their coursework that are communicated through the google classroom, if you wish to be added to this classroom please let us know.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sessions on presentation of work, drawing styles, Computer-aided design & manufacture and practical skills					
Unit R038 theory knowledge					
R040 coursework task - Design, evaluation and modelling NEA					Start of unit R039

## Assessment

Subject		Engineering	
Assessment type	Frequency	Control	Weighting
Written exam questions	Monthly	High	40%
Coursework	Fortnightly	Medium	60%

## Food Preparation and Nutrition

During the course of the two years, students will have a mixture of theory lessons and practical lessons each week.

Practice examination questions will be worked on throughout the year. Students will also practice coursework elements (NEA 1 and NEA 2) ready for year 11.

NEA 1 - Science investigation

NEA 2 - Food preparation (3 hour practical examination)

To support your child you could ask to see their work and help them in the following ways

- Help them organise ingredients for practical lessons.
- Check that they have completed all homework set, which will usually be set and communicated through the google classroom.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Theory lessons</b>	Principles of Nutrition	Diet and health	Science of cooking	Where food comes from	Factors affecting food choice	Food spoilage
<b>Practical lessons</b>	Fruit and vegetables	Milk, cheese and yoghurt	Cereals	Meat, fish, poultry and eggs	Butter, oil and spreads	Tofu, soya, nuts and beans
	Sessions on research briefs and selecting dishes					
					Revision for in class written examination	Revision for in class practical examination

## Assessment

Subject		Food Prep & Nutrition	
Assessment type	Frequency	Control	Weighting
Assessed Practicals	Termly	In class, medium control.	35%
Examination questions	Monthly	In class, High control/ at home, low control	50%

# Photography

1a) Experimental Project - Shutter Speed, Portrait, Patterns & Texture, Surrealism

1b) ELP (extended learning project) - Natural Form, Identity or Architecture

Students are assessed each fortnight and then at the end of each 1a project during terms 1-4. Students are then set fortnightly targets as they begin their 1b assignment.

To support your child, you could ask to see their project work, discuss their targets and how they might be achieved; you can discuss ideas and potential 'next steps' with your child. Look at their work and discuss ways of improving it against their personal targets. The following website is a support for all: <https://hwmedia.wixsite.com/stkatherinesmedia/photography>

We set ILP's (independent learning projects) every 4 weeks so that students can work independently and have opportunities to extend their learning.

<b>AO1</b>	<b>Develop Ideas</b> Artist research: <ul style="list-style-type: none"><li>● Independently sourcing relevant artists/photographers:<ul style="list-style-type: none"><li>○ Google research</li><li>○ Gallery visits</li><li>○ Visiting artists/photographers.</li></ul></li><li>● Relevant backgrounds</li><li>● Transcripts with relevant use of media</li><li>● Relevant presentation</li><li>● Analytical and personalised writing</li></ul>
<b>AO2</b>	<b>Refine ideas</b> Students learn how to use the settings on the DSLR camera to achieve different results. Students experiment with light and the impact on results. Students learn how to use Adobe photoshop to edit their images. Students experiment with art techniques (E.g. drawing on top of their work)
<b>AO3</b>	<b>Record Ideas</b> Students create google slides and their own blogs to present their learning journey through the course. All work is submitted and will contribute to students' grade.
<b>AO4</b>	Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources

## Assessment

GCSE Photography			
Assessment type	Frequency	Control	Weighting
Controlled Assessment	Fortnightly targets set	In class with ILP opportunity	100%

## Textiles

During the course of the two years, students will have their coursework elements assessed every fortnight along with questions assessing the theory from previous weeks.

Component 1:

Project 1 - Skills based unit 'Structure & Decay' (five terms)

Project 2 - Personal Project 'Identity' (four terms, started in year 10 and completed in year 11)

Component 2:

ESA (Externally set assignment AQA)

Students are assessed on the following every two weeks, at the end of each term & at the end of each coursework project (that lasts for four terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

To support your child you could ask to see their work and help them in the following ways

- Check they are on track via their RAG rating 'To do' list.
- Check that they have completed all amendments to their coursework that are communicated through their sketchbooks/google classroom, if you wish to be added to this classroom please let us know.
- Encourage them to come to work on their coursework during their allotted break/lunch session as well as afterschool sessions.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills based coursework project exploring textile surface manipulation, machine skills, designing skills & sketchbook presentation. Exploring the theme of 'Structure & Decay'.					
Produce a final outcome (sketchbook cover) that demonstrates the skills learnt throughout the year.					Start of 2nd Project 'Identity'

## Assessment

GCSE Textiles			
Assessment type	Frequency	Control	Weighting
Component 1: Controlled Assessment	Fortnightly targets set	In class with direct teacher guidance.	60%
Component 2: ESA (externally set assignment)	Fortnightly targets set	In class with 10 hours high control at the end of course.	40%

# Business

Edexcel GCSE Business Studies over two years. Students can be awarded a range of grades from 1 to 9.

Our curriculum delivery is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). There are two equally weighted exam papers, focusing on each specification theme.

## Year 10 Programme of study.

<b>Term 1</b>	<p><a href="#">1.2 Spotting a business opportunity</a></p> <p>Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.</p>
<b>Term 2</b>	<p><a href="#">1.3 Putting a business idea into practice</a></p> <p>Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects</p>
<b>Term 3</b>	<p><a href="#">1.4 Making the business effective</a></p> <p>Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan</p>
<b>Term 4</b>	<p><a href="#">1.1 Enterprise and entrepreneurship</a></p> <p>Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship</p>
<b>Term 5</b>	<p><a href="#">1.5 Understanding external influences on businesses</a></p> <p>Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.</p>



## Assessment

Assessment will take place in the form of 5 termly assessments and one formalised high control assessment covering the range of prior learning. Assessment will also include in class work and homework to ensure a robust range of evidence.

Subject		Business Studies	
Assessment type	Frequency	Control	Weighting
End of topic assessment	Every term	In class medium control assessments in exam conditions	50%
High control assessment	Annually	High control	25%
In class work and homework	Ongoing	Low control	25%

### How can I support my child's learning?

Students can be supported with their learning through ensuring that they adhere to the deadlines set by the class teacher regarding out of class work on coursework. Encouraging wider reading around the subject will help students apply their learning to real world scenarios, a key element of the course. This can be done through reading quality broadsheet newspapers, BBC business site <https://www.bbc.co.uk/news/business> and other quality news resources.

## Computing

In years 10 and 11 the students who opt for computing study the OCR GCSE Computing (J277) specification. The GCSE is assessed by two external written exams at the end of Year 11, each worth 50% of the final grade. The focus of paper 1 is Computational systems and this content will be covered primarily in year 10 with paper 2 Computational thinking, algorithms, and programming key content in Year 11.

Students are also supported to develop their own programming skills throughout the course by progressing through a series of independent student led activities and challenges available from the google classroom.

Term	Topics
1	1.1 Systems Architecture 1.2 Memory 1.3 Storage
2	1.3 Storage 1.4 Wired and Wireless Networks
3	1.5 Network Topologies, Protocols and Layers 1.6 Systems Security
4	1.6 Systems Security 1.7 Systems Software
5	1.8 Ethical, Legal and Cultural Issues of Computing
6	2.1 Algorithms 2.2 Programming Techniques

## Assessment

Assessment will take place in the form of 5 termly assessments and one formalised high control assessment covering the range of prior learning. Assessment will also include in class work and homework to ensure a robust range of evidence.

Subject		Computing	
Assessment type	Frequency	Control	Weighting
End of topic assessment	Every term	In class medium control assessments in exam conditions	50%
High control assessment	Annually	High control	25%
In class work and homework	Ongoing	Low controls, open book activities	25%

### **How can I support my child's learning?**

Students should be ensuring that they regularly undertake self-directed coding practice at home using the resources available to them on the class google drive, this should be done using [www.repl.it](http://www.repl.it).

Provision of revision guides are also available to all students through the class teacher.

Students should also be encouraged to ensure that they have a complete set of learning notes through catching up on any missed work by completing the activities in the classroom for that lesson.

Students should be encouraged to complete end of topic knowledge organisers and revision notes for each topic prior to their summative assessment.

# Humanities

**Assessment:** Students are assessed routinely as they complete exam units with opportunities in lessons to develop their understanding of exam success criteria. At the end of exam units students will typically complete a mock exam under timed conditions. Society & Culture is a non-examined subject.

**How can I support my child's learning?** Parents can support students by encouraging continual revision resourcing using revision guides and Seneca learning. Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce a complete set of notes.

Term	Geography	History	Philosophy & Belief	Society & Culture
1	<b>Paper 1:</b> The challenge of natural hazards. - Tectonic hazards - Weather hazards - Climate Change	<b>Paper 1:</b> Medicine in Britain c. 1250 to present day. - Middle Ages: 1250-1500 - Medical Renaissance: 1500-1700 - Medicine in 18th & 19th Centuries - Modern Medicine 1900+	<b>Religion and Ethics: Christian Beliefs:</b> The Nature of God; Creation; Jesus; Salvation; The after life	<b>The Influence of Religion:</b> Fundamentalism vs. Moderatism. Christianity and atheism.
2			<b>Religion and Ethics: Marriage and the family</b> marriage/families; Sexual Relationships; Issues of Equality; gender prejudice and discrimination	
3	<b>Paper 2:</b> Urban Issues and Challenges - Urban growth - Cause, effect, response	<b>Paper 1:</b> The historic environment: The British sector of the Western Front, 1914-18: injuries, treatment & the trenches.	<b>Religion and Ethics: Living the Christian Life</b> Forms of Worship; Sacraments; Pilgrimage; Christianity in the UK; The worldwide church	<b>Relationships and Sex Education</b> The role of intimacy, pressure, consent and coercion, the impact of pornography, managing break-ups, safer sex.
4	<b>Paper 1:</b> physical landscapes in the UK - river systems - coastal systems	<b>Paper 2:</b> Henry VIII and his ministers 1509-1540. - Henry & Wolsey - Henry & Cromwell - The Reformation	<b>Religion and Ethics: Life &amp; Death</b> The origin of the universe & world; The origin and value of human life; Religion & Science Beliefs about death & the after life; Abortion; Euthanasia	
5			<b>Religion, Peace and Conflict: Buddhism Beliefs &amp; Teachings:</b> The Buddha; The Dhamma; The Four Noble Truths; The human personality; Human destiny and	
6			<b>Paper 3:</b> Fieldwork prep and field trip	

			ethical teachings	
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## Assessment

Subject		Geography	
Assessment type	Frequency	Control	Weighting
Low control in-class questions	At least twice per topic	Low	30%
High control exam practice	Twice per topic	High	50%
Knowledge tests	Once per topic	High	20%

Subject		History	
Assessment type	Frequency	Control	Weighting
In class: assessments	Once per topic	High	40%
Mock exams	Once per exam unit	High	30%
In class: assessments	Once per topic	Low	15%
Homework	Fortnightly	Low	5%
Knowledge Tests	Once per topic	High	10%

Subject		Philosophy and Beliefs	
Assessment type	Frequency	Control	Weighting
Knowledge tests	Once per topic	Low	5%
In-class questions	Fortnightly	Low	20%
High control exam practice	Once per topic	High	60%
Homework exam questions	Fortnightly	Low	15%

# Psychology

DATE	TOPIC
<b>Term 1</b>	<b>Paper 1: Memory:</b> processes of memory; structures of memory; memory as an active process
<b>Term 2</b>	<b>Paper 1: Memory:</b> memory as an active process  <b>Paper 1: Research methods:</b> hypotheses, variables, sampling, designing research
<b>Term 3</b>	<b>Paper 1: Research methods:</b> correlation, research procedures, planning and conducting research, ethics  <b>Paper 1: Perception:</b> sensation and perception, visual cues and constancies
<b>Term 4</b>	<b>Paper 1: Perception:</b> Gibson's direct theory: nature; visual illusions; Gregory's constructivist theory: nurture; factors affecting perception
<b>Term 5</b>	<b>Paper 1: Development:</b> early brain development, Piaget's stage theory and the development of intelligence; the role of Piaget's theory in education
<b>Term 6</b>	<b>Paper 1: Development:</b> the effects of learning on development  <b>Paper 1: practical research methods</b>

## Assessment

Subject: Psychology			
Assessment type	Frequency	Control	Weighting
Knowledge tests	Once per topic	Low control	10%
Short answer exam questions	Once per topic	Low control	10%
Prepared, timed essays	Once per topic	Low control	10%
End of topic assessments	Once per topic	Low control	40%
Mock exams	Once per exam paper	High control	30%

# Health & Social Care

DATE	TOPIC
Term 1	
Term 2	
Term 3	
Term 4	
Term 5	
Term 6	

## Assessment

Subject: Health & Social Care			
Assessment type	Frequency	Control	Weighting

# Modern Foreign Languages

Date	TOPIC
<b>Term 1</b>	Identity and culture: <ul style="list-style-type: none"> <li>- Me, my family and friends</li> <li>- Relationships with family and friends</li> <li>- Free-time activities</li> </ul> <b>ASSESSMENT</b> - Grammar test + Reading
<b>Term 2</b>	Identity and culture: <ul style="list-style-type: none"> <li>- Free-time activities</li> <li>- Customs and festivals in French-speaking countries/ communities</li> </ul>
<b>Term 3</b>	Local, national, international and global areas of interest <ul style="list-style-type: none"> <li>- Home, town, neighbourhood and region</li> <li>- Social issues &gt; Healthy/ unhealthy living</li> </ul> <b>ASSESSMENT</b> - Speaking + Translation task
<b>Term 4</b>	Local, national, international and global areas of interest <ul style="list-style-type: none"> <li>- Social issues &gt; Healthy/ unhealthy living</li> </ul> <b>ASSESSMENT</b> - Listening, reading, writing OR Speaking
<b>Term 5</b>	Current and future study and employment <ul style="list-style-type: none"> <li>- Life at school/ college</li> <li>- Education post-16</li> </ul> <b>ASSESSMENT</b> - Speaking + Translation task OR Writing + listening
<b>Term 6</b>	Revision of 3 Themes Exam Practice Mock Exam (4 skills)

## Assessment

Subject: MFL			
Assessment type	Frequency	Control	Weighting
Class Tasks & Homework	Ongoing	Medium	25%
End of Unit Test	Termly	Medium	25%
Mock Exam	Every Two Terms	High	50%



# Performing Arts

## Drama GCSE

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. During year 10 students will perform in a series of mini and full mock exams. They will interleave written learning and have opportunities to evaluate live theatre.

Support: students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are expected to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, choir.

Term	Topic
1	<b>Course introduction. Component 1: Understanding drama.</b> Section A: Theatre Terminology Section C: Live theatre. Expectations, standards outline of course structure: component breakdown. How you are examined in GCSE, requirements: subject specific terminology, set texts, script and devising performances, logbooks and written exam including opportunity to watch live theatre.
2	<b>Component 2: Devising drama.</b> Students will learn a variety of drama skills and techniques through workshop style lessons to deepen their knowledge and breadth of skill as a performer. Students will go through a mock examination including both live recorded performance and written logbook. The devised piece is based upon drama practitioners and their style of theatrical performance. Researching into who they are, the type of performance they create and its purpose.
3	<b>Component 1: Understanding drama.</b> Section b Set text Blood Brothers. Students must study and explore practically a set text. This aims to develop knowledge and understanding of the characteristics and context of a whole play as well as develop ideas for practical interpretation.
4	<b>Component 1: Revision</b> Section A: Terminology Section B: Blood Brothers (Revise question format) Section C: Live theatre. Students will go through a mock examination of component 1 as a complete unit of work.
5	<b>Component 2: Devising performance.</b> Students will study and research inspirational practitioners to develop ideas based on a variety of Stimuli for formal examination. Students will start with initial research and planning to create their performance in response to the task.
6	<b>Component 2: Development of Devised piece.</b> Students will be assign groups and revisit stimulus & research from term 1. They will start to draft Section 1, 2 & 3 of Devising Log in preparation for formal examination.

## Assessment

Subject		Performing Arts	
Assessment type	Frequency	Control	Weighting
Component 1	annual	High	40%
Component 2	annual	High	40%
Component 3	Annual	High	20%
Class tasks and homework	On going	Medium	

## Music

Term	Topic
1	<p><b>Course introduction</b></p> <p><b>Music theory:</b> note lengths, rhythm, time signatures, simple and compound time signatures, stave notation, clefs, note names, structure, dynamics, instrumentation through Game of Thrones. Baseline assessment.</p> <p><b>Listening:</b> Game of Thrones and selected wider listening</p> <p><b>Introducing composition:</b> a series of short composition exercises (melody exercises, structure analysis, accompaniments, developing themes)</p> <p><b>Performing:</b> investigating the mark scheme and listening to examples</p>
2	<p><b>Music theory:</b> performance directions, dynamics, texture, harmony, structure through Game of Thrones. Rhythmic dictation.</p> <p><b>Listening: Fusions; Release</b></p> <p><b>Introducing composition:</b> continue working on showstopper</p> <p><b>Performing:</b> class concert</p>
3	<p><b>Music theory:</b> intervals up to a 5th. Dictation.</p> <p><b>Listening: Fusions; Samba Em Preludio</b> and introduce essay writing (paragraphs)</p> <p><b>Composition:</b> introduce free composition (continuation of showstopper or a fresh start)</p> <p><b>Performing:</b> working on feedback given in Nov/Dec and intervention/support where required</p>
4	<p><b>Music theory:</b> identifying chord progressions using I, IV, V and VI in familiar and unfamiliar extracts</p> <p><b>Listening: Vocal music; Music For A While (Purcell)</b></p> <p><b>Composition:</b> free composition first draft</p> <p><b>Performing:</b> AFL good examples of ensemble performing and investigating mark scheme</p>
5	<p><b>Music theory:</b> melodic dictation of melodies (in a major and minor key)</p> <p><b>Listening: Vocal music; Killer Queen</b> plus prep for Y10 exam</p> <p><b>Composition:</b> continue with free composition</p> <p><b>Performing:</b> ensemble performance</p>
6	<p><b>Music theory:</b> practice papers and intervention planning for Y11</p> <p><b>Listening: Music for stage and screen;</b> prep work</p> <p><b>Composition:</b> continue with free composition</p> <p><b>Performing:</b> interventions and opportunities to re-sit</p>

## Assessment

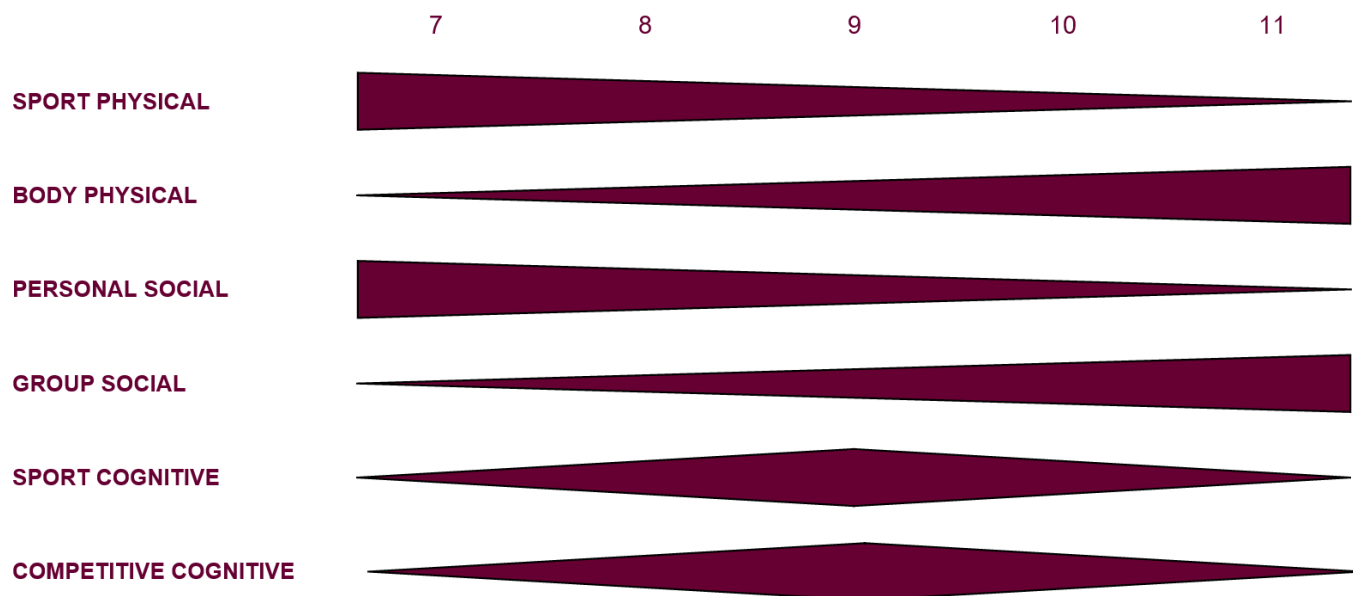
Subject		Music	
Assessment type	Frequency	Control	Weighting
Mock solo performance	Annual	High	15%
Mock ensemble performance	Annual	High	15%
In class; composing assessments	Ongoing	Medium	30%
Mock listening exam	Annual	High	40%

# Physical Education

All Year 10 students will follow a core PE curriculum. Some Year 10 students may also opt for examination PE which will occur in addition to their core PE lessons.

## What will PE lessons focus on?

We have 6 different focus areas and use these to categorise the work that we do in PE lessons. These focus areas cover three main domains; physical, social and cognitive. You can see from the graphic below how our focus on different areas changes as students move through school.



## What activities will be covered?

In Key Stage 4 staff will provide groups with more flexibility about the types of activities that they participate in. Some groups may have the opportunity to opt for blocks of activity while others may experience a variety of activities in lessons. Their activity options will depend on the staffing of their PE group. Staff reserve the right to remove options from groups should their behaviour / cooperation mean that this process is not viable.

Activities are always subject to access to facilities, weather and needs of any given teaching group. Staff may well adapt the content of lessons using their professional judgements. Groups will rotate activities during school terms and will be informed about activity changes by their teachers.

## What else is on offer?

Physical education lessons are one part of our faculty offer. We have a comprehensive range of extra-curricular activities that focus on recreational physical activity and competitive school sport. We pride ourselves on the fact that there is always something happening in PE and we actively encourage everyone to come along and get involved. Our extra-curricular timetable varies greatly and so more information will be available from PE teachers or form tutors.

# Examination Physical Education

All Year 10 students have the option to study examination PE in the form of Sport Studies. Students who opt for this will have an additional 5 hours of examination PE on their timetable.

## What will students study in examination PE?

At Key Stage 4 we follow the Cambridge National Sport Studies.

Students will study the following:

Cambridge National Sport Studies
<p><b>September Y10 - November Y10: R186 Sport and the Media (NEA)</b>            The different sources of media that cover sport            Positive effects of the media in sport            Negative effects of the media in sport</p>
<p><b>November Y10 - October Y11: Performance and Leadership (NEA)</b>            Key components of performance            Applying practice methods to support improvement in sport            Organising and planning a sports activity session            Leading a sports activity session            Reviewing your own performance in planning and leading a sports activity session</p>
<p><b>November Y11 - May Y11: Contemporary Issues in Sport (EXAM)</b>            Issues which affect participation in sport            The role of sport in promoting values            The implications of hosting a major sporting event for a city or country            The role National Governing Bodies play in the development of their sport</p>

## Assessment

Subject: Physical Education			
Assessment type	Frequency	Control	Weighting
Assessment points for Group Social, Body Physical and Sport Cognitive	4	High - in class	100%

Subject: Examination Physical Education		Cambridge National Sport Studies	
Assessment type	Frequency	Control	Weighting
Exam	1 unit	External exam	40%
NEA	2 units	Internal coursework	60%

