THE BEWDLEY SCHOOL

We fly with our own wings

OUR CURRICULUM

The Curriculum by Year Group

YEAR 10

THE BEWDLEY SCHOOL FOUNDATION

Alis volamus propriis

THE CURRICULUM BY YEAR GROUP

YEAR 10

CONTENTS

SUSTAINABILITY - UN GOALS - INTENT, IMPLEMENTATION AND IMPACT

Over the past quarter of a century the Department for Education has asked schools to audit and evaluate a range skills, knowledge and 'competences' which are delivered across many areas of the curriculum. This has included 'hard' key skills like literacy, numeracy and information technology, 'soft' key skills like working with others, problem solving and managing your own performance and a range of other cross curricular skills and dimensions.

Whilst these have largely disappeared from government legislation, they still provide a very useful vehicle for understanding the impact of the whole curriculum in key areas. We currently use this methodology to look at the development of information technology skills through the curriculum, which you can find here. Our other major area of focus is the sustainability of the school, and how our ideas about sustainability are represented in the school curriculum, through the United Nations Sustainable Development Goals.

YEAR 10 - BIOLOGY

INTENDED OUTCOMES

The GCSE Biology course is designed to develop students' scientific knowledge and conceptual understanding, understand the nature, processes and methods of science through scientific enquiries, learn to apply observational, practical, modelling, enquiry and problem-solving skills and develop their ability to evaluate claims through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

COURSE IMPLEMENTATION

Organisation

Students will learn about the human digestive and respiratory systems, how dissolved materials are quickly around the body, the role of enzymes in digestion, the causes and effe cts of damage to the cardiovascular system, health and diseases (communicable and non-communicable), how interventions can reduce risk, the plant's transport system and its requirements for photosynthesis. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

Infection and Response

Students will learn about pathogens and how they cause disease, how to avoid diseases by reducing contact and how the body uses barriers against pathogens, the human immune system, how the body's natural defence system can be enhanced by the use of vaccination, the development of antibiotics, bacteria resistance and how new drugs are developed. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

Bioenergetics

Students will learn the process of photosynthesis and its limiting factor, how the photosynthetic rate can be increased, how animals and plants use oxygen in aerobic respiration for energy transfer, the process of anaerobic respiration and how respiration is affected during exercise. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

LEARNING IMPACT

Developing knowledge, practical and mathematical skills across the GCSE curriculum will allow students to progress into Year 11 with the ability to analyse more complex scientific ideas; an end of year assessment covering a range of topics learned in Year 10 will allow students to demonstrate the progress they have made in Biology.

Students' Working At grades will be produced using an average of the End of Topic assessments; this will also include assessment of practical skills and will be reported to parents based on the whole school assessment calendar for that year.

YEAR 10 - BUSINESS STUDIES

INTENDED OUTCOMES

Teaching will be primarily focusing on exam techniques for the extended written GCSE questions whilst simultaneously learning the content required for the course. Students will be learning about external influences on business, marketing, business plans, business ownership types and growing a business.

COURSE IMPLEMENTATION

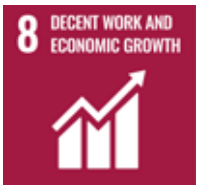
How to Make a Business Effective

Students will be learning about how entrepreneurs can start their own business through differing ownership structure types, the importance of the marketing mix, significance of location and creating their own business plans. There will be an end of unit test where they will have numerous case studies to analyse then answer a series of exam style questions as well as a series of multiple-choice questions to answer.

External Influences on Business

Students will have the opportunity to learn about how external influences can affect business activities and decisions through legislation changes, the economy, technological updates and stakeholder conflicts. There will also be an end of unit test where they will have numerous case studies to analyse then answer a series of exam style questions. Students will also be given an opportunity to answer a bank of multiple-choice questions on the topic of external influences on business.

Growing a Business



Students will be taught the methods of how small business grow into larger corporations and how this affects their overall aims, objectives and also the environmental/ethical implications this may have as they globalise into a multinational corporation. There will be an end of unit test where pupils will have numerous case studies to analyse then answer a series of exam style questions. Students will also have the opportunity to answer a series of multiple-choice questions from the whole chapter of growing a business.

Making Marketing Decisions

Students will be taught the four p's (price, promotion, product, place) of the marketing mix and how important of a role this plays in the success of a firm and their interdependence to ensure business growth/survival. There will be an end of unit test where they will have numerous case studies to analyse then answer a series of exam style questions. Students will also be given an opportunity to answer a series of multiple-choice questions all related to the topic of the marketing mix.

LEARNING IMPACT

Students will be learning the key skills to be able complete the difficult extended written questions of the course and understand how to complete each type of question step-by-step. Throughout the course of Year 10, students will also be showing progression in their exam writing structure techniques that will help their analytical thought processes to be able to argue a point with backed up chains of reasoning and showcasing evaluation. Parents will be able to see their child's progress through assessments being completed on Office 365 Teams Assignments at any time they wish to do so.

YEAR 10 - CHEMISTRY

INTENDED OUTCOMES

The GCSE Chemistry course is designed to develop students' scientific knowledge and conceptual understanding, understand the nature, processes and methods of science through scientific enquiries, learn to apply observational, practical, modelling, enquiry and problem-solving skills and develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

COURSE IMPLEMENTATION

Chemical Changes

Chemical changes covers the use of chemical symbols and formulae. Including writing and balancing chemical equations, describing physical states using state symbols, the definition and reactions of acids, neutralization reactions and the pH scale, redox reactions, electrolysis and how to predict the products of this reaction, and the various methods of metal extraction. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

Chemistry of the Atmosphere

Students will study the composition and evolution of the atmosphere since its formation, the greenhouse gases and their effect, the causes of and changes to the Earth's atmosphere, the relationship between atmospheric carbon dioxide concentration and the use of fossil fuels, common atmospheric pollutants and their sources, the problems caused by these and

methods to reduce their output. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

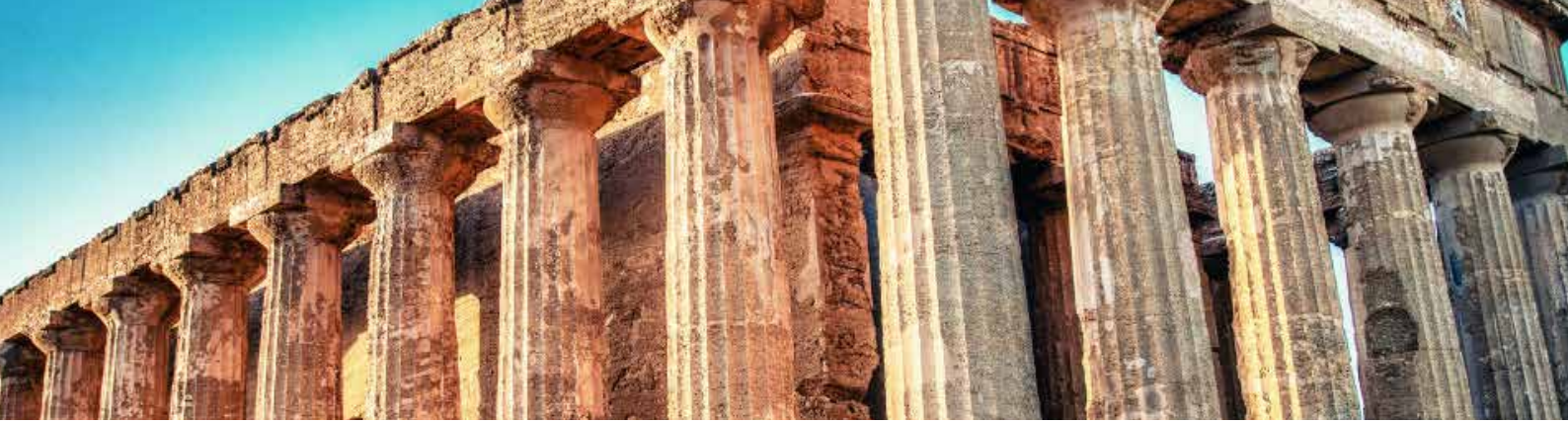
Using Resources

Students will study the differences between finite and renewable resources, how recycling can help conserve resources, how environmental costs can be quantified by life cycle assessments, describe the effects of human activity on the availability of potable water, describe the principal methods for making water potable and explain how wastewater is treated. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

LEARNING IMPACT

Developing knowledge, practical and mathematical skills across the GCSE curriculum will allow students to progress into Year 11 with the ability to analyse more complex scientific ideas; an end of year assessment covering a range of topics learned in Year 10 will allow students to demonstrate the progress they have made in Chemistry.

Students' Working At grades will be produced using an average of the End of Topic assessments; this will also include assessment of practical skills and will be reported to parents based on the whole school assessment calendar for that year.



YEAR 10 - CLASSICAL CIVILISATION

INTENDED OUTCOMES

Year 10 will focus on a comprehensive study of Myth and Religion in ancient Greece and Rome, ranging from Foundation Stories and Festivals to Symbols of Power and Journeying to the Underworld. Skills acquired and refined during Year 10 Classics will centre around source analysis and interpretation, with greater emphasis on literary sources, and forming critical arguments using contextual understanding of antiquity.

COURSE IMPLEMENTATION

Foundation Stories and Festivals
This module will look at the mythic origins of Athens and Rome using primary sources, and the religious festivals held to honour specific deities, using case studies in the form of the Panathenaia, City Dionysia, Lupercalia and Saturnalia. Students will be assessed using an open-book knowledge retrieval test, focusing on comprehension and both visual and literary source analysis questions.

Myths and Symbols of Power

The activities in this module centre around study of the links between myth and portrayal of power, including how and why Greek and Roman myths are presented in art to demonstrate power, and the significance of where it was sited/displayed. Students will be assessed using a closed-book visual source analysis test on the comparative significance of the Amazonomachy, Centauromachy, Augustus of Prima Porta and Ara Pacis.

Death and Burial
This module will look at the practices and beliefs surrounding death and burial in ancient Greece and Rome, from the preparation and funerary procession of the body to the burial, festivals and significance of the process. Students will be assessed using a closed-book literary and visual source analysis test on the Greek and Roman death and burial process.

Journeying to the Underworld

In this module, students will study myths about journeys to the underworld, as told by Homer and Ovid, including details of the myth and its plot; portrayal of characters; portrayal of the underworld; how the set texts depict and reflect ancient culture. Students will be assessed using a closed-book literary source analysis test on the Homeric Hymn to Demeter and Ovid's Metamorphoses.

Sparta at War in the 5th Century BCE
The activities in this module centre around study of Spartan society structure/composition, and how this influenced the military, training and recruitment of the Spartan army, including the equipment, tactics and formation used in battle, and the structure, organisation and command of the army. Students will be assessed using a closed-book visual source analysis test on Sparta at War in the 5th Century BCE, with emphasis on the events and individuals of the battle of Thermopylae as a case study.

LEARNING IMPACT

At the conclusion of Year 10 study, students will sit a mock trial exam, assessing their retention of key knowledge of Myth and Religion in the Classical time period across all units. This knowledge will be tested using multiple and varied visual and literary source questions, so that each student's skills in critical interpretation and analysis are assessed in line with the exam's board's two key objectives. This will be reported to parent/carers through termly data drops and Parents' Evenings, with half-termly communication of assessment data for students who are under-performing or exceeding expectations.

YEAR 10 - COMPUTER SCIENCE

INTENDED OUTCOMES

Student will delve deeper into Computing theory, focusing on specific units of Computing knowledge, this brings together contain studied at key stage 3 and builds upon this to create a base knowledge for the GCSE rooted in real world problems and skills.

COURSE IMPLEMENTATION

Systems Software
Students will develop their knowledge specifically of the CPU and its inner workings, learning how it handles data from user input and the computer's main memory. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

Memory and Storage
Students will develop a deep understanding of the integral relationship between a computer's memory and storage, they will discover the differences and why certain storage types are suitable for specific tasks. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

Computer Networks, Connections and Protocols
Student will develop their understanding of networking and communication of data, learning specific industry wide protocols that govern the transmission of data from place to place. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

Network Security

Student gain an insight into digital safety, learning in depth specific attacks on business and

data in general, they will learn how to spot these attacks within a computer system and how best to manage and deal with any attacks that may arise. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

Systems Software
Students will take a look at the differences between hardware and software, how best we can break software down into different categories and apply principles learnt in previous units to make recommendations of software and to users using that software for best practice. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

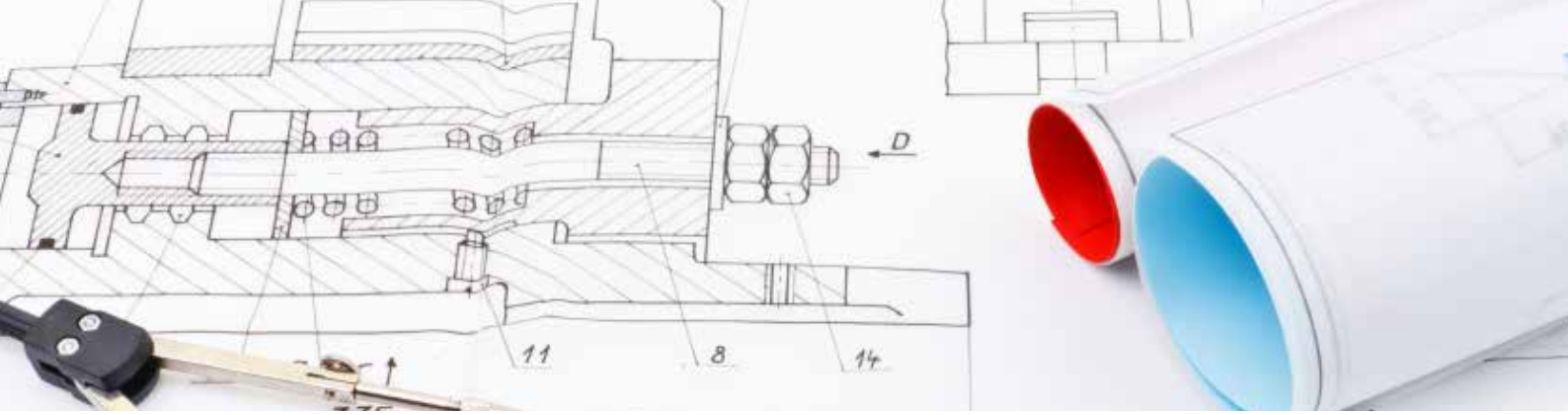
Ethical, Legal and Cultural

Student will analyse specific laws that affect the Computing industry, this extends into dealing with moral, ethical, environmental and cultural issues with Computing and how the industry is continually adapting to constant changes within the online world. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

Python Programming.
There will be a focus throughout all of Year 10 in regard to programming, skills will be built upon from the previous years of study, everything students might face in a GCSE exam is gone over and embedded to ensure they can tackle any real world programming problem they may face. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

LEARNING IMPACT

All Computing theory will consolidate topics from the previous three years and seek to engage students in more complex ideas centred around the CPU, memory, storage, networking, security and laws. This is developed over time and adds knowledge weekly. This is teacher marked with individual written feedback provided. Parents will be informed through the use of a mix of school reports, parents evenings and intervention from the classroom teacher as needed.



YEAR 10 - DESIGN AND TECHNOLOGY

INTENDED OUTCOMES

BIRD FEEDER: Students will learn how to complete a mock NEA to a previously set of contexts from AQA, to enable them to complete their real NEA when required to an excellent standard, encompassing all of the AQA sections from researching through to making.

THEORY WORK: Students will learn core technical knowledge and understanding that consists of: new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties. For specialist technical principles: selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production and specialist techniques and processes.

COURSE IMPLEMENTATION

Bird Feeder: Mock NEA folder work

Students will create a folder of work for the mock NEA: Bird Feeder ; This will include 6 pages of relevant research, a specification and design brief, and a completed section C and D (designing and development) for the bird feeder. Students will now have an excellent, self-made template for their actual NEA come June 1st next year, which can be utilised throughout their projects, will same time, and give students the focus they need to develop a thorough design folder.

Bird Feeder: Manufacturing
Students will create a bird feeder from hardwood to a set design that can be taken home and used in the garden. Students Will now have a complete piece of practical that has enabled them to have a deeper understanding of making projects from wood and plastic, and to ensure they know how a design solution needs to be reflective of practical constraints.

Theory work: Core technical knowledge
Students will create a book of work for their theory: This will include PP and Q & A sheets for all

the above topics . This will be completed in the order in which is suited best to the class and to the year 10 mock NEA running adjacent to it during double lessons. Students will have gone through part 1 of the specification and have good knowledge of core technical principles. They will be able to start to answer questions for the mock exams in year 10 and for mock exams and the real exam in year 11. End of topic tests will also be utilised.

Theory work: Specialist technical principles for timber based products
Students will create a book of work for their theory: This will include PP and Q& A sheets for all the above topics. This will be completed in the order in which is suited best to the class and to the year 10 mock NEA running adjacent to it during double lessons. Students will have gone through part 2 of the specification and have good knowledge of specialist technical principles. They will be able to start to answer questions for the mock exams in year 10 and for mock exams and the real exam in year 11. End of topic tests will also be utilised.

LEARNING IMPACT

Developing students' knowledge and skills across this year 10 SOW will give our students a basis for future Design & Technology examinations; especially their final exam in Year 11, affording students with the opportunity to answer more complex questions confidently and more independently for both core and specialist technical principles relating to timber based products.

Developing students' knowledge and skills across this year 10 SOW will give our students a basis for future Design & Technology projects; especially their NEA, affording students with the opportunity to complete more complex drawings using CAD and the ability to use hand tools and equipment safely, confidently and far more independently.

Student's working at grades for Design & Technology will be taken from an average of the main assessment objectives covered across the this scheme of work, reported to parents during parents evenings and on whole school assessments sent home.

YEAR 10 - DRAMA

INTENDED OUTCOMES

Component 1 – Students will be able to devise their own piece of theatre based on given stimuli to be performed in year 10, tracking their decision process and developing a written portfolio.

Component 3 – Using the play DNA, students will understand the performance and design skills needed as well as exploring characters, themes, context and plot of the play in preparation for a written exam to be taken the following year.

Component 2 – Students will explore varying techniques and skills to aid performance and explore a range of performance texts to choose for a final performance the following year.

COURSE IMPLEMENTATION

Component 1
Students will explore given stimuli, developing a range of ideas into a devised student lead performance with a student chosen dramatic intention as well as working to develop a written portfolio split into 6 questions designed to explain, analyse and evaluate the process they have undergone. This will be assessed through a recorded performance as well as a 1500-2000 word portfolio split into six questions, developed over the year and moderated by the exam board.

Component 2 – Performance From Text
Students will over the course of the year understand what skills and styles may affect staging a scripted play, the importance of context and will work to choose from a range of play texts in preparation for a performance in year 11. Students will only be in the early stages of this in year 10 and will work towards a performance assessed by the exam board in year 11.

Component 3 – Theatre Makers in Practice

Students will both practically and theoretically explore the individual scenes of the play DNA and their characters, the context and themes of the play and the performance and design

skills needed to analyse the play in the year 11 written exam. This will be assessed through book work, discussion, observations of practical activities and mock exam tasks.

LEARNING IMPACT

Students will be able to produce and perform their own performances based on a stimuli, explaining, analysing and evaluating their own progress. This will be fed back to parents through written reports, parent's evenings and school wide data reports..

YEAR 10 - ECONOMICS

INTENDED OUTCOMES

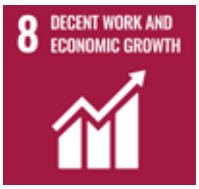
Students will be enhancing their knowledge of microeconomics and starting to explore the wider concept of the economy by studying macroeconomics and how government policies can impact society. Students will be developing their exam written skills to showcase both analytical and evaluative structures within longer extended exam questions.

COURSE IMPLEMENTATION

Price

Students will learn to explain price as a reflection of worth and its role in determining an efficient distribution of resources whilst being able to draw and analyse the interaction of supply and demand which will determine equilibrium price and quantity. Students will have the opportunity to answer a series of multiple-choice questions on the topic of price and also one extended written question based on equilibrium price and quantity change in diesel-powered vehicles.

Competition



In this unit, students will learn to explain competition between producers in a marketplace including the reasons why producers compete and to be able to analyse how competition can affect pricing strategies. Students will have a series of multiple-choice questions to answer on the topic of competition whilst also having the opportunity to complete a six-mark question evaluating the economic impact of competition on consumers.

Production

Students will learn to evaluate the importance of production and productivity for the economy whilst learning mathematical formulae such as revenue, costs, averages, profit, loss and how these can affect overall supply for firms. Students will be given a series of multiple-choice questions that will test their knowledge on production whilst also having the opportunity to answer a six-mark question on evaluating the importance for producers to always make a profit.

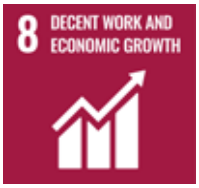
The Labour Market

Students will be able to explain the role and operation of the labour market, including the interaction between workers and employers whilst being able to analyse the determination of wages/salaries through supply and demand diagrams. Students will sit an end of unit test consisting of a series of multiple-choice questions and a six-mark question analysing how an increase in demand for British made electric vehicles could affect the demand for labour.

The Role of Money and Financial Markets

Students will be able to explain the role of money as a medium of exchange whilst learning about the financial sector and their role in the economy such as commercial banks, the central bank, insurance companies and building societies. There will be an end of unit test comprising of multiple-choice questions on the topic of financial markets and a chance to complete a six-mark question evaluating the importance of the financial sector for producers.

Economic Growth



Students will explore what is meant by the term economic growth and learn the differing ways that gross domestic product can be mathematically calculated and measured along with analysing historical GDP data. Students will complete an end of unit test with a series of multiple-choice questions, some mathematical problem-solving questions to respond to and a chance to answer a six-mark question on how the determinants of economic growth can lead to an increase in output in an economy.

Low Unemployment

Students will explore the different types of unemployment along with evaluating the causes and consequences of unemployment for individuals, regions, countries and the government. Students will sit an end of unit test consisting of multiple-choice questions on the topic of low unemployment, numerous mathematical questions regarding the claimant count and unemployment rate and a six-mark question related to the difficulties that unemployment poses to the government.

Fair Distribution of Income

Students will be able to explain what is meant by the distribution of income, including different types of income and knowing the major differences between income and wealth whilst evaluating the causes of these differences and the consequences this has on the economy. Students will sit an end of unit test consisting of multiple-choice questions on distribution of income, numerous mathematical questions on differences of income and wealth and students will also have the opportunity to answer a six-mark question analysing why households in the UK may have differing incomes.

Price Stability
Students will be able to explain what is meant by price stability, inflation, including the difference between real and nominal values whilst evaluating the causes of inflation and the subsequent consequences that this will have for consumers, producers, savers and the government. The assessment will consist of multiple choice questions based on price stability, frequent mathematical questions based on inflation, real and nominal values from the consumer price index along with a chance to answer a six-mark question on the consequences of inflation for the government.

Fiscal Policy
Students will be exploring the purposes of government spending and sources of government revenue, including direct/indirect taxation to achieve economic objectives whilst studying the costs and benefits that fiscal policy brings on the economy. Pupils will sit an end of unit test comprising of multiple choice questions, numerous mathematical questions focusing on budget deficits/surpluses and a chance to answer a six-mark question on how fiscal policy can help achieve a low level of unemployment.

LEARNING IMPACT

Students will learn the basic economic concepts of how an economy can impact different economic groups and the impacts these may have whilst starting to understand government's interventions to help achieve economic objectives. Students will be enhancing their economical knowledge and developing the best strategic ways to apply their knowledge in an exam style question through the frequent assessment opportunities posed. Parents will be able to see their child's progress through Office 365 Teams Assignments as all assessments

YEAR 10 - ENGLISH LANGUAGE

INTENDED OUTCOMES

Skills for the appreciation of fiction and non-fiction texts are built, and pupils find their own voice through creative writing in line with both elements, in order to meet the requirements of English Language at GCSE.

COURSE IMPLEMENTATION

Voice of the writer – Reading
Pupils are offered opportunities to respond to a range of fiction and non-fiction texts, exploring the perspectives of writers and learning how to interpret explicit and implicit ideas. Class based assessment using extract-based exam-style questions which will allow pupils to develop strategies to identify information, and analyse the structural and linguistic choices made by a writer; later in the year an entire AQA English Language Paper 1 is offered in two exam sittings; the reading section forms one of these exams.

Voice of the writer – Writing
Dovetailing with the reading elements of the curriculum, written work is stimulated by a range of texts and pupils are encouraged to write creatively, using a range of appropriate planning tools to transform text and develop narratives and articles. Formative writing opportunities are given throughout the two-year course to help pupils improve writing technique, specifically with a focus on the development of fictional texts.

Critical Evaluation and Comparison – Reading

Pupils focus on developing convincing and critical responses, which support ideas linked to a given view; they compare methods and choices that a writer makes in relation to language, structure and modes of expression, evaluating critically and in detail the effect on the reader. Class-based assessments in the Spring Term allow pupils formative feedback on how to improve their skills for Paper 1, Question 4; the trial exam later in the year will also allow for these skills to be examined, as part of the reading section of Paper 1.

Critical Evaluation and Comparison – Writing
Building upon last term's skills, students continue to develop tone, style and register for purpose and audience, with non-fiction modes in mind; there is focus on conscious crafting of language and structure to persuade the reader of a given view; speeches are given particular attention. Formative writing opportunities are given throughout the two-year course to help pupils improve writing technique, specifically with a non-fiction text (in preparation for Paper 2).

Method and Meaning – Reading
Pupils will explore a range of fiction and non-fiction texts to improve understanding of descriptive writing; additionally, written speeches are considered to help comprehend how persuasive language is designed to affect the listener. In class formative feedback is given to facilitate the improvement of analysis; the trial exam in Year 10 brings together all strands of learning and offers pupils the opportunity to analyse the language and structure of descriptive passages within non-fiction texts.

Method and Meaning – Writing
Students are encouraged to develop tone with descriptive writing in mind, using planning tools to craft a narrative structure that supports description; strategies to use a range of writer's devices and sentence forms are shared. In class assessment of both descriptive writing and speeches offers pupils formative feedback to facilitate the improvement of their writing; the trial exam in Year 10 brings together all strands of learning and offers pupils the opportunity to write in an extended form within the confines of a given English Language Paper 1.

Spoken Language
Introduced in the summer term, pupils prepare for the mandatory Spoken Language component which is required by AQA to enter the GCSE in English Language; speech writing is considered within the reading and writing elements of the course, and responding to a given view facilitates the ability to be able to persuade the listener of a particular point of view; students explore a topic which interests them. Pupils are given a specific time and date for their Spoken Language exam; students have time to prepare in class, but are also encouraged to research and develop ideas at home, in order to prepare cue cards which they can take into the exam with them; pupils are given a pass, merit, or distinction grade prior to the end of Year 10.

LEARNING IMPACT

Through formative assessment, introduced at salient points in line with the consideration of different texts, skills are assessed and personalised feedback is given to improve individual student attainment. Assessment data is reported regularly throughout the year, with formative comments in an annual report which summaries achievement and gives a clear target for development being provided by the end of Year 10.

YEAR 10 - ENGLISH LITERATURE

INTENDED OUTCOMES

Focus on acquiring core skills for the study of English Literature at GCSE; pupils are introduced to a modern text, a poetry anthology and a Shakespeare text to be studied in line with the AQA exam syllabus.

COURSE IMPLEMENTATION

Modern Text

Serving as an introduction to the course, the focus is placed on the writer's perspective, the voice of the writer, and text as a conscious construct, influenced by the context surrounding the work of fiction.

Class based assessment using a choice of exam-style questions and an 'open book' approach to ease pupils into mode of assessment.

Later in the year the modern text section is offered in the trial exam, as it would appear in the final exam with a choice of question, without access to the text; pupils are expected to learn quotations and textual references.

Poetry Anthology
Development of critical analysis skills to explore an anthology of poetry chosen by the examination board, from across a breadth of time; students will gain an understanding of how the writer's methods impact upon the reader; whilst exploring themes, pupils will begin to use comparative skills in conjunction with the study of mini-clusters of these poems. Class based assessment, using an exam-style question featuring two given poems which require comparison within the student's response.

Shakespeare Text
Students deepen their analytical skills by actively exploring one of Shakespeare's texts in class, through reading aloud, watching a variety of interpretations in performance, and by close

textual study. Other than in-class mini assessments, there is no assessment of Shakespeare in Year 10.

Unseen Poetry
Pupils are given the opportunity to develop skills to explore 'unseen' poetry through engagement with new poems in their poetry cluster. In the trial examinations at the end of the year, pupils are given the opportunity to respond two unseen poems in an introduction to this style of exam assessment.

LEARNING IMPACT

Through formative assessment, given at salient points in line with the introduction of different texts, skills are assessed and personalised feedback is given to improve individual student attainment. Assessment data is reported regularly throughout the year, with formative comments in an annual report, which summaries achievement and gives a clear target for development, being provided by the end of Year 10.

YEAR 10 - FRENCH

INTENDED OUTCOMES

In Year 10 French, students start the new GCSE course and consolidate their ability to understand and respond to written and spoken language around GCSE themes: “Media, Technology and me”, “My personal world”, “Studying and my Future”, “Lifestyle and wellbeing” and “Travel and Tourism”.

They build-up on their knowledge of previously acquired vocabulary, grammar and phonics, and explore the more advanced aspects of the subject which will help them master the skills necessary to succeed at GCSE.

COURSE IMPLEMENTATION

Module 1 “Media, Technology”
Students consolidate their use of three tenses with high frequency verbs to discuss sports, online activities, TV/films and arranging to go out. They use their ability to formulate questions and practise GCSE role play and carry out an interview in French. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively. By the end of the first module, students have been assessed in listening, reading, dictation and speaking (role play task).

Module 2 “My personal world”
Students learn to discuss relationships in their family, by using reflexive verbs. They also develop their describing skills in order to define what makes a good friend and a role model. They are introduced to the imperfect tense to narrate their life as a child. They apply their skills onto the photo-based conversation GCSE speaking task in French. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively. By the end of the module about “My personal world”, students have been assessed in listening, reading and writing (photo-based description + 40-50-words task).

Module 3 “Studying and my future”

Students continue to improve expressing opinions when discussing school subjects, school rules and the school uniform. They learn about school life in a francophone country and they manipulate different types of past tenses to report what they have done in school and how it was in primary school. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively. By the end of the module about "Studying and my future", students have been assessed in listening, reading and grammar.

Module 4 "Lifestyle and wellbeing
Students learn about the imperative mood to give advice on healthy diets. They use modal verbs to discuss mental health and reflexive verbs in the past tense to discuss what they have already done and and how they could improve further, by using the simple future. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively. By the end of the module "Lifestyle and wellbeing", students have been assessed in listening, reading, speaking (reading aloud and role play tasks).

Module 5 "Travel and tourism"
Environment

Students develop their ability to use the conditional tense to discuss ideal holidays. They also learn to form questions and use modals to discuss what can be done on holiday and how to deal with booking a holiday in French. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively. By the end of the module "Travel and tourism", students have sat their first trial examination in all 4 skills.

LEARNING IMPACT

In each assessment, students develop their ability to cope with GCSE-type tasks in all 4 skills (Listening, Reading, Writing and Speaking).

Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress.

YEAR 10 - FINE ART

INTENDED OUTCOMES

In Year 10 students work on a series of assignments based on independent themes.
Students will learn:

- Observational drawing skills, developing an understanding of tone, line and form and how to improve accuracy.
- How to research and analyse the work of artists, visually and in written form, in order to inform ideas.
- How to experiment with ideas and variety of media in the pursuit of designing exciting pieces of art work.
- How to apply their knowledge and skills to create personal and independent final pieces.

COURSE IMPLEMENTATION

Personal Portfolio: Creative Mind Maps
Students explore and research the context and possibilities of their chosen theme, considering imagery, foci, debates and contextual research; they learn how to present their research in a creative and engaging way in order to visually communicate the start of their independent projects. Assessments are based on the quality of their creative mind map and their independent application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Observational Drawing
Students develop and enhance their observational drawing skills using gridding techniques in order to improve accuracy and independence; they develop their skills in tone, line, texture and form; whilst producing a series of drawings from students' photographs based on chosen themes to inform independent projects. Assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Contextual Research
Student's research and choose an artist's work or Art movement that inspires them; they learn how to independently critically analyse and evaluate works of art, develop and justify their opinions, and work in this style to inspire their own creative ideas. Assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and analytical abilities alongside practical skills and their

application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Experimentation and Design
Students learn how to manipulate a variety of mark making and art techniques in order to develop their own ideas, designs and compositions whilst demonstrating links to and an understanding of the context of their own ideas and the research that have informed them. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught and the quality of connections made with their research, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Personal Response
Students develop a personal and meaningful outcome for their portfolios, consolidating the projects learning with the creation of a final piece that realises their intentions, demonstrates understanding of visual language and the application of formal elements, based on their independent themes. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Composition and Design
Students will learn about and experiment with the rules of composition in order to enhance the structure of their design work, considering how composition affects the tone of their work and how it communicates information or emotion to their audience; they create a series of design ideas, experiments and refinements conveying their intentions and making connections to their research. Assessments are based the quality of the design work presented in students' portfolios and their independent application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Final Piece
Students develop a personal and meaningful outcome, consolidating the projects learning with the creation of a final piece that realises their intentions, demonstrates understanding of visual language and the application of formal elements, based on their independent themes. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

LEARNING IMPACT

The development of knowledge and skills across the year 10 curriculum gives our students a great basis for creating dynamic and successful art projects, enhancing their confidence and ability to communicate and realise their own ideas in a range of media, whilst focusing on quality outcomes and fostering independence.

Students' working at grades for Fine Art are taken from an average of the main assessment objectives covered across the year: drawing and recording, research, experimentation and designing and final outcomes; and how students make connections between these objectives to inform their ideas.

Students' achievements and progress against these main assessment objectives, will be corresponded to parents through termly data and yearly written reports.

YEAR 10 - GEOGRAPHY

INTENDED OUTCOMES

Students Follow the OCR Geography A Specification.

COURSE IMPLEMENTATION

OCR Geography A – People of the UK

Imports and Exports in the UK, Geographical Diversity (Focus on Employment, Income, Life Expectancy, Education, Ethnicity and Broadband). Uneven Development in the UK. Case Study: Salford Quays. Changing Population Structure of the UK, Ageing Population, The Demographic Transition Model (DTM). Case Study Birmingham – Contemporary Challenges. Verbal responses assessed, Monitoring of classwork. Monitoring of end of unit assessments in the guidelines of OCR.

OCR Geography A – Landscapes of UK

Upland and Lowland areas of the UK. Characteristics of landscapes in the UK (Including Geology, Climate and Human Activity). Geomorphic Processes (Including Weathering, Erosion, Transportation and Deposition). Formation of River and Coastal Landforms. In depth Case Study: River Tees and Case Study Norfolk Coastline. Verbal responses assessed, Monitoring of classwork. Monitoring of end of unit assessments in the guidelines of OCR.

OCR Geography A – Paper 3 Fieldwork Human Study
A piece of Fieldwork will be completed, analysed, evaluated and concluded for preparation for Paper 3. Verbal responses assessed, Monitoring of classwork. Monitoring of end of unit assessments in the guidelines of OCR.

LEARNING IMPACT

Students will have an End of Unit assessment. This will reflect the Knowledge of the topic and Knowledge Organiser based questions. As well as through in class quizzes and assessment for learning.

YEAR 10 - HISTORY

INTENDED OUTCOMES

Students continue examining the causes and impacts of War and British Society for their paper 2 unit plus they will develop their skills of analysis as they cover paper 3 the personal rule of Charles I to restoration and Kenilworth castle.

COURSE IMPLEMENTATION

Continuation of War and British Society c.790 to c2010; Paper 2, British Thematic study

Second order historical concepts such as causation, change and historical significance to demonstrate knowledge and understanding of the relationship between war and society over a long period of British history, this includes a broad sweep of time which covers the impact of different types of warfare, attitudes and responses to war, impacts of the war on people and impacts of the war on government and politics. Review of student's work, hinge questions, quizzing, homework and online quizzes created by the history dept.

A study of the historic environment: Kenilworth Castle

How to analyse and evaluate different types of source material and explain how historians and archaeologists examine the physical fabric of Kenilworth and accompanying documentation to explore the form and function of Kenilworth castle throughout time. Review of student's work, hinge questions, quizzing, homework and online quizzes created by the history dept.

British depth study Personal Rule to Restoration

Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of the political and religious tensions which led to war, divisions within Parliament and key individuals and groups, the nature and extent of political and religious change in the period. Review of student's work, hinge questions, quizzing, homework and online quizzes created by the history dept.

LEARNING IMPACT

Assessments will focus on knowledge, understanding, explanation and analysis through exam board questions and specific department made online quizzes, Yr 10 exam will be a combination of questions across the different exam papers studied.

Reports will indicate how well students can recall and apply knowledge, analyse ideas, evaluate sources and make substantiated judgements in line with their knowledge of War and Society in Britain AD793- 2010, The personal Rule of Charles I to Restoration and Kenilworth castle.

YEAR 10 - HOSPITALITY AND CATERING

INTENDED OUTCOMES

Students will follow the WJEC specification covering theory knowledge on the 'Hospitality and Catering industry' and controlled assessment planning for 'Hospitality and Catering in Action'. They will continue to extend knowledge and improve practical skills to include more complex techniques.

COURSE IMPLEMENTATION

Hospitality and catering Provision

Looking at types of food and residential provisions both commercial and non-commercial, target customers, different types of food service and star ratings. End of module assessed test.

Employment roles and working conditions in the Hospitality and Catering Industry

Finding out about different job roles, personal attributes, qualifications/training, contacts and wages, employment law. End of module assessed test.

Nutrients in more depth

Revision and more specific details about nutrients, in particular vitamins and minerals, Use of

the Nutrient Program to look at and analyse RDAs for different individuals and offer improvements. Classwork teacher marked in books.

Cooking methods and skills knowledge
Identifying different cooking methods and their impact on nutritional value of foods, being able to choose dishes by awareness of higher level and more complex skills. Looking at previous dishes made and how students/teacher to assess how skills and nutrient content can be improved.

Production planning for practical exams
Giving students the opportunity to complete detailed time plans including commodity lists, contingencies, safe working practices to enable efficient working. Time-plans to be completed in class and for homework, assessed following exam board guidelines.

Factors affecting success in the Hospitality and Catering Industry
Analysing costs and profit, environmental needs, new technology, impact of media and competition. End of module test.

Coursework Mock planning and practicals
Students are given the opportunity to plan a selection of dishes using a given scenario aimed at a specific provision with a number of targeted customer groups, they will be able to complete a fully timed practical mock examination. Task completed and marked in depth following the exam board criteria.

Practical Food lessons
We aim to increase students' knowledge base of higher skill recipes to including enriched doughs, complex pastries, decorating skills, timing skills and be able to complete detailed dish and personal reviews. Dishes are self and teacher assessed, skills identified and improvements from detailed reviews included for future work.

LEARNING IMPACT

End of module tests will ensure that subject knowledge becomes established by students enabling them to compete a variety of planning and practical tasks showing progression in both theory and practical aspects of the subject, mock exams will also be included.

Work completed throughout the year will be placed on a database which will average marks to provide clear information to parents showing how the student is progressing throughout the year.

YEAR 10 - LATIN

INTENDED OUTCOMES

Students should be able to recognise how Latin syntax is structured and be able to follow the steps for translation. This is by translating each word individually then restructuring into sensible English, also fundamentally by spotting nominatives, accusatives and who is performing the verb by knowing the verb endings. This forms the rudiments of how to tackle translation. They will also become skilled in word derivation and therefore the way cognates assist greatly in translating.

Students should also develop an appreciation of ancient literature (through extracts adapted for purpose) and towards the end of Year 10 have a knowledge of the foundation of the city of Rome, its trade, its geography, its social structure and the everyday lives of the Romans.

COURSE IMPLEMENTATION

Fables
Recall and consolidation of present tense verbs, nominative and accusative nouns with introduction of the plural. The imperative. More complex adjectives. Grammar drilling and longer, more intricate translations using said grammar. Oak Academy videos and activities. Vocabulary test in alpha order from Eduqas spec with word derivations added. Quizlets on noun cases and regular verbs.

The Camel and the River. The Wolf & the Dog. The Bird & the String
Plural accusatives recall. Longer stories / fables with translations incorporating module grammar with drilling. To learn how fables have a moral and how we apply them to modern life. Vocabulary test in alpha order from Eduqas spec with word derivations added. Quizlets on plural accusatives. Open book translation.

Aeneas flees Troy (adapted from Virgil's "Aeneid"). Further fables. More complex uses of the ablative case. More abstract stems of the perfect tense
More complex uses of the ablative case. More abstract stems of the perfect tense. Vocabulary test in alpha order from Eduqas spec with word derivations added. Quizlets on tenses. Open book translation.

Orpheus & Eurydice. Irregular perfect tenses
Assessment 1 revision. Further work on irregular perfect tenses. Oak Academy videos for revision. Vocabulary test in alpha order from Eduqas spec with word derivations added. Quizlets on "eo" and its compounds. Assessment 1 (momentum test).

Caesar and Cleopatra
Irregular verbs "sum" & "eram. Consolidation sentences. 12 mark essay practice for Civilisation module. Vocabulary test in alpha order from Eduqas spec. Quizlets on irregular verbs and civilisation. Ongoing translation of more complex paragraphs.

Ulysses & Polyphemus. The Lotus Eaters. Dido, Aeneas and the "pietas"
The relative clause 1 (nominative) Ist and 2nd person pronouns. The relative clause 2 (accusative) Irregular comparison of adjectives. Vocabulary test in alpha order from Eduqas spec with word derivations added. Quizlets on module grammar. Open book translation. Civilisation 12 mark essay.

Consolidation of all grammar
Consolidation sentences. Civilisation review. Vocabulary test in alpha order from Eduqas spec with word derivations added. Quizlets on Roman life in the insulae to retrieve. Translation without book.

Aeneas Leaves 1. The Cattle of the Sun. Ulysses & the Great Bow
The relative clause 3 (preposition phrases). The pluperfect tense. Revision for formal assessment on language and civilisation. Vocabulary test in alpha order from Eduqas spec with word derivations added. Quizlets on the Roman baths and Roman trade.

Aeneas Leaves 2. Argus & the Suitors. Penelope & Euryclea
The future tense. Embedding of Aeneas' journey so far and its relevance to modern life. Vocabulary test in alpha order from Eduqas spec. Quizlet on future tense endings. Test on various tenses with translation.

Achilles & Hector. Achilles & Priam. Achilles' Anger
The ablative, genitive and dative cases with rationale. The forum and its purpose (further retrieval and embedding.) Assessment prep. Eduqas past paper components 1 and 2 (edited for purpose)

LEARNING IMPACT

Year 10 Civilisation and Language GCSE type momentum assessment. This incorporates translation interspersed with word derivations, grammar inferences and reading comprehension. Shared via data capture to parents / carers.

YEAR 10 - MATHEMATICS

INTENDED OUTCOMES

Year 10 continues and completes the GCSE course; we use this year to recap, consolidate and extend material taught in previous years as well as covering the necessary new content for the GCSE.

Set 1 and 2 will be taught the higher GCSE Paper, and will continue to further develop the work covered in previous years to ensure full understanding of the topics required for a good grade at the Higher Tier GCSE.

SET 1 COURSE IMPLEMENTATION

Geometry – Module 1
During this module students will cover the topics of Transformation Geometry, the 2D Representation of 3D shapes, Measures and Congruence and Similarity, both in 2D and 3D. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Geometry – Module 2
During this module students will extend their knowledge of Pythagoras' Theorem into 3D problems and complete the work on Coordinates and Linear Graphs, Real Life Graphs and Trigonometry in right-angles triangles in both 2D and 3D. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Algebra
This module brings together work from previous years on Quadratics, solving them using advanced algebraic and graphical methods and cover the required work on Rearranging Complex Formulae, Proof and Functions, both composite and inverse. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Ratio and Proportion
In addition to the numerical solution of Ratio and Proportion problems this module also involves the algebraic solution of both Direct and Inverse Proportion problems. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Statistics
During this module, students will recap previous work on Statistical Diagrams, Averages and Range and Scatter Graphs and extend this work into Cumulative Frequency, Box Plots and

Histograms. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Probability
All the previous work on Probability will be recapped and then extended into Tree Diagrams and the use of Venn Diagrams to solve conditional probability problems. Assessment will be via continual assessment of classwork and homework.

SET 2 COURSE IMPLEMENTATION

Geometry – Module 1
During this module students will cover the topics of Transformation Geometry, the 2D Representation of 3D shapes, Measures and Congruence and Similarity, both in 2D and 3D. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Geometry – Module 2
During this module students will extend their knowledge of Pythagoras' Theorem into 3D problems and complete the work on Coordinates and Linear Graphs, Real Life Graphs and Trigonometry in right-angles triangles in both 2D and 3D. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Ratio and Proportion
This module completes work from previous years and will cover the work required for the Higher Tier at GCSE. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Algebra
This module brings together work from previous years on Quadratics, solving them using advanced algebraic and graphical methods and cover the required work on Rearranging Complex Formulae, and Functions, both composite and inverse. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Direct and Inverse Proportion
This module involves the algebraic solution of both Direct and Inverse Proportion problems. Assessment will be via continual assessment of classwork and homework.

Statistics
During this module, students will recap previous work on Statistical Diagrams, Averages and Range and Scatter Graphs and extend this work into Cumulative Frequency, Box Plots and Histograms. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Probability
All of the previous work on Probability will be recapped and then extended into Tree Diagrams and the use of Venn Diagrams to solve conditional probability problems. Assessment will be via continual assessment of classwork and homework.

Inequalities
Previous work on Inequalities on a number line will be recapped and then extended into Inequalities in 2D and regions. Assessment will be via continual assessment of classwork and homework.

SET 3 AND 4 COURSE IMPLEMENTATION

Geometry Module 1
This module includes work on Coordinates and Linear Graphs, Real life Graphs, 2D Representation of 3D Shapes and Measures; it builds upon work covered in previous years and completes the work for the GCSE. Assessment will be via continual assessment of classwork and homework and includes more formal tests.

Geometry Module 2
This module covers the GCSE material on Transformation Geometry, Congruency and Similarity, Pythagoras' Theorem and Vectors. Assessment will be via continual assessment of classwork and homework and includes more formal tests.

Inequalities
In this module we look at inequalities on a number line and apply and interpret limits of accuracy. Assessment will be via continual assessment of classwork and homework and includes more formal tests.

Statistics
This module completes work studied in previous years on all statistical diagrams, averages and range as well as scatter graphs. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Probability
During this module we build on the work covered in previous years and extend this into the use of tree diagrams to solve problems. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Ratio, Proportion and Trigonometry
During this module students will extend their knowledge of basic ratio and proportion to include problems involving area and volume of similar shapes and cover the trigonometry of right-angled triangles. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Algebra – Module 1
This module covers the rest of the work for the GCSE on quadratics, solving them algebraically and graphically, and then looks at the more formal algebraic direct and inverse proportion problems, and then covers the work on rearranging formulae and identities. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Algebra – Module 2
During this module students complete the GCSE course by studying the use of percentages in growth and decay problems, learn how to solve linear simultaneous equations and completes the work on sketching graphs. Assessment will be via continual assessment of classwork and homework.

LEARNING IMPACT

End of module assessments will test students factual recall of basic skills as well as the ability to apply these skills to solve problems.

Marked test papers with both the student's result and class average will be kept in the Knowledge Organiser to facilitate communication with parents and to use for revision for the end of year examination.

YEAR 10 - MEDIA STUDIES

INTENDED OUTCOMES

The development of media knowledge alongside putting their learning into practice by creating a media product based on an externally written brief.

COURSE IMPLEMENTATION

Media context

Students will understand how the media affects society focusing on political, cultural and social impacts, using case studies to support their knowledge. Students will be shown a series of potential exam questions and will use their exercise books to support their learning. Real-life scenarios will support learning to help with their personal development of media.

NEA – Create media products for an intended audience
Students will participate in a practice brief to gain an awareness and understanding of the assessment, as well as expectations before embarking on their final assessment. Students will have their initial product marked with suggestions of improvements and outlines positives before the complete their actual assessment, which is externally assessed.

Media Industries

Students will understand how media conglomerates operate and gain a clearer insight into decision making within varying media industries. Students will be shown a series of potential exam questions and will use their exercise books to support their learning. Real-life scenarios will support learning to help with their personal development of media.

LEARNING IMPACT

All classroom-based modules will have exercise books and work sheets which are marked

following the schools' marking policy, which also provides opportunities for students to improve work with the practice NEA being assessed internally using the marking criteria provided by the exam board and communicated back both written and verbally to the students prior the live brief competition.

Parents will be informed through the use of a mix of school reports, parents evenings and intervention from the classroom teacher as needed.

YEAR 10 - MUSIC

INTENDED OUTCOMES

In this year, pupils refine their skills and knowledge around the three disciplines of performance, composition and production to hone in on the two they will use for their official coursework submissions for the BTEC course. The controlled assessment in the spring term is a summative assessment of their learning for component 1 so pupils should prepare thoroughly and ensure they have researched key features and performed, produced and/or composed in a variety of styles to give themselves the greatest chance of success!

COURSE IMPLEMENTATION

BTEC C1 Popular Styles / BTEC C2 Developing Technique
In this component, pupils will develop their understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. Pupils will also practically explore the key features of different styles of music and music theory and apply knowledge and understanding to developing their own creative work. Popular music styles:

o group 1: 50s and 60s, e.g. rock 'n' roll, British invasion, folk revival, Motown and soul, psychedelic.

o group 2: 70s and 80s, e.g. heavy metal, prog, punk, disco, reggae, synth pop, hip-hop, post punk, hardcore.

o group 3: 90s to present, e.g. grunge, Britpop, rave, techno, house/techno, drum and bass, nu-metal, pop punk, dubstep, reggaeton, grime, trap.

To be assessed through recorded individual or group performances, as well as individual composition tasks using music technology and a written review of learning.

BTEC C1 Other Styles / BTEC C2 Developing Technique
In this component, pupils will develop their understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. Pupils will also practically explore the key features of different styles of music and music theory and apply knowledge and understanding to developing their own creative work. Other music styles:

o group 4: world music and fusion, e.g. samba, bhangra, African drumming, gamelan.

o group 5: music for media (film, TV or computer games), e.g. jingles, theme tunes, soundscapes, ambient music, Foley, diegetic, non-diegetic, motifs and leitmotifs, thematic development.

o group 6: western classical styles of music, e.g. baroque, classical, romantic, orchestral, leitmotif, minimalism, serialism.

To be assessed through recorded individual or group performances, as well as individual composition tasks using music technology and a written review of learning.

BTEC C1 Controlled Assessment
Task 1 (5 supervised hours): pupils will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme.

Task 2 (7 supervised hours): pupils will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques. The examples created must cover three from the following list:

A live performance (video)
An audio recording (multitrack)
Music for film/media/computer games
An original song or composition
A DAW project (remix/arrangement).

Pupil work will be completed under controlled assessment conditions and assessed against the BTEC course's marking criteria.

BTEC C2 Professional and Commercial Skills
Pupils will need to build their knowledge of the music industry and the changing landscape of marketing and promotion. They will learn how musicians share their work and collaborate with others and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share their work and skills development with others. To be assessed through a marketing campaign task and a written review of learning.

BTEC C2 Applying and Developing
In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. To be assessed through recorded individual or group performances or production using music technology and an end of unit test.

LEARNING IMPACT

Progress is formally assessed in year 10 during their controlled assessment window for component 1: Exploring Music Products and Styles (contributing to 30% of their overall grade for the course) which will be reported to parents in line with the school assessment reporting calendar. Prior to this, students will undertake a series of learning and 'mock' tasks which will be continually formatively assessed in lead up to the controlled assessment.

YEAR 10 - PHILOSOPHY AND ETHICS

INTENDED OUTCOMES

Students will develop their understanding of beliefs and teachings in Islam, and explore the themes of religion, peace and conflict and religion and life.

COURSE IMPLEMENTATION

Islam: beliefs and teachings

Students will learn about the key similarities and differences between Sunni and Shi'a Islam, and explore the Islamic teachings regarding the nature of God, predestination and afterlife, in addition to learning about central Islamic religious concepts such as Tawhid. There will in-class assessments which will equip students for their end of topic assessments.

Theme B: Religion and life

Students will explore contrasting religious, philosophical and ethical arguments on abortion, euthanasia and animal experimentation, and investigate different views regarding origins of the universe, duty of human beings, and the value of human life. There will in-class assessments which will equip students for their end of topic assessments.

Theme D: Religion, peace and conflict

Students will explore contrasting religious, philosophical and ethical arguments on violence, pacifism and the use of weapons of mass destruction, and investigate religion and belief as a cause of war and peace-making in the contemporary world. There will in-class assessments which will equip students for their end of year assessment.

LEARNING IMPACT

Key knowledge will be monitored through the use of knowledge tests and end of topic exams. This will be accompanied by low stake quizzing and purple pen marking assignments within lessons, in addition to assigned homework that will develop exam skills.

YEAR 10 - PHYSICAL EDUCATION

INTENDED OUTCOMES

All students will be encouraged to tackle complex and demanding physical activities and get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

Students who have chosen PE as a GCSE will also develop their knowledge of Anatomy and Physiology and Sports Psychology as well as improving upon their ability to answer exam questions clearly and concisely and developing their practical skills further.

CORE PE COURSE IMPLEMENTATION

Invasion games

Knowledge, skills and understanding will be applied to full context games according to activity interest from a selection of games including basketball, football, bench-ball and handball. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Net games

Again, knowledge, skills and understanding will be applied to full context games according to activity interest from a selection of games including volleyball, badminton, table tennis and tennis. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Gymnastics

The focus in trampolining is on developing confidence when performing and coaching skills in isolation with accuracy and precision and performing combinations of greater complexity on the trampoline that can be used in sequence work. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Outdoor and Adventurous Activities

Problem solving as a team to build trust, relationships, cooperation and collaboration to achieve a shared goal will be the focus through a variety of team building activities. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Health, fitness and wellbeing

Activities with a fitness theme to involve student participation in activities designed to increase their physical, social and mental wellbeing will include bootcamp (addressing physical and mental strength and determination), step and boxercise (where students follow and plan routines), and yoga and walking where mindfulness and relaxation are honed. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Athletics

Faster, higher, stronger is the theme to be explored through development of techniques in preferred athletic activities in running, jumping and throwing events. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the

best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Free choice

Students will select their preferred physical activities to follow – these may be completely new activities or firm favourites according to group preference. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Striking and fielding games
Again, knowledge, skills and understanding will be applied to full context games according to activity interest from a selection of games including cricket, rounders and softball. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

GCSE PE COURSE IMPLEMENTATION

Structure and function of the musculoskeletal system

Students will learn about the major bones and muscles in the body and how they work together to cause movement, the functions of the skeleton and joint structure. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Structure and function of the cardio-respiratory system

Students will learn about the pathway of air, gaseous exchange, mechanics of breathing, blood vessels, and the cardiac cycle. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Anaerobic and aerobic exercise

Students will learn the meaning of aerobic and anaerobic exercise and be able to understand specific examples of each, alongside learning about EPOC, oxygen debt and the recovery process after vigorous exercise. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Short and long term effects of exercise

Students will understand the immediate, short term, and long term, effects of exercise and how they affect an athlete's body. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Movement Analysis

Students will understand first, second and third-class lever systems, mechanical advantage, planes and axes. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Physical Training

Students will understand the relationship between health and fitness, components of fitness and their tests, principles of training, types of training, how to optimise training and prevent injury, seasonal training, warm up, cool down and data analysis. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

LEARNING IMPACT

In each assessment, students develop their ability to answer GCSE style questions, using subject specific vocabulary throughout, the year will culminate in and end of year mock exam that will allow students to showcase their ability to answer questions and the knowledge they have developed throughout the year. Once completed, assessments results are recorded and shared with parents and students via end of year reports. (GCSE PE Only)

YEAR 10 - PHYSICS

INTENDED OUTCOMES

The GCSE Physics course is designed to develop students' scientific knowledge and conceptual understanding, understand the nature, processes and methods of science through scientific enquiries, learn to apply observational, practical, modelling, enquiry and problem-solving skills and develop their ability to evaluate claims through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

COURSE IMPLEMENTATION

The Particle Model of Matter

Students will learn how the particle model is used to predict the behaviour of solids, liquids and gases, the effect of changes in temperature and pressure on gases, how to measure density, the internal energy stores of particles, how changing state requires energy, and how to manipulate formulas. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

Atomic Structure
Students will learn the historical development of the current model of the atom, how ionising radiation is hazardous but useful, the formation of isotopes and writing nuclear equations, calculating the half-life of a radioactive particle and the uses of radioactive materials in medicine, industry, agriculture and electrical power generation. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

Forces
Students will learn what are contact and non-contact forces, how to calculate forces to design machines and instruments, the relationship between mass, weight and gravity, the relationship between forces and elasticity, he relationships between speed, time, distance, velocity and acceleration, interpreting speed/time and velocity/time graphs, Newton's Laws of Motion, and investigating motion and momentum. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

LEARNING IMPACT

Developing knowledge, practical and mathematical skills across the GCSE curriculum will allow students to progress into Year 11 with the ability to analyse more complex scientific ideas; an end of year assessment covering a range of topics learned in Year 10 will allow students to demonstrate the progress they have made in Physics.

Student's Working At grades will be produced using an average of the End of Topic assessments; this will also include assessment of practical skills and will be reported to parents based on the whole school assessment calendar for that year.

YEAR 10 - PSYCHOLOGY

INTENDED OUTCOMES

Students will deepen their understanding and knowledge of non experimental methods such as questionnaires, observations and interviews, before exploring the world of social psychology and the development of intelligence.

COURSE IMPLEMENTATION

Research Methods (Part 2)
Students now having already explored the fundamentals of psychology experimental methods, will add further techniques to their experimental design; such as observations and questionnaires. Students will be assessed in a variety of ways via examination style questions in lessons, timed essays and short quizzes. This will give students the necessary skills in preparation for end of topic assessments.

Development

This topic focuses on early brain development. Students will also look at a theories of intelligence in order to gain an understanding of how they can be applied to education. Students will be assessed in a variety of ways via examination style questions in lessons, timed essays and short quizzes. This will give students the necessary skills in preparation for end of topic assessments.

Social Influence

This topic explores social behaviours such as conformity and obedience. Students will study real life atrocities such as the holocaust to understand why this happened and how it can be prevented. Students will complete a variety of examination style questions in lessons which

will equip them with the necessary skills for an end of topic test.

Perception
Students will learn about the differences between sensation and perception. Enabling them to understand different illusions such as Rubin's vase. Students will also explore the extent to which perception is influenced by nature or nurture. Students will be assessed in a variety of ways via examination style questions in lessons, timed essays and short quizzes. This will give students the necessary skills in preparation for end of topic assessments.

LEARNING IMPACT

Key knowledge will be monitored through the use of half-term assessments. This will be accompanied by low stake quizzing within lessons and assigned homework that will develop exam skills.

Assessments will be reported to parents via following school data drop policy and calendar.

YEAR 10 - SOCIOLOGY

INTENDED OUTCOMES

Students will develop their sociological knowledge to explore more complicated issues such as crime and education and be able to apply real life examples to the theory learnt in the classroom.

COURSE IMPLEMENTATION

Education (Part 2)

Students will complete their exploration of education (started in Year 09) to finally consider why certain groups in society seems to do better in education and reasons we could use to explain these differences. Mini knowledge quizzes and writing tasks that lead to an end of unit assessment.

Crime and Deviance

Students will explore reasons for why crime happens, using real life examples and look at how we tackle crime, for example does prison really work? Mini knowledge quizzes and writing tasks that lead to an end of unit assessment.

LEARNING IMPACT

Application of theory to real life will be key, which will be assessed via past papers questions. Key knowledge is still assessed via weekly 'flashback' tests to see how well they can recall previously learnt knowledge.

YEAR 10 - SPANISH

INTENDED OUTCOMES

In Year 10 Spanish, students start the new GCSE course and consolidate their ability to understand and respond to written and spoken language around GCSE themes: “Media, Technology”, “Travel and tourism”, “My personal world”, “Lifestyle and Wellbeing” and “Studying and my future”.
They build-up on their knowledge of previously acquired vocabulary, grammar and phonics, and explore the more advanced aspects of the subject which will help them master the skills necessary to succeed at GCSE.

COURSE IMPLEMENTATION

Module 1 “Media and Technology”
Students consolidate their use of three tenses with high frequency verbs to discuss sports, online activities, arranging to go out and narrating a past weekend out. They use their ability to formulate questions and practise GCSE role play and carry out an interview in Spanish. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively. By the end of the first module, students have been assessed in listening, reading, dictation and speaking (role play task).

Module 2 “Travel and Tourism”

Students develop their ability to discuss past, general and future holidays. They learn to use new complex structures such as superlative, as well as the imperfect tense. They apply their skills onto the photo-based conversation GCSE speaking task in Spanish. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively. By the end of the module about “Travel and tourism”, students have been assessed in listening, reading and writing (photo-based description + 40-50-words task).

Module 3 "My personal world"
Students learn to discuss relationships in their family, by using reflexive verbs. They also develop their describing skills in order to define what makes a good friend and a role model. They are introduced to the imperfect tense to narrate their life as a child. They apply their skills onto the photo-based conversation GCSE speaking task in Spanish. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively. By the end of the module about "My personal world", students have been assessed in listening, reading and grammar.

Module 4 "Lifestyle and wellbeing"
Students learn about typical diets and how to describe their daily routine. They compare their old and new habits by combining 2 tenses. They also discuss illnesses and injuries by using reflexive verbs, and they explain how they will improve their lifestyle in the future. They consolidate their ability in the GCSE reading aloud and role play speaking tasks. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively. By the end of the module "Lifestyle and wellbeing", students have been assessed in listening, reading, speaking (reading aloud and role play tasks).

Module 5 "Studying and my future"

Students continue to improve expressing opinions when discussing school subjects, school rules and the school uniform. They learn to use the conditional tense to improve their school, as well as the past tense to narrate a previous school trip. They consolidate their ability in the GCSE photo-based conversation task. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module "Studying and my future", students have completed their first trial examination in all 4 GCSE skills.

LEARNING IMPACT

In each assessment, students develop their ability to cope with GCSE-type tasks in all 4 skills (Listening, Reading, Writing and Speaking).

Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress.

YEAR 10 - TEXTILE DESIGN

INTENDED OUTCOMES

In Year 10 students work on a series of assignments based on independent themes.
Students will learn:

- Observational drawing skills, developing an understanding of tone, line and form and how to improve accuracy.
- How to research and analyse the work of artists, visually and in written form, in order to inform ideas.
- How to experiment with ideas and variety of textile techniques and media in the pursuit of designing exciting pieces of art work.
- How to apply their knowledge and skills to create personal and independent final pieces.

COURSE IMPLEMENTATION

Personal Portfolio: Records of Observation
Students further develop and enhance their observational drawing skills in order to support the development of their projects, improve accuracy and foster independence; they focus on enhancing their skills in tone, line, texture and form. Assessments are based on the development and refinement the drawings presented in students' portfolios and their independent application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Contextual Studies
Students study the work of Marcia Baldwin and learn about the origins and application of batik; they learn how to critically analyse and evaluate works of art, develop and justify their opinions, and consider how Marcia Baldwin's application of colour and layer might be used to inspire their own creative ideas. Assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and analytical abilities alongside practical skills and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Batik – Experimentation and Design
Students learn about resist processes and how to build a batik safely, effectively layering colours in order to accurately realise their intentions, whilst developing their own ideas, designs and compositions; they create links to their artist research and focus on colour theory, colour theory, colour mixing and line. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught, with final

assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Batik – Final Piece
Students develop a personal outcome for their project, consolidating the projects learning with the creation of a final batik based on independent themes. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Observational Drawing
Students develop and enhance their observational drawing skills using gridding techniques in order to improve accuracy and independence; they develop their skills in tone, line, texture and form; whilst producing a series of drawings from students' photographs based on chosen themes to inform independent projects. Assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Contextual Research
Student's research and choose an artist or fashion designer's work or Art movement that inspires them; they learn how to independently critically analyse and evaluate works of art, develop and justify their opinions, and work in this style to inspire their own creative ideas. Assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and analytical abilities alongside practical skills and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Press Print, Stenciling and Design
Students learn how to manipulate and apply press printing and stenciling techniques in order to then develop and realise their own ideas, designs and compositions; they create links to their artist research and focus on shape, composition, colour and pattern. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Felt making and Design
Students learn how to make and manipulate felt in order to then develop and realise their own ideas, designs and compositions; they create links to their artist research and focus on composition, colour, shape, tone and texture. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Sewing Machines, Reverse Applique and Design
Students learn how use a sewing machine safely and effectively, learning how to use this skill to create reverse appliques in order to then develop and realise their own ideas, designs and compositions; they create links to their artist research and focus on layering, composition, line, colour, pattern and shape. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Personal Portfolio: Design and Final Piece
Students will learn about and experiment with the rules of composition in order to enhance the

structure of their design work; they create a series of design ideas and refinements conveying their intentions and develop a personal final outcome, consolidating the projects learning with the creation of a detailed piece that is based on independent themes, combines textile techniques and conveys links with research. Students will be assessed on the quality of the design work presented in their portfolios, their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

LEARNING IMPACT

The development of knowledge and skills across the year 10 curriculum gives our students a great basis for creating dynamic and successful textile projects, enhancing their confidence and ability to communicate and realise their own ideas in a range of textile media, whilst focusing on quality outcomes and fostering independence.

Students' working at grades for Textile Design are taken from an average of the main assessment objectives covered across the year: drawing and recording, research, experimentation and designing and final outcomes; and how students make connections between these objectives to inform their ideas.

Students' achievements and progress against these main assessment objectives, will be corresponded to parents through termly data and yearly written reports.

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