DRIFFIELD
SCHOOL
& SIXTH FORM

Driffield School & Sixth Form

Year 10 Curriculum Guide

Welcome

Our Key Stage 4 curriculum is designed to ensure that all students continue to follow a broad and balanced curriculum. During Year 9, students select their GCSE options and embark on an ambitious two-year programme of study that will lead to examinations at the end of Year 11. The options process allows students to specialise in the subjects that they enjoy, and excel in, and the timetable allows more time to develop the depth of knowledge in the subjects they have chosen. All students will study English language, English literature, mathematics, science, physical education and APEX (Achieving Personal Excellence).

APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. In Year 10, students will have one APEX lesson per fortnight and these focus on building greater knowledge and awareness of both PSHE education and religious studies. All students also have one hour of core PE a week to support their physical development.

In addition to the core curriculum, students will study four other subjects and we offer a wide range of subjects for all learners to study, including a number of vocational options.

At Key Stage 4, we continue to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives. This is underpinned by a culture that places a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. Students will also develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics.

Staff Contacts:

APEX	Miss A Charlton
Business	Mr D Hudson
Child Development	Mrs K Goodwin
Computer Science	Mr D Arrowsmith-Cooper
Digital Information Technology	Mr D Arrowsmith-Cooper
Drama	Mr A Colley
D&T	Mrs R Knight
Engineering	Mrs R Knight
English	Mrs H Collins
Enterprise and Marketing	Mr D Hudson
Fine Art	Miss E Appleby
Food Preparation and Nutrition	Mrs R Knight
Geography	Mrs C Vicary
Health and Social Care	Mrs K Goodwin
History	Mrs A Burnitt
Maths	Mrs C Hogben
Media Studies	Dr K Compton
Modern Foreign Languages	Ms L Pearce
Music	Mr B Couper
PE	Mr A Duke
Photography	Miss E Appleby
RS	Mrs L Corn
Science	Mrs R Backhouse
Sport Studies	Mr A Duke

APEX

The APEX curriculum aims to develop students' personal development, alongside teaching the importance of British values. APEX in Year 10 is split between PSHE content (Healthy Living and Relationships and Sex Education) and Religious Studies. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per fortnight in Year 10 which will focus on the following topics:

Autumn	Spring	Summer
Healthy Living Students will learn how to take care of their own health and well-being. This unit will focus on alcohol and binge drinking, drug abuse and self-harm.	**Relationships and Sex Education** Students will continue to develop their understanding of relationships and sex education. This unit will focus on fertility, pregnancy and the legalities relating to online sexual content.	**How does the Media portray Religion?** Students study how the media presents religion and they will analyse how this impacts prejudice and discrimination.
Relationships and Sex Education Students will learn about what behaviours are acceptable and unacceptable in a relationship. This unit will explore consent, harassment and domestic violence.	**Harm No Living Thing** Students explore religious and non-religious views about animal rights, whether we should be stewards of the earth and why some people choose to be vegan and vegetarian.	

Our Year 10 Curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) education for our students so they can make safe and considered choices about their personal development and well-being
- To provide effective relationships and sex education to all of our students
- To make connections between real life and future decisions
- To build empathy and understanding of different cultures and beliefs (both religious and non-religious)
- To develop a personal 'worldview' and be connected to issues faced by multi-ethnic and multi-faith societies
- To prepare our students for their next steps in life during and after school

Business

Knowledge taught in Year 10:

Autumn	Spring	Summer
Enterprise & Entrepreneurship Students will investigate the role, the risks and the rewards of entrepreneurship.	**Spotting a Business Opportunity (continued)** Students will learn what business aims and objectives are and why they may differ between businesses.	**Making the Business Effective** Students will investigate the types of business ownership, business location factors and the marketing mix.
Spotting a Business Opportunity Students explore how new and small businesses identify opportunities by understanding the customer needs and using market research.	**Putting a Business Idea into Practice** Students will learn how a business finances itself and understand the importance of achieving profit and having sufficient cash flow.	**External Influences** Students will learn how technology, legislation and the economy can influence business activity.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topic 1.1 Enterprise & entrepreneurship Topic 1.2 Spotting a business opportunity Topic 1.3 Putting a business idea into practice Topic 1.4 Making the business effective Topic 1.5 External influences	1 hr 30 min	50%	Summer 2024
Paper 2	Topic 2.1 Growing the business Topic 2.2 Making marketing decisions Topic 2.3 Making operational decisions Topic 2.4 Making financial decisions Topic 2.5 Making human resource decisions	1 hr 30 min	50%	Summer 2024

Main skills developed in Year 10:

- Organisation and time management
- Teamwork
- Research and analytical skills
- Evaluation skills

How parents can help to support their child's learning:

- Discuss topical business news stories with your child
- Encourage independent reading and reading for pleasure at home at least once a week
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

Child Development

Knowledge taught in Year 10:

Autumn	Spring	Summer
Factors affecting pre-conception health for women and men and types of contraception. Students will explore factors that affect preconception and the advantages and disadvantages of contraceptive methods.	**Reproduction and pregnancy. Antenatal care and preparation for birth.** Students will look at the structure and function of the reproductive systems, how reproduction takes place and the signs and symptoms of pregnancy.	**Postnatal checks, postnatal care and the conditions for development.** Students will explore post-natal checks carried out on a baby after birth and the reasons why. They also look at the postnatal care of mother and baby.
Creating a safe environment in a childcare setting. Students will plan to create a safe environment in a childcare setting. They will also look at why accidents happen and how to prevent them.	**Nutritional needs of children from birth to five years** Students will look at Government dietary recommendations and essential nutrients and their functions. They will then plan and prepare a meal.	**Complete OCR set assignment** **Expected development norms** Students will complete the set assignment about creating a safe environment. They then learn about the expected development norms from one to five years.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
RO58 Create a safe environment and understand the nutritional needs of children from birth to five years.	Task 1 - Choose essential equipment for OCR Day Nursery Task 2 - Identify and prevent accidents in OCR Day nursery Task 3 - Recommend healthy meal choices	12-14 hrs	30%	Summer 2 2023
RO57 Health and well-being for child development	Task 1 – Observe a child aged 4–5 years and compare them to developmental norms Task 2 – Plan and evaluate a suitable play activity	12-14 hrs	30%	Spring 2 2024
RO59 Understand the development of a child from one to five years	In this exam you will be assessed on: 1. Pre-conception health and reproduction 2. Antenatal care and preparation for birth 3. Postnatal checks, postnatal care and the conditions for development 4. Childhood illnesses and a child-safe environment	1 hr 15 min	40%	Summer 1 2024

Main skills developed in Year 10:

- Communicating effectively with individuals or groups
- Researching topic areas and recording research sources, then using them to interpret findings and present evidence
- Planning creative activities which will involve managing time and identifying aims, purpose, resources and methods
- Creatingand presenting/delivering information to a group or individual

How parents can help to support their child's learning:

- Encourage your child to read a range of high-quality resources including newspaper articles, blogs and relevant books
- Encourage your child to review and redraft their written work to ensure they achieve the best possible outcome in their coursework
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

Computer Science

Knowledge taught in Year 10:

Autumn	Spring	Summer
Hardware Students will learn the basics of how computer hardware operates, including the central processing unit, storage devices and embedded systems.	**Binary** Students will learn how binary numbers are used to represent data, values and programs and how to use calculate with binary and hexadecimal.	**Algorithms** Students will learn the principles of how algorithms are designed, expressed, tested and followed and how standard sorting and searching algorithms are used in programming.
Software Students will learn the different types of software (system and application) and the functionality of an operating system.	**Data** Students will learn how text, sound and graphics are represented, how data is stored and the use of compression.	**Truth Tables** Students will learn how logic can be expressed and tested using Truth Tables and logical operators (AND, OR, NOT).
Programming in Python Students will learn about high and low level programming languages and how translation is done, as well as the basics of writing high level programs using Python, including: input and output; data types; variables; arithmetic, relational and logical operators; selection.		

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Principles of Computer Science (Written examination) Computational Thinking; Data; Hardware & Software; Networks; Issues & Impact	1 hr 30 min	50%	Summer 2024
Paper 2	Application of Computational Thinking (Onscreen examination) Understanding algorithms; reading, writing and refining programs	2 hrs	50%	Summer 2024

Main skills developed in Year 10:

- Key computer science vocabulary
- Principles of computational thinking and program design
- How algorithms are designed, expressed and implemented
- How to create programs using Python
- Understanding of key computer science theory around hardware and software

How parents can help to support their child's learning:

- Encourage practising the skills they learn at school, particularly programming by downloading and installing relevant software, which is freely available at no charge (Students will be given links to the sites where the software can be found, or to online alternatives where installing at home is not possible)
- Encourage your child to complete their homework. They will be set homework activities designed to support and build on classroom learning
- We provide access to computers for homework to be completed during lunchtimes and after school.

Digital Information Technology

Knowledge taught in Year 10:

Autumn	Spring	Summer
Component 1: Exploring User Interface Design Principles and Project Planning Techniques Students will learn the principles of designing a user interface, including formal planning techniques and begin to create their own interface based on a client brief.	**Component 1: Exploring User Interface Design Principles and Project Planning Techniques** Students will complete the creation of their interface and then evaluate and review using formal evaluation techniques, before using the review and feedback to make improvements.	**Component 2: Collecting, Presenting and Interpreting Data** Students will learn the principles of data collection, representation and modelling, evaluate the quality of data and understand threats.

Assessment Information:

Component	What is assessed?	Length of exam	Weighting	When
Component 1	Exploring User Interface Design Principles and Project Planning Techniques (Internally Assessed Coursework)	N/A	30%	Spring/ Summer 2023
Component 2	Collecting, Presenting and Interpreting Data (Internally Assessed Coursework)	N/A	30%	Autumn 2023 /Spring 2024
Component 3	Effective Digital Working Practices (Externally Assessed Written Exam)	1 hr 30 min	40%	Summer 2024

Main skills developed in Year 10:

- User interface design principles
- Project planning and evaluation techniques, e.g. storyboarding, gantt charts
- Use of Microsoft PowerPoint to create an interactive interface using links
- Use of Microsoft Excel to organise and manipulate data using e.g. functions, formatting, charts

How parents can help to support their child's learning:

- Encourage practising the skills they learn at school
- By downloading and installing relevant software. Microsoft Office is freely available at no charge to students (students will be given links to the sites where the software can be found, or to online alternatives where installing at home is not possible)
- Encourage your child to complete their homework. They will be set homework activities designed to support and build on classroom learning
- We provide access to computers for homework to be completed during lunchtimes and after school (coursework must, however, be completed in the class in supervised conditions)

Drama

Knowledge taught in Year 10:

Autumn	Spring	Summer
Introduction to GCSE Drama and Practitioners Students will learn about different practitioners and apply their methodologies in practice.	**Introduction to Set Text** Students are introduced to the new set text.	**Completion of Component 1 – Devising Theatre** Students will prepare and complete their C1 devised exam.
Introduction to Devising Theatre Students are introduced to devising theatre and will work from a stimulus.	**Introduction to Live Theatre** Students will learn how to evaluate live theatre.	

Assessment Information:

Component	What is assessed?	Length of exam	Weighting	When
Component 1 (NEA)	**Devising Theatre** • Devised piece • Supporting portfolio • Evaluation of performance	 15 mins 900 words 1 hr 30 min	40%	Summer 2023
Component 2 (NEA)	**Performing from a Text** Scripted performance of a published play	15 min	20%	Spring 2024
Component 3 (Exam Paper)	**Interpreting Theatre**	1 hr 30 min	40%	Summer 2024

Main skills developed in Year 10:

- Apply knowledge and understanding when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context
- Develop a range of theatrical skills and apply them to create performances
- Work collaboratively to generate, develop and communicate ideas
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness of the roles in professional theatre practice

How parents can help to support their child's learning:

- Encourage your child to read their set text, and discuss artistic intentions and interpretations
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language)
- Encourage your child to see live drama and theatre at local theatres
- Encourage your child to take part in extra-curricular activities

Design and Technology

Knowledge taught in Year 10:

Autumn	Spring	Summer
Using timbers Students build understanding of the first material area through both practical and theory lessons on the sources, types and properties of timbers.	**Systems** Students use their understanding of different material areas to develop an LED desk lamp using a process of modelling and iterative design.	**Sustainable Design** Students develop their understanding of the wider issues facing designers, whilst completing an NEA style iterative design challenge.
Metals & Polymers Our next focus is sources, properties and types of both metals and polymers and how they can be used together to create products.	**Fibres and Fabrics, Papers and Boards** In exploring the final core material areas, students create a parafoil kite to look at how 3D forms can be created from flat materials.	**NEA Launch** Students will practise their design skills before starting their NEA project, which will continue into Year 11.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Exam Paper: Principles of Design and Technology	Section A: Core Knowledge Section B: In-depth knowledge (specialist material area)	2 hrs	50%	Summer 2024
NEA: Iterative Design Challenge	Portfolio of work demonstrating the ability to respond to a set of contexts provided by the exam board (1st June Y10). Involves research, design, planning and prototyping	Approx 40 hrs	50%	Summer 2023 - Spring 2024

Main skills developed in Year 10:

- Knowledge and understanding of core material areas
- Understanding of the iterative design process
- Understanding of how a wide range of materials are used and combined to create successful products
- Safe working practices
- Use of tools and materials to produce prototypes
- Understanding of the wider issues faced and considered by designers

How parents can help to support their child's learning:

- Discuss your child's D&T lessons with them and encourage them to consider why the tasks they are completing are important
- Encourage your child to look at the products around them and analyse the successes in their design
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

Engineering

Knowledge taught in Year 10:

Autumn	Spring	Summer
Principles of Engineering Design Students begin this unit by learning about the approaches to the design process, including iterative, sustainable and user centred design.	**Principles of Engineering Design** In this part of the unit, students develop drawing and design skills that will not only benefit them in their exam, but also their Year 11 coursework unit.	**Principles of Engineering Design** Year 10 students continue building exam and coursework skills by learning to identify and produce formal engineering drawings.
Design Evaluation and Modelling Following a range of practice tasks to build skills, we launch the first coursework unit. Students will analyse and disassemble a given type of product.	**Design Evaluation and Modelling** For the second learning objective of their coursework students must produce a prototype by accurately following a technical drawing.	**Communicating Designs** Following the submission of their first coursework unit, students will begin building skills for the second, in which they must design and develop a product to meet a given brief.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
R038	Written exam: Principles of engineering design	1 hr 15 min	40%	Summer 2024
R039	NEA: Communicating Design	Approx 12 hrs	30%	Summer 2024
R040	NEA: Design, evaluation and modelling	Approx 12 hrs	30%	Summer 2023

Main skills developed in Year 10:

- Understanding of the design process and its different approaches
- Understanding of how engineers research and design solutions
- Analysis of existing products to inform design decisions
- Using materials, tools and equipment safely
- Developing accuracy in creating prototypes

How parents can help to support their child's learning:

- Discuss your child's engineering design lessons with them and encourage them to consider why the tasks they are completing are important
- Encourage your child to look at the products around them and consider how they have been designed and manufactured
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

English

Knowledge taught in Year 10:

Autumn	Spring	Summer
A Christmas Carol (Literature Paper 1) Students will explore author's craft and Victorian influences throughout the study of Dickens' novella.	**Power and Conflict poetry (Literature Paper 2)** Students will analyse the way power and conflict are presented through fifteen poems.	**Poetry (Power and Conflict and Unseen poetry)** Students will form links between poems studied and develop strategies to analyse voices and themes running throughout a range of unseen poems.
A Christmas Carol (Language Paper 1) Students will use extracts from Dickens' novella as stimulus for creative writing.	**English Language Paper 1 (Language Paper 1)** Students will understand how to analyse writers' choices and develop skills in creative writing.	**English Spoken Language (English Language award)** Students will explore the power of the spoken word whilst creating and presenting their own speech on a meaningful cause or topic.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
English Language Paper 1	Section A: Reading (one literature fiction text) Section B: Writing (descriptive or narrative)	1 hr 45 min	50% Language GCSE	Summer 2024
English Language Paper 2	Section A: Reading (two literary non-fiction texts) Section B: Writing (Presenting a viewpoint)	1 hr 45 min	50% Language GCSE	Summer 2024
English Literature Paper 1	Section A: Shakespeare's '*Macbeth*' (extract and analysis) Section B: 19th Century novel *'A Christmas Carol'* (extract and analysis)	1 hr 45 min	40% Literature GCSE	Summer 2024
English Literature Paper 2	Section A: Modern drama *'An Inspector Calls'* (one essay question) Section B: Power and Conflict poetry (compare two poems with a focus) Section C: Unseen Poetry (essay response and comparison)	2 hrs 15 min	60% Literature GCSE	Summer 2024

Main skills developed in Year 10:

- To develop students' independence and resilience when studying new texts from a range of contexts
- To recognise and respond to the effects of authorial choices
- To understand how and why writers have chosen the medium they have to deliver their viewpoint
- To write with increasing accuracy and confidence
- To debate and listen to the causes of others

How parents can help to support their child's learning:

- Encourage independent reading and reading for pleasure at home at least once a week
- Encourage your child to review and redraft their written work for improved technical accuracy
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

Enterprise and Marketing

Knowledge taught in Year 10:

Autumn	Spring	Summer
Market Research Students will learn how to carry out market research to aid decisions relating to a business proposal.	**Market Segmentation** Students will learn how to apply market segmentation to build a customer profile.	**Branding** Students will learn how to develop a brand identity to target a specific customer profile.
Financial viability Students will learn what makes a product financially viable.	**Design Mix** Students will learn how to create a design mix for a new product.	**Promotion Campaign** Students will learn how to create a promotional campaign for a brand and product.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Exam paper	Enterprise and marketing concepts	1 hr 15 min	40%	Summer 2024
NEA	Design a business proposal	N/A	30%	N/A
NEA	Market and pitch a business proposal	N/A	30%	N/A

Main skills developed in Year 10:

- Verbal communication/presentation
- Research
- Analytical skills
- Digital presentation

How parents can help to support their child's learning:

- Discuss topical business news stories with your child
- Discuss the set assignments with your child
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

Fine Art

Knowledge taught in Year 10:

Autumn	Spring	Summer
Day of the Dead Students explore various different techniques and processes (as a foundation for the rest of the course in Fine Art): drawing, painting, printmaking, digital artwork, photography and 3D work, under the theme of the Mexican Day of the Dead Festival.	**Day of the Dead** Completion of a final outcome from work completed in the first term. **Portraiture** Students begin drawing detailed facial features, before moving on to draw accurate self portraits for use in subsequent unit on identity.	**Identity** Students explore different types of artwork to inspire their own ideas for experimental work on the theme of identity.

Assessment Information:

Component	What is assessed?	Length of exam	Weighting	When
Component 1	Two coursework projects	N/A	60%	
Component 2	Externally set assignment included 10 hours of controlled time to produce a final outcome. Preparation starts in January of Year 11	10 hrs	40%	Spring 2024

Main skills developed in Year 10:

- Observational drawing and photography to record ideas
- Basic photoshop skills to develop ideas
- Printmaking – lino cutting and mono print
- Painting skills
- Clay work
- Reflecting on work as it progresses
- How to develop ideas within the context of other artists
- Realising their own intentions from a starting point, through to a personal, creative outcome

How parents can help to support their child's learning:

- Students are expected to spend at least 2 hours per week outside of lesson time on homework and/or at after school sessions, to develop their work and an complete work of an ambitious nature
- Students should have a keen interest in art and design within a wider context and we encourage students to see exhibitions with their family, watch art documentaries on television and to follow artists/photographers on social media
- Encourage your child to use GCSE Art & Design Bitesize. This provides a supportive guide for this course

Food Preparation and Nutrition

Knowledge taught in Year 10:

Autumn	Spring	Summer
Macronutrients In this unit, we explore the three macronutrients needed in our diet and develop an understanding of how these nutrients behave in recipes.	**Diet, Health & Nutrition** Students develop an understanding of the nutritional needs of different life stages and complete a practice NEA2 assignment.	**Food Safety** Students develop and apply the principles of food safety, including the use of micro-organisms used in food production.
Micronutrients Students gain an understanding of the importance of micronutrients in our diet and develop an understanding of the functional and chemical role of macronutrients in recipes.	**Food Provenance** We develop an awareness of how food is sourced, in this unit, and learn the stages of processing and the technological developments involved in production.	**Food Science** Students apply scientific knowledge of how ingredients react in the making of food products whilst also completing a practice NEA1 food investigation task.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Section A: Multiple choice questions (20 marks) Section B: Five questions with a number of sub questions (80 marks)	1 hr 45 min	50%	Summer 2024
NEA1	Food Investigation Task	10 hrs	15%	Autumn 2023
NEA2	Food Preparation Task	20 hrs	35%	Autumn 2023

Main skills developed in Year 10:

- Develop a range of high level complex practical skills
- Apply principles of food safety in practical situations
- Develop an extensive knowledge of nutrition and food commodities
- Apply knowledge and understanding gained from practical and theory lessons to research, analyse and evaluate information

How parents can help to support their child's learning:

- Encourage your child to be organised for practical lessons, ensuring they have ingredients and a clean apron
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in
- Encourage your child to complete assessed tasks by deadlines set
- Encourage your child to practice technical skills at home

Geography

Knowledge taught in Year 10:

Autumn	Spring	Summer
Weather Hazards & Climate Change Students will learn about the global circulation of the atmosphere and climate change over time. Case studies will include examples of tropical cyclones and a drought in both developed and developing countries.	**UK Changing Landscapes** Within this topic students will study the UK's changing landscapes and complete detailed studies of both coastal landscapes and processes and river landscapes and processes.	**Physical Fieldwork** In this unit, students will conduct a piece of physical fieldwork at the coast. Students will learn how an enquiry process works and design an enquiry question, collect data on a fieldtrip and complete a write up analysis and conclusion of their findings.
Global Development Students will look into the causes and consequences of uneven global development around the world and look in detail at Tanzania as a case study.	**Geographical Skills** In this topic students will practise a range of geographical skills including: cartographic, graphical, numerical and statistical.	

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1: The Physical Environment	Physical geography: Weather Hazards and Climate Change, UK Changing Landscapes, Ecosystems, Biodiversity and Management.	1 hr 30 min	37.5%	Summer 2024
Paper 2: The Human Environment	Human Geography: Global Development, Changing Cities, Resource Management.	1 hr 30 min	37.5%	Summer 2024
Paper 3: Geographical Investigations: Fieldwork and UK Challenges	Physical and Human Fieldwork and UK Challenges.	1 hr 30 min	25%	Summer 2024

Main skills developed in Year 10:

- Graphical and cartographical skills
- Technological skills including ICT and GIS
- Interpersonal skills through debate and discussion
- Literacy and numeracy skills
- Problem-solving skills

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you
- Encourage your child to use other sources of information to help them (such as GCSE BBC Bitesize or their exercise books) when completing homework
- Encourage your child to revise for end of unit assessments

Health and Social Care

Knowledge taught in Year 10:

Autumn	Spring	Summer
The rights of service users in health and social care settings. Students will learn about different types of care settings, the rights of service users and the benefits to service users when these rights are maintained.	**Person centred-values** Students will learn about person-centred values, their benefits and how they are applied by service users. They will also learn about the effects on service users' health and well-being if these are not applied.	**Effective communication in health and social care settings** Students will learn about the importance of different types of communication in health and social care and how this contributes to effective care.
Life stages and life events Students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on different aspects of a person's life.	**Sources of support** Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the specific needs of an individual.	**Creative and therapeutic activities** Students will look at the different types of therapies and creative activities use in health and social care and their benefits to service users.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
RO33 Task 1 NEA	Growth and development through a life stage. In this task you will produce information about a life stage and the factors that have affected an individual	3 hrs	25%	Autumn 2022
RO33 Task 2a NEA	Impact of life events on individuals. In Task 2a you will interview an individual and complete a report about life events and their impacts.	5 hrs	40%	Spring 2023
RO33 Task 2b	Research and recommend support to meet individual needs. In Task 2b you will research and recommend personalised support to meet the needs of the individual you spoke to in Task 2a.	4 hrs	35%	Summer 2023

Main skills developed in Year 10:

- Communicating effectively with individuals or groups
- Researching topic areas and recording research sources, then using them to interpret findings and present evidence
- Planning creative activities which will involve managing time and identifying aims, purpose, resources and methods
- Creating, presenting and delivering information to a group or individual

How parents can help to support their child's learning:

- Encourage your child to read a range of high-quality resources including newspaper articles, blogs and relevant books
- Encourage your child to review and redraft their written work to ensure they achieve the best possible outcome in their coursework
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

History

Knowledge taught in Year 10:

Autumn	Spring	Summer
The American West, c1835-c1895 A study of the development of the early West, including the Gold Rush, law and order and the rise of the cattle industry.	**Medicine in Britain, c1250–present** Students will uncover the beliefs about cause, prevention and treatment of disease during the Medieval and Renaissance periods.	**Medicine in Britain, c1250–present** Students will consider the progress made in understanding cause, prevention and treatment of disease during the years 1900-present.
The American West, c1835-c1895 Students will consider how far conflict and tension was resolved in the West by 1895.	**Medicine in Britain, c1250–present** Students will consider the progress made in understanding cause, prevention and treatment of disease during the Industrial period.	**Weimar and Nazi Germany, 1918-1939** Students will consider the early days of the Weimar Republic and the challenges it faced. They will then learn about the 'golden years' of Weimar.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	1 hr 15 min	30%	Summer 2024
Paper 2	Anglo-Saxon and Norman England, c1060-88 The American West, c1835-c1895	1 hr 45 min	40%	Summer 2024
Paper 3	Weimar and Nazi Germany, 1918-1939	1 hr 20 min	30%	Summer 2024

Main skills developed in Year 10:

- Knowledge and understanding of the past including change and continuity, causation and consequences
- Analysis of primary source material
- Understanding the interpretations of historians
- Understanding of the historical environment

How parents can help to support their child's learning:

- Encourage your child to make revision flashcards and spider diagrams to consolidate key events and people
- Test your child on key dates and events
- Talk to your child about their history homework and encourage them to complete it to the best of their ability

Maths

Knowledge taught in Year 10:

Autumn	Spring	Summer
Ratio and Proportion Students are taught to deal with ratio problems and to compare quantities within best-buy deals. They also look at equations that describe direct and inverse proportion.	**Area, Perimeter and Volume** Students extend their knowledge of shape and measures to look at arc lengths and sector areas of circles. They also deal with surface area and volumes of shapes such as spheres, pyramids, cones, and frustums.	**Inequalities and Functions** Students will use function notation to deal with inputs and outputs. They plot and use a wide range of graphs, solve linear inequalities, and represent solutions on a number line. Higher tier students also explore graphical inequalities.
Quadratics and Graphs In this unit students explore features of quadratic graphs andlearn how to solve quadratics in different situations. Higher tierstudents are also introduced to completing the square and the quadratic formula.	**Geometry and Measures** Students use vectors to describe direction and magnitude and answer sums with vectors. Students build on their Pythagoras and trigonometry knowledge and learn how to use exact values within this work.	**Similarity** The similarity unit introduces students to loci and constructions. They will learn how to use a pair of compasses to construct perpendicular bisectors and angle bisectors. Students also learn the 4 rules for congruency and how to apply these.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Content from any part of the specification may be assessed. Non-calculator paper.	1 hr 30 min	33⅓%	Summer 2024
Paper 2	Content from any part of the specification may be assessed. Calculator paper.	1 hr 30 min	33⅓%	Summer 2024
Paper 3	Content from any part of the specification may be assessed. Calculator paper.	1 hr 30 min	33⅓%	Summer 2024

Main skills developed in Year 10:

- Number work using whole numbers, decimals, fractions and percentages
- Algebra work including expanding and factorising to manipulate algebraic expressions; plotting and recognising graphs; and solving equations and inequalities
- Ratio and proportion work with direct and inverse proportion equations and comparison of prices and deals
- Geometry and measures work with constructions and trigonometry work

How parents can help to support their child's learning:

- Make sure your child has a working scientific calculator for all lessons
- Encourage your child to show any working even if they are not sure that it is correct and to make sure working is clear
- Ask your child to explain their method on answers if they have not written it down.
- Encourage your child to use notes in their book or mathswatch videos to help find a solution to homework questions when they are stuck
- Encourage your child to talk you through work they have completed in class and to explain the steps and vocabulary used

Media Studies

Knowledge taught in Year 10:

Autumn	Spring	Summer
Component 1 (sections A & B) Adverts and Newspapers Students will explore how media language, representation, audience and industry work together to portray products and events in a certain way.	**Component 1 (Section B) Radio** Students will study the social and historical contexts surrounding media industry, particularly with radio and how this platform targets an audience.	**Component 2 Crime Drama** Students will analyse shot types, sound, genre conventions and representation with both a modern day and historic crime drama.
Component 1 (sections A & B) Magazine Covers and Film Posters Students will explore brand ideologies and analyse how methods are used to construct these.	**Component 1 (Section B) Fortnite** Students will analyse the game play of Fortnite and look at how convergent media appeals to a range of audiences.	**NEA** Students will collate their own evidence to fit the coursework brief and work on developing Photoshop skills to put together a final piece for assessment.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Component 1	Magazines, newspapers, gaming, unseen, radio	1 hr 30 min	35%	Summer 2024
Component 2	Music videos, crime drama	1 hr 30 min	35%	Summer 2024
NEA	Original images, matching purpose and audience, accuracy of using software	N/A	30%	Summer 2024

Main skills developed in Year 10:

- To develop students' independence and resilience when studying new products from a range of contexts
- To recognise that different media platforms and products are constructed in differing ways depending on brand ideologies and target audiences
- To understand how media influences society and how this has changed over the years
- To write with increasing accuracy and confidence using subject terminology and theory
- To work independently, using knowledge of frameworks throughout KS4 to craft an original piece of work for assessment

How parents can help to support their child's learning:

- Encourage students to engage with editing software such as Photoshop so they are familiar with this before their coursework begins
- Encourage your child to review and redraft their written work for improved technical accuracy
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

Modern Foreign Languages - French

Knowledge taught in Year 10:

Autumn	Spring	Summer
Introduction to GCSE Language and Skills Through revision of KS3 topics (holidays, school, people and free time), students will cover the key vocabulary and grammar needed as a platform for starting GCSE.	**Holiday Preferences and Descriptions** Students will talk about holiday preferences and describe past and future holidays, including a dream holiday with a focus on using different tenses.	**School** Students will describe and give opinions on their school subjects, routine at school and the school itself, making comparisons to schools in France.
Town and Country living Students will talk about their town and region, describing what they can do there, the weather, giving directions, making plans and also using negative phrases to describe the less positive aspects of life there.	**Holiday Experiences** There will be a focus on transactional language useful for booking or reviewing a hotel, buying tickets to travel and shopping (as well as talking about problems on holiday).	**Customs and Festivals** Students will talk about healthy living and bad habits/ influences among young people as well as school rules and problems.

Assessment Information:

*All papers are entered at either Foundation or Higher tier. There is no mixing of tiers allowed.

Component	What is assessed?	Duration	Weighting	When?
Paper 1 Listening	Understanding and responding to different types of spoken language.	35 min F 45 min H	25%	Summer 2024
NEA Speaking	Communicating and interacting effectively in speech for a variety of purposes.	7-9 min F 10-12 min H	25%	Summer 2024
Paper 3 Reading	Understanding and responding to different types of written language.	45 min F 1 hr H	25%	Summer 2024
Paper 4 Writing	Communicating effectively in writing for a variety of purposes.	1 hr F 1 hr 15 min H	25%	Summer 2024

Main skills developed in Year 10:

- The ability to understand simple language expressed in a variety of ways
- The ability to communicate in both written and spoken French at a basic level that could be understood by native speakers
- Improved literacy skills through a better understanding of grammar and vocabulary
- Confidence in communication through regular interaction
- Resilience through the need to learn from mistakes in order to improve further

How parents can help to support their child's learning:

- Encourage your child to learn vocabulary on a regular basis and if possible work with them on this
- Encourage your child to use our suggested websites below to do further practice of vocabulary and grammar
- Encourage your child to use their exercise books or revision guides and workbooks to go over topic content and exam style questions
- Check that your child is doing their homework on time and to the best of their ability

The following websites are recommended to help your child's learning:

- www.wordreference.com (online dictionary)
- www.pearsonactivelearn.com
- www.sentencebuilders.com
- https://uk.language-gym.com
- www.memrise.co.uk
- www.quizlet.co.uk
- www.seneca.co.uk

Modern Foreign Languages - Spanish

Knowledge taught in Year 10:

Autumn	Spring	Summer
Introduction to GCSE Language and Skills Through revisiting knowledge from KS3 topics (holidays, school, people and free time), students will cover the key vocabulary and grammar needed to give a platform for starting their GCSE.	**Places in Town** Students will revise giving directions and describe a town and region looking at different shops and activities they can do there.	**Daily Life** Students will talk about their daily routine, including food and mealtimes, as well as describing accidents and illnesses.
Interests and Influences Students will look at free time activities such as television, cinema and sport, focussing on using a range of tenses.	**Town and Region** Students will describe past visits to places and talk about the pros and cons of living in town or country (including shopping preferences).	**Customs and Festivals** Students will learn about some popular Spanish festivals and also talk about how they celebrate special occasions such as birthdays or Christmas.

Assessment Information:

*All papers are entered at either Foundation or Higher tier. There is no mixing of tiers allowed.

Component	What is assessed?	Duration	Weighting	When?
Paper 1 Listening	Understanding and responding to different types of spoken language.	35 minF 45 min H	25%	Summer 2024
NEA Speaking	Communicating and interacting effectively in speech for a variety of purposes.	7-9 min F 10-12 min H	25%	Summer 2024
Paper 3 Reading	Understanding and responding to different types of written language.	45 min F 1 hr H	25%	Summer 2024
Paper 4 Writing	Communicating effectively in writing for a variety of purposes.	1 hr F 1 hr 15 min H	25%	Summer 2024

Main skills developed in Year 10:

- The ability to understand simple language expressed in a variety of ways
- The ability to communicate in both written and spoken Spanish at a basic level that could be understood by native speakers
- Improved literacy skills through a better understanding of grammar and vocabulary
- Confidence in communication through regular interaction
- Resilience through the need to learn from mistakes in order to improve further

How parents can help to support their child's learning:

- Encourage your child to learn vocabulary on a regular basis and if possible work with them on this
- Encourage your child to use our suggested websites below to do further practice of vocabulary and grammar
- Encourage your child to use their exercise books or revision guides and workbooks to go over topic content and exam style questions
- Check that your child is doing their homework on time and to the best of their ability

The following websites are recommended to help your child's learning:

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- www.pearsonactivelearn.com
- www.sentencebuilders.com
- https://uk.language-gym.com
- www.memrise.co.uk
- www.quizlet.co.uk
- www.seneca.co.uk

Music

Knowledge taught in Year 10:

Autumn	Spring	Summer
Introduction to the Musical Elements Using a variety of musical examples through listening to music and participating in music classroom performances, students learn about the musical elements and develop their understanding of musical vocabulary.	**Continuing to learn Set Work Analysis** Students will continue to study the set work building on knowledge from term 1. Students have a focused listening on traditional music genres.	**Free Composition** Students begin the process of working on their first composition. Students have a listening focus on classical music written since 1910.
First Set Work Analysis Students are introduced to the first of the set works and will learn about the artist, period, culture, musical features and also have opportunity to explore songs or pieces to enhance their understanding.	**Composition techniques** Students begin to learn composing techniques ready for their first composition. They are introduced to the clarinet concerto by Mozart. Students learn about the classical period.	**Area of Study 4 - Classical Music written since 1910** Students continue to work on compositions and performances alongside listening to music from the classical period.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Exam Paper	Section A: Questions related to unfamiliar music linked to Areas of Study 1 - 4 Section B: Extended answers to set work Mozart Clarinet Concerto and a chosen set work linked to an Area of Study	1 hr 30 min	40%	Summer 2024
NEA	Composition to a Brief Free Composition	N/A	30%	Summer 2023 - Spring 2024
NEA	Performance One solo performance One ensemble performance	N/A	30%	Final recordings submitted after March 2024

Main skills developed in Year 10:

- Performance skills on a chosen instrument or voice
- Composition techniques learnt through musical styles studied through performance and listening
- Describing, explaining and identifying musical features from a wide variety of musical styles
- Developing ensemble skills and musicianship

How parents can help to support their child's learning:

- Encourage independent practice on a musical instrument or voice
- Encourage your child to begin music instrumental lessons to support technique and performance skill
- Encourage your child to take part in extra-curricular music activities to build confidence, benefit from opportunity and experience through music performances

Physical Education

Knowledge taught in Year 10:

Autumn	Spring	Summer
Physical Factors affecting performance Students will study the structure and function of the muscular and skeletal systems and how they create and aid sporting performance.	**Applied Anatomy and Physiology** Students will study the structure and function of the cardiovascular and respiratory systems and how they create energy for exercise. They will also gain and understanding of the long and short term effects of exercise.	**Physical Training** Students will study how the ten components of fitness and the principles of training are the basis of all training programmes.
Analysing and Evaluating Performance (AEP), task-based NEA Students will start to research and complete the NEA AEP task as coursework, looking at their main sport alongside ongoing practical moderation.	**Analysing and Evaluating Performance (AEP), task-based NEA** Students will research the skills needed to compete successfully in their chosen sport as part of the NEA AEP task as coursework alongside ongoing practical moderation.	**Analysing and Evaluating Performance (AEP), task-based NEA** Students will discuss the components of fitness and principles of training as part of the NEA AEP coursework alongside ongoing practical moderation.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Applied anatomy and physiology Physical training	1 hr	30%	Summer 2024
Paper 2	Socio-cultural influences, sports psychology health, fitness and well-being	1 hr	30%	Summer 2024
AEP + NEA	Practical activity assessment Evaluating and Analysing Performance (AEP)	Ongoing practical AEP 14hrs	40%	Assessed through the two years. Final moderation May 2024. AEP Year 10.

Main skills developed in Year 10:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop an ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra- curricular activities
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

Photography

Knowledge taught in Year 10:

Autumn	Spring	Summer
Portraiture Students work on a more hands on approach to photography, manually manipulating photos to deconstruct and reconstruct a portrait photo.	**Composition** Students learn more about the rules of composition whilst exploring their environment, looking at the work of Abigail Reynolds as a way to manipulate photographs both manually and digitally.	**Mini Project** Students will explore one aspect of the course so far to create their own personalised project, showing a journey from a start point to a finished outcome. Further skills in Photoshop are developed.
Still Life Students will use DSLR cameras further by exploring aperture and depth of field whilst using the theme of still life everyday objects. Basic Photoshop skills are covered.	**Capturing Movement** Looking at the work of other photographers who freeze motion or show movement by manipulating shutter speeds. Students explore light painting and motion blur using slow shutter speeds.	

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Component 1	Coursework	N/A	60%	N/A
Component 2	Externally set assignment (10 hours of controlled time to produce a final outcome) Preparation starts in January 2024	10 hrs	40%	April 2024

Main skills developed in Year 10:

- How to use a digital SLR camera and its manual functions
- Composition and lighting
- Reflecting on work as it progresses
- How to edit photographs creatively using Adobe Photoshop
- How to develop ideas within the context of other photographers and artists
- Realising their own intentions from a starting point, through to a personal, creative outcome

How parents can help to support their child's learning:

- Students are expected to spend at least 2 hours per week outside of lesson time on homework and/or at after school sessions, to develop their work and complete work of an ambitious nature
- Students should have a keen interest in art and design within a wider context and we encourage students to see exhibitions with their family, watch art documentaries on television and to follow artists/photographers on social media

Religious Studies

Knowledge taught in Year 10:

Autumn	Spring	Summer
Relationship and Families Students begin their GCSE course with a themed topic, considering what 'makes and breaks' relationships and exploring religious attitudes to human sexuality, the nature of marriage, divorce and views about contraception.	**Islamic Beliefs** Students explore what it means to be Muslim and learn key Islamic beliefs such as Tawhid, the nature of Allah, predestination, beliefs about the aftrerlife and the differences between Sunni and Shia Muslims.	**Religion and Life** Students compare religious and non-religious theories for the origins of the world and explore scientific theory alongside creationism.
Christian Beliefs Students will understand the nature of God (according to Christians) and explore the Persons of the Trinity, including how Christians respond to the problem of evil and suffering within the world.	**Islamic Beliefs** Students explore the authority of the Qur'an and other holy books, including the Sunnah and Hadith of the Prophet Muhammad and how these teachings affect Muslim daily life.	**Religion and Life** Students compare religious and non-religious about sensitive life issues within society, such as abortion, euthanasia and the sanctity of life.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Christian Beliefs and Practices Islamic Beliefs and Practices	1 hr 45 min	50%	Summer 2024
Paper 2	Relationships and Families Religion and Life Peace and Conflict Crime and Punishment	1 hr 45 min	50%	Summer 2024

Main skills developed in Year 10:

- Identify key terminology and explain contrasting religious views
- Explain and evaluate arguments within a debate and use religious evidence to support arguments

How parents can help to support their child's learning:

- Assist with the learning of key terminology for each topic
- Support with personalised ways of revision for end of topic assessments
- Keep an eye out in the news for any upcoming issues that may be of value to debate and discussion

Science Trilogy - Biology

Knowledge taught in Year 10:

Autumn	Spring	Summer
Digestion Students deepen their understanding of digestion from KS3, by investigating the roles of different enzymes in the breaking down of food and the different processes used to absorb digested food.	**Bioenergetics** Students study the processes of photosynthesis and respiration and the links between them. **Ecology** Students investigate the relationships between organisms in an ecosystem, to understand the interdependence between organisms, as well as the impact humans have on the planet.	**Homeostasis and Response** Students study the control mechanisms of the body that ensure it works to its optimum efficiency.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.	1 hr 15 min	50%	Summer 2024
Paper 2	Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	1 hr 15 min	50%	Summer 2024

Main skills developed in Year 10:

- Working safely and methodically to collect valid data, considering variables to control, measure and change
- Applying mathematical skills to analyse data to write accurate conclusions
- Using graph and mathematical skills to display data in the most appropriate format
- Evaluating the reliability of sources of evidence, and considering all viewpoints to make well thought out judgements

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you each week
- Encourage your child to use other sources of information to help them (such as GCSE BBC Bitesize or their exercise books) when completing homework and not treat it like a test
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them
- Encourage your child to start revising in Year 10 so that they are in good study habits for Year 11

Science Trilogy - Chemistry

Knowledge taught in Year 10:

Autumn	Spring	Summer
Structure and Bonding Students will explore the ideas of structure and bonding to explain the physical and chemical properties of materials and how this knowledge is used to engineer new materials with desirable properties.	**Rates of Reaction** Building on the Rates of Reaction topic in Year 9, students will look at how industries manipulate the conditions of reversible reactions to maximise their profit.	**Chemical Changes - Acids** Students will learn how acids and alkalis are used in everyday applications; here students will gain an understanding of what it means for a substance to be acidic or alkaline, along with how and why they are used.
Energy Changes Energy changes are an important part of chemical reactions: students will explore the interactions between particles and see how they can produce heating or cooling effects that are used in a range of everyday applications.	**Chemical Changes – Metals** Students will explore the reactions of metals and how and why they occur (looking at the products that are made but also what reactions occurred in order for them to be obtained). This knowledge can used to then identify ways to extract metals and use them.	**Organic Chemistry** This separate branch of carbon chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. Students will gain an understanding of these organic molecules and how they can be modified to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.
		Chemistry of Atmosphere The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Students will look at the Earth's atmosphere and its changes, using knowledge and data evidence to explain these changes.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes	1 hr 15 min	50%	Summer 2024
Paper 2	Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3.	1 hr 15 min	50%	Summer 2024

Main skills developed in Year 10:

- Development of scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Scientific vocabulary, quantities, units, symbols and nomenclature

How parents can help to support their child's learning:

- Encourage your child to revisit and review past content to help build their chemistry knowledge
- Encourage your child to spend adequate time on homework tasks, utilising resources such as revision guides to ensure they are doing the best they can and therefore getting the most out of it
- Encourage your child to question the world around them and to build a wider knowledge of how the world works and why

Science Trilogy - Physics

Knowledge taught in Year 10:

Autumn	Spring	Summer
Particle Model We use previous knowledge from KS3 and build on this in this topic. We use the particle model to predict the behaviour of solids, liquids and gases. This topic has career links with engineering of vessels such as submarines and spacecraft.	**Nuclear Physics** This topic makes links with chemistry. We look at what ionising radiation is and the benefits and dangers of ionising radiation.	**Forces & Motion** This key topic covers learning about forces and their effects as well as motion and Newton's Laws of Motion. Content is linked to practical investigations and real life examples.
Circuits Electric charge is a fundamental property of matter everywhere and so this topic has links to many other topics. We practically explore how circuits work as well as how mains electricity is maintained in an ever demanding modern world.	**Magnetism & Electromagnetism** Linking on from the circuits topic, we investigate how magnet fields can be created and used as well as how electricity can be used to make motors and speakers.	

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topics 1-4 Energy, Electricity, Particle Model and Atomic Structure Multiple choice, structured, closed, short answer and open response.	1 hr 15 min	50%	Summer 2024
Paper 2	Topics 5-8 Forces, Waves, Electromagnetism and Space Multiple choice, structured, closed, short answer and open response.	1 hr 15 min	50%	Summer 2024

Main skills developed in Year 10:

- Development of scientific thinking
- Experimental skills, analysis and evaluation
- Mathematical skills for physics
- Scientific vocabulary, quantities, units symbols and nomenclature

How parents can help to support their child's learning:

- Encourage your child to revisit past content and lessons to help build on their physics knowledge
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in
- Encourage your child to learn the physics equations. These can be found in the school planner

Science Triple - Biology

Knowledge taught in Year 10:

Autumn	Spring	Summer
Microorganisms Students learn about how microorganisms divide and how they are cultured by scientists. They also study monoclonal antibodies and how these can be used to treat animal and plant diseases.	**Bioenergetics** Students study the processes of photosynthesis and respiration and the links between them.	**Homeostasis and Response** Students study the control mechanisms of the body that ensure it works to its optimum efficiency.
Digestion Students deepen their understanding of digestion from KS3, by investigating the roles of different enzymes in the breaking down of food and the different processes used to absorb digested food.	**Ecology** Students investigate the relationships between organisms in an ecosystem, to understand the interdependence between organisms, as well as the impact humans have on the planet.	

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.	1 hr 45 min	50%	Summer 2024
Paper 2	Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	1 hr 45 min	50%	Summer 2024

Main skills developed in Year 10:

- Developing key scientific vocabulary
- Working safely and methodically to collect valid data, considering variables to control, measure and change
- Applying mathematical skills to analyse data to write accurate conclusions
- Using graph and mathematical skills to display data in the most appropriate format
- Evaluating the reliability of sources of evidence, and considering all view points to make well thought out judgements

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you each week
- Encourage your child to use other sources of information to help them (such as GCSE BBC Bitesize or their exercise books) when completing homework and not treat it like a test
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them
- Encourage your child to start revising in Year 10 so that they are in good study habits for Year 11

Science Triple - Chemistry

Knowledge taught in Year 10:

Autumn	Spring	Summer
Structure and Bonding Students will explore the ideas of structure and bonding to explain the physical and chemical properties of materials, and how this knowledge is used to engineer new materials with desirable properties. Students will take this new knowledge and build on it further by applying it to a substance, nanoparticles. They will look at the properties of nanoparticles, determining the use of them and also the risks associated with these very small particles.	**Rates of Reaction** Building on the Rates of Reaction topic in Year 9, students will look at how industries manipulate the conditions of reversible reactions to maximise their profit.	**Chemical Changes - Acids** Students will learn how acids and alkalis are used in everyday applications; here students will gain an understanding of what it means for a substance to be acidic or alkaline, along with how and why they are used.
Energy Changes Energy changes are an important part of chemical reactions: students will explore the interactions between particles and see how they can produce heating or cooling effects that are used in a range of everyday applications.	**Chemical Changes – Metals** Students will explore the reactions of metals and how and why they occur (looking at the products that are made but also what reactions occurred in order for them to be obtained). This knowledge can used to then identify ways to extract metals and use them.	**Organic Chemistry** This separate branch of carbon chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. Students will gain an understanding of these organic molecules and how they can be modified to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.
		Chemistry of Atmosphere The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Students will look at the Earth's atmosphere and its changes, using knowledge and data evidence to explain these changes.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes.	1 hr 45 min	50%	Summer 2024
Paper 2	Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3.	1 hr 45 min	50%	Summer 2024

Main skills developed in Year 10:

- Development of scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Scientific vocabulary, quantities, units, symbols and nomenclature

How parents can help to support their child's learning:

- Encourage your child to revisit and review past content to help build their chemistry knowledge
- Encourage your child to spend adequate time on homework tasks, utilising resources such as revision guides to ensure they are doing the best they can and therefore getting the most out of it
- Encourage your child to question the world around them and to build a wider knowledge of how the world works and why

Science Triple - Physics

Knowledge taught in Year 10:

Autumn	Spring	Summer
Particle Model We use previous knowledge from KS3 and build on this in this topic. We use the particle model to predict the behaviour of solids, liquids and gases. This topic has career links with engineering of vessels such as submarines and spacecraft.	**Nuclear Physics** This topic makes links with chemistry. We look at what ionising radiation is and the benefits and dangers of ionising radiation.	**Forces & Motion** This topic continues from the previous term. This key topic covers learning about forces and their effects as well as motion and Newton's Laws of Motion. Content is linked to practical investigations and real-life examples.
Circuits Electric charge is a fundamental property of matter everywhere and so this topic has links to many other topics. We practically explore how circuits work as well as how mains electricity is maintained in an ever-demanding modern world.	**Forces & Motion** This key topic covers learning about forces and their effects as well as motion and Newton's Laws of Motion. Content is linked to practical investigations and real-life examples.	**Waves** This topic builds on KS3 content and we look in detail at the behaviour of waves and their uses and dangers.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topics 1-4 Energy, Electricity, Particle Model and Atomic Structure Multiple choice, structured, closed, short answer and open response	1 hr 45 min	50%	Summer 2024
Paper 2	Topics 5-8 Forces, Waves, Electromagnetism Multiple choice, structured, closed, short answer and open response	1 hr 45 min	50%	Summer 2024

Main skills developed in Year 10:

- Development of scientific thinking
- Experimental skills, analysis and evaluation
- Mathematical skills for physics
- Scientific vocabulary, quantities, units, symbols and nomenclature

How parents can help to support their child's learning:

- Encourage your child to revisit past content and lessons to help build on their physics knowledge
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in
- Encourage your child to learn the physics equations. These can be found in the school planner

Sports Studies

Knowledge taught in Year 10:

Autumn	Spring	Summer
Performance and Leadership in Sports Activities In this unit students will have the opportunity to develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. They will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when performing.	**Performance and Leadership in Sports Activities** In this unit students will have the opportunity to develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. They will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when performing.	**Sports and the Media** In this unit students will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport, learning how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants.

Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Contemporary issues in sport	Issues which affect participation in sport • The role of sport in promoting values • The implications of hosting a major sporting event for a city or country • The role National Governing Bodies (NGBs) play in the development of their sport • The use of technology in sport	48 hrs	40%	Summer 2024
Sports and the Media	• The different sources of media that cover sport • Positive effects of the media in sport • Negative effects of the media in sport	24 hrs	20%	Autumn 2023
Performance and Leadership in Sports Activities	• Key components of performance · • Applying practice methods to support improvement in a sporting activity • Organising and planning a sports activity session • Leading a sports activity session • Reviewing your own performance in planning and leading a sports activity session	48 hrs	40%	Summer 2023

Main skills developed in Year 10:

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying skills as both a performer in two sporting activities and as a leader in one sporting activity
- Using initiative to solve problems and make decisions when dealing with rapidly changing conditions and situations
- Understanding the relationship between the media and applying this to real life examples
- Evaluating and interpreting the different ways in which sport is represented in the media
- Participating in an outdoor and adventurous activity in a natural setting and environment

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra- curricular activities
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

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