



# 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 their Sparx homework at 100% level every week. This should take them approximately one hour and will automatically adjust to the students needs in terms of challenge or support. Parents will have a copy of their child's unit test results so they can work on any gaps or weak areas, using Sparx to support.

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

## Assessment

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

# Assessment

<b>Subject: English language and English literature</b>	
<b>Assessment type</b>	<b>Details</b>
Year 10 mock literature exam - June	Students complete a bespoke literature mock exam exploring Austen's <i>Pride and Prejudice</i> , Priestley's <i>An Inspector Calls</i> and the AQA <i>Worlds and Lives Poetry Anthology</i> .
Year 10 mock language exam - June	Students complete an AQA English language paper 2, which assesses analysis and crafting of non-fiction, transactional texts
In class assessments	Students complete in class assessments throughout the year, which assess their developing analytical and crafting skills.
Speaking and Listening Speech Assessment in class	Term 6 - in class GCSE Speech Assessment for students who did not complete this in Year 9 or would like to boost their grade. The Speaking and Listening Assessment is part of the GCSE course but does not count towards the final English language grade.

# 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, Christmas and summer showcases, performing arts nights, choir.

Term	Topic
1	<p><b>Course introduction.</b> 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.</p> <p><b>Component 1: Devising drama.</b> Students will learn about a variety of drama practitioners exploring their stylistic choices and create mini performances showcasing these techniques.</p> <p><b>Component 3:</b> students will be introduced to their set text for the written exam, <i>An Inspector Calls</i>, and will begin to study the structure, form and style of the piece.</p>
2	<p><b>Component 1: 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.</p> <p><b>Component 3: set text.</b> Students will be studying their set text learning about the time period, conditions, themes and ideas of the play. They will study this both theoretically and practically in the classroom.</p>
3	<p><b>Component 2: Scripted exam.</b> Students are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions. They will look at a variety of texts and genres to broaden their learning. They will be assessed through recorded mock performance</p> <p><b>Component 3: live theatre reviews.</b> Students will watch a range of prerecorded theatre performances to understand how theatre is created looking at production as a whole - lighting, sound, set design, costume and makeup, actor and director. Students will learn how to review theatre and practising written technique.</p>
4	<p><b>Component 1: Devising drama.</b> Students will begin their GCSE devising exam based upon a stimuli set by the exam board. Students will work collaboratively to plan, create, refine and rehearse a piece of original theatre in the style of a chosen practitioner. Students will complete a written logbook along side this performance discussing how they got the piece from page to stage.</p>
5	<p><b>Component 1: Devising drama.</b> Students will be in the final stages of their GCSE devising exam. The performance is assessed internally and recorded for moderation.</p>
6	<p><b>Component 3: set text and live theatre review.</b> Students will focus on summer exam preparations. Learning writing styles and techniques to support their analytical and evaluative skills.</p>

## Assessment

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

# Science

## Triple Science AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none"> <li>• B1 Cells</li> <li>• B2 Cell division</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>
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>• C2 The periodic table</li> <li>• Test</li> <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>
3	<ul style="list-style-type: none"> <li>• B5 Communicable disease</li> <li>• B6 Preventing and treating disease</li> <li>• test</li> </ul>	<ul style="list-style-type: none"> <li>• C4 Chemical calculations</li> <li>• Test</li> <li>• C5 Chemical Change</li> </ul>	<ul style="list-style-type: none"> <li>• P5 Electricity in the home</li> <li>• Test</li> </ul>
4	<ul style="list-style-type: none"> <li>• B7 Non communicable disease</li> <li>• Test</li> <li>• B8 Photosynthesis</li> <li>• Test</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>• P8 Forces in balance</li> <li>• P9 Motion</li> </ul>
5	<ul style="list-style-type: none"> <li>• B9 Respiration</li> </ul>	C7 Energy changes C8 Rates and equilibrium Test	<ul style="list-style-type: none"> <li>• P10 Force and motion</li> <li>• P11 Force and pressure</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>• Revision</li> <li>• Mock Exams</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.

You can support your child by ensuring they complete their Sparx science homework every week. Students can complete independent learning on Sparx on top of their homework to further develop their understanding.

Students could also read the articles below:

### Biology

[Most powerful microscope helping to treat cancer news article](#)

[Stem cell reading articles](#)

[Beaumont article](#)

[Semmelweis Catalyst article](#)

[HIV reading task](#)  
[Medicinal plants](#)  
[Cholesterol reading](#)  
[Henritta Lacks article](#)

Chemistry  
[Graphene article](#)  
[Humphrey Davy electrolysis](#)

Physics  
[Current / electrons article](#)  
[Radium girls](#)

## 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	Three 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> </ul>	<ul style="list-style-type: none"> <li>C1 Atomic structure</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>B2 Cell division</li> <li>Test</li> <li>B3 Organisation and the digestive system</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>C2 The periodic table</li> <li>Test</li> <li>C3 Structure and bonding</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>B4 Organising animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>C3 Structure and bonding</li> <li>C4 Chemical calculations</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>Test</li> </ul>	<ul style="list-style-type: none"> <li>C4 Chemical calculations</li> <li>Test</li> <li>C5 Chemical change</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> </ul>	<ul style="list-style-type: none"> <li>C6 Electrolysis</li> <li>Test</li> <li>C7 Energy changes</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>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.

AO1	<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>
AO2	Independently refine ideas through experimenting and selecting appropriate resources, media, techniques and processes
AO3	<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><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					
The first piece of coursework is set by and handed into the examboard by Easter.			The second piece of coursework is started and handed in by Easter of year 11.		

## 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) This will take place in term 6 in Year 10.

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>	Food spoilage and Principles of Nutrition	Diet and health	Science of cooking	Where food comes from	Factors affecting food choice	NEA focus
<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	NEA focus
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.

AO1	<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>
AO2	<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)
AO3	<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.
AO4	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 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 'Architecture' (six terms)
- Project 2 - Mock Exam Project (completed in year 11)

### Component 2 (Exam Project):

- 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 after school 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 'architecture'.					
Produce an outcome (fashion outcome) that demonstrates the skills learned throughout the year.					Start of 'Mock Exam Project'

## 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%

# 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%

# 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.

Term 1	<p style="text-align: center;"><a href="#"><u>1.2 Spotting a business opportunity</u></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>
Term 2	<p style="text-align: center;"><a href="#"><u>1.3 Putting a business idea into practice</u></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>
Term 3	<p style="text-align: center;"><a href="#"><u>1.4 Making the business effective</u></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>
Term 4	<p style="text-align: center;"><a href="#"><u>1.1 Enterprise and entrepreneurship</u></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>
Term 5	<p style="text-align: center;"><a href="#"><u>1.5 Understanding external influences on businesses</u></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 with paper 2 focusing on Computational thinking, algorithms, and programming. Students will study content for both papers during both years of the course.

Students will also be supported to learn a programming language. The language that students will be taught is Python. We would encourage students to download Python at home so that they can complete self-directed independent coding practice.

Paper 1	Paper 2
1.1 System architecture	2.1 Algorithms
1.2 Memory & storage	2.2 Fundamentals of programming
1.3 Networks	2.3 Robust programs
1.4 Network security	2.4 Boolean logic
1.5 Systems software	2.5 Languages and IDEs
1.6 Wider impacts of technology	

## End-of-course Assessment

Assessment will take place in the form of two externally set exam papers of 90 minutes each:

Subject		Computer Science	
Assessment type	Frequency	Control	Weighting
Paper 1	1	High control externally examined assessment	50%
Paper 2	1	High control externally examined assessment	50%

## Ongoing Assessment

Ongoing assessment sources that will take place throughout the course.

Subject		Computing	
Assessment type	Frequency	Control	Weighting
Exam question practice	Twice termly minimum	High control - in lessons	40
Mock exams	2	High control	50
Homework tasks	As per timetable	Low control	10

## Programming

Throughout the course students will be taught to code in Python. Students will work on fundamental coding skills through challenge based tasks. We would encourage all students to download and install Python on devices at home. Instructions on how to do so have been shared with students.

Resources and materials will be shared with students throughout the course.

# 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> Migrants in Britain, c800-present <ul style="list-style-type: none"><li>- Migration in medieval England c800-c1500</li><li>- Migration in early modern England c1500-c1700</li><li>- Migration in eighteenth and nineteenth century Britain c1700-c1900</li><li>- Migration in modern Britain c1900-present</li></ul>	<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				
3	<b>Paper 2:</b> Urban Issues and Challenges  - Urban growth - Cause, effect, response	<b>Paper 1:</b> The historic environment: Notting Hill, c1948-c1970.	<b>Religion and Ethics: Marriage and the family</b> marriage/families; Sexual Relationships; Issues of Equality; gender prejudice and discrimination	<b>The Problem with Drugs:</b> Legalisation debate, consequences of drug use on individuals and communities.
4	<b>Paper 1 :</b> physical landscapes in the UK  - river systems - coastal systems	<b>Paper 2:</b> Conflict in the Middle East, 1945-1995.	<b>Religion, Peace and Conflict: Buddhist Beliefs &amp; Teachings:</b> The Buddha; The Dhamma; The Four Noble Truths; The human personality; Human destiny and ethical teachings	
5			<b>Religion, Peace and Conflict: Crime and Punishment:</b> Attitudes to justice, Buddhism and forgiveness, Buddhist attitudes to punishment and the death penalty	<b>Relationships and Sex Education</b> The role of intimacy, pressure, consent and coercion, the impact of pornography, managing break-ups, safer sex.
6	<b>Paper 3:</b> Fieldwork prep and field trip	<b>Paper 3:</b> The USA, conflict at home and abroad 1954-1975		

# 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%

# Health & Social Care

**Assessment:** This OCR Cambridge National qualification is split into 2x NEA (non-examined assessment) and 1 final examination. Assessment will be continuous throughout the course with students submitting the first NEA unit in Year 10 which comprises 30% of their overall grade.

**How can I support my child's learning?** Parents can support students by encouraging them to complete directed NEA research outside of lessons. Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce thorough NEAs.

DATE	TOPIC
Term 1	An introduction to health & social care principles
Term 2	R035: Health Promotion Campaigns (NEA) <ul style="list-style-type: none"><li>- Understanding the importance of a healthy society</li><li>- Public Health challenges</li><li>- Factors that promote health and wellbeing</li><li>- Barriers to leading healthy lives</li><li>- Planning &amp; delivering a health promotion campaign</li></ul>
Term 3	R033: Supporting individuals through life events (NEA) <ul style="list-style-type: none"><li>- Introduction to life stages</li><li>- PIES</li><li>- Factors affecting development</li><li>- Life events</li></ul>
Term 4	R033: Supporting individuals through life events (NEA) <ul style="list-style-type: none"><li>- Introduction to life stages</li><li>- PIES</li><li>- Factors affecting development</li><li>- Life events</li></ul>
Term 5	
Term 6	

## Assessment

Subject: Health & Social Care			
Assessment type	Frequency	Control	Weighting
Non-examined assessment tasks	Three tasks per unit	Medium	30% per NEA
Homework research tasks and knowledge tests	Fortnightly	Low	

# Modern Foreign Languages

Dates	Topic	Language	Homework	Assessments
Term 1	<b>Identity and Relationships with Others</b> <ul style="list-style-type: none"> <li>Describe a person's nationality, character, personality and physical appearance.</li> <li>Describe a person's sexual orientation.</li> <li>Describe relationships with friends and family.</li> <li>Describe qualities of a good friend.</li> <li>Describe ideal partners and why.</li> <li>Describe different types of partnerships - pros and cons.</li> </ul>	French & Spanish	Fortnightly vocabulary lists set for online learning. Speaking / Writing booklet set at the end of topic.	End of Term assessment - Reading and Writing
Term 2	<b>Healthy Living and Lifestyle</b> <ul style="list-style-type: none"> <li>Give preferences for food and drink, attitudes to fast-food, cooking, smoking / vaping, drugs, alcohol, including consequences.</li> <li>Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.</li> <li>Describe sporting activities and ways of keeping fit.</li> <li>Compare past and present lifestyle choices and future intentions.</li> </ul>	French & Spanish	Fortnightly vocabulary lists set for online learning. Speaking / Writing booklet set at the end of topic.	N.A.
Term 3	<b>Education and Work</b> <ul style="list-style-type: none"> <li>Express opinions about school subjects, homework, school rules, uniform, exams, and teachers.</li> <li>Describe weekly routine including school day, activities in school including timetable, sporting activities, and clubs.</li> <li>Refer to primary school days.</li> <li>Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.</li> <li>Give opinions on different jobs, including advantages and disadvantages.</li> <li>Describe personal qualities, qualifications.</li> <li>Refer to ideal job / personal ambitions and skills required.</li> <li>Recognise opportunities to work abroad / use language skills and give opinions.</li> </ul>	French & Spanish	Fortnightly vocabulary lists set for online learning. Speaking / Writing booklet set at the end of topic.	End of Term assessment - Listening and Writing
Term 4	<b>Free Time Activities</b> <ul style="list-style-type: none"> <li>Express positive and negative opinions about own and other people's hobbies.</li> <li>Extend sentences with justified reasons.</li> <li>Add details regarding when, where, how often, and who with.</li> <li>Use a variety of adverbs and connectives.</li> <li>Include opinions and justifications with preceding direct objects.</li> </ul>	French & Spanish	Fortnightly vocabulary lists set for online learning. Speaking / Writing booklet set at the end of topic.	N.A.
Term 5	<b>Customs, Festivals and Celebrations</b>	French	Fortnightly	End of Term

	<ul style="list-style-type: none"> <li>• Learn about local and national festivals in the UK and in Spanish/French-speaking countries / communities.</li> <li>• Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.</li> <li>• Refer to food on special occasions and at celebrations.</li> <li>• Refer to nationally renowned events such as sports .</li> <li>• Country traditions / customs focus.</li> </ul>	& Spanish	vocabulary lists set for online learning.  Speaking / Writing booklet set at the end of topic.	assessment - Listening and Reading
Term 6	<b>Exam Skills, Mocks and Feedback</b> <ul style="list-style-type: none"> <li>• Preparation for mocks - exam skills and practice papers</li> <li>• Mocks</li> <li>• Exam feedback</li> </ul>	French & Spanish	Revision for mocks	End of Year Mocks - 4 skills: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>

## Assessment

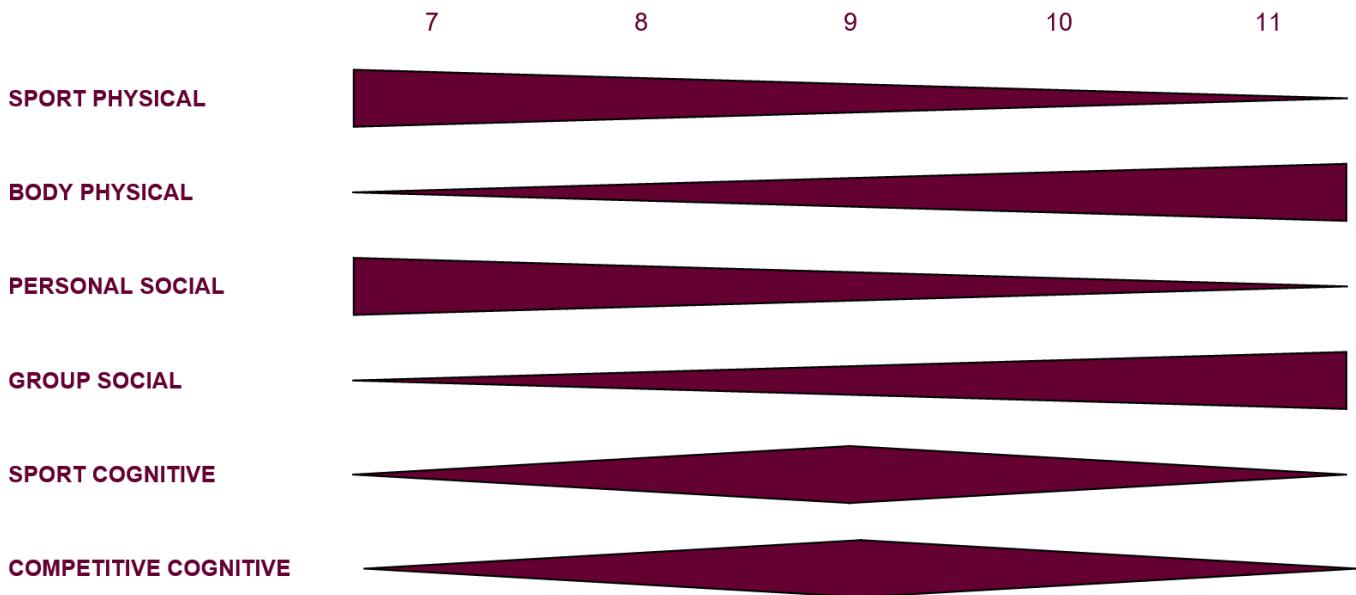
Subject		Languages	
Assessment type	Frequency	Control	Weighting
Homework	Ongoing	Low	20%
Class Tasks	Ongoing	Medium	30%
End of Term Assessment	Once every full term	High	50%

# 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
<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
<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
<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

## Assessment

Subject: Physical Education			
Assessment type	Frequency	Control	Weighting
Assessment points for Group Social, Body Physical and Sport Cognitive	Ongoing - students do not need to prepare for assessments other than through the work they produce in lessons	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%