Y10 CURRICULUM GUIDE

DRIFFIELD SCHOOL & SIXTH FORM

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 11, 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.

APEX	Miss A Charlton
Business	Mr A Soar
Child Development	Mrs R Backhouse
Computer Science	Mr D Arrowsmith-Cooper
Design & Technology	Mrs R Knight
Digital Information Technology	Mr D Arrowsmith-Cooper
Drama	Mr A Colley
Engineering	Mrs R Knight
English	Dr K Compton
Enterprise and Marketing	Mr A Soar
Fine Art	Miss E Appleby
Food Preparation and Nutrition	Mrs R Knight
Geography	Mrs C Vicary
Health and Social Care	Mrs R Backhouse
History	Mrs A Burnitt
Maths	Mrs C Hogben
Media Studies	Dr K Compton
Modern Foreign Languages	Ms L Pearce
Music	Mr B Couper
Physical Education	Mr A Duke
Photography	Miss E Appleby
Religious Studies	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
How Do We Make Moral Descisions Students find out how and why some people behave according to morality and ethics. They will study relevant moral issues e.g Animal Rights and apply different world views to these issues, as well as considering their own viewpoints.	**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.
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 learn about what behaviours are acceptable and unacceptable in a relationship. This unit will explore consent, harassment and domestic violence.	**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.

Our Year 10 Curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) 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 Student 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:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topic 1.1 Enterprise and 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 Understanding external influences on business	1 hour 45 minutes	50%	Summer term Year 11
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 hour 45 minutes	50%	Summer term Year 11

Business

Main skills developed:

- 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
RO58 Creating a Safe Environment in a Childcare Setting Students will plan to create a safe environment in a childcare setting. They will also uncover the reasons why accidents happen and how to prevent them.	**RO58 Nutritional Needs of Children from Birth to Five Years** In this topic area students will look at Government dietary recommendations and essential nutrients and their functions. You will then plan and prepare a feed/meal. **RO58 Complete OCR Set Assignment and Submit.** Students will complete the set assignment about creating a safe environment.	**RO57 Examined Unit - Health and Well-being for Child Development.** **Childhood illnesses and a child-safe environment.** Students will learn how to prevent and manage childhood illnesses, and how to create a safe environment.
RO58 Choosing Suitable Equipment for a Childcare Setting Students will investigate a range of equipment needed for children in a childcare setting. They will look at age appropriateness, durability and safety. **RO58 Nutritional Needs of Children from Birth to Five Years** In this topic students will look at Government dietary recommendations and essential nutrients and their functions.You will then plan and prepare a feed/meal.	**RO57 Examined Unit - Health and Well-being for Child Development** Pre-conception health and reproduction. Students will learn about the importance of being healthy before and during pregnancy. **Antenatal care and preparation for birth.** Students will learn about the importance of being healthy before and during pregnancy. **Postnatal checks, postnatal care and the conditions for development.** Students will learn about the importance of being healthy before and during pregnancy.	**RO59 Physical, Intellectual and Social Development Norms from One to Five Years** Students will explore the developmental norms from one to five years and expected milestones. **RO59 Observe the Development of a Child Aged One to Five Years** Students will observe a child and will record their findings. They will then compare their findings with developmental norms.

Child Development

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
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 hours	60 marks	Spring term Year 10
RO59 Understand the development of a child from one to five years	Task 1 – Observe a child aged 3–4 years and compare them to developmental norms	5 hours	27 marks	Summer term Year 10

Main skills developed:

- 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/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:

<table>
<tr><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td>3.1 Hardware
Students will learn the basics of how computer hardware operates, including the CPU, storage devices and embedded systems.</td><td>2.1 Binary
Students will learn how binary numbers are used to represent data, values and programs, and how to use calculate with binary and hexadecimal.</td><td rowspan="2">1.2 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.

1.3 Truth Tables
Students will learn how logic can be expressed and tested using Truth Tables and logical operators (AND, OR, NOT).</td></tr>
<tr><td>3.2 Software
Students will learn the different types of software (system and application) and the functionality of an operating system.</td><td>2.2/2.3 Data
Students will learn how text, sound and graphics are represented, how data is stored and the use of compression.</td></tr>
<tr><td colspan="3">3.3/6 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.</td></tr>
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Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Principles of Computer Science (Written examination) Computational Thinking; Data; Hardware & Software; Networks; Issues & Impact	1 hour 30 mins	50%	Summer term Year 11
Paper 2	Application of Computational Thinking (Onscreen examination) Understanding algorithms; reading, writing and refining programs	2 hours	50%	Summer term Year 11

Computer Science

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 us not possible.
- Students will be set homework activities designed to support and build on classroom learning on the theoretical aspects of Computer Science to aid their progress
- We provide access to computers for homework to be completed during lunchtimes and after school.

Design and Technology

Knowledge taught in Year 10:

Autumn	Spring	Summer
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 practice their design skills before starting their NEA project, which will continue into year 11.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Exam Paper: Principles of Design and Technology	Section A: Core Knowledge Section B: In-depth knowledge (specialist material area)	2 hours	50%	Summer term Year 11
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 hours	50%	June Year 10

Design and Technology

Main skills developed:

- 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.

Digital Information Technology

Knowledge taught in Year 10:

Autumn	Spring	Summer
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.		**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.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1	Exploring User Interface Design Principles and Project Planning Techniques (Internally Assessed Coursework)	n/a	30%	Internally Assessed Autumn term Year 11
Component 2	Component 2: Collecting, Presenting and Interpreting Data (Internally Assessed Coursework)	n/a	30%	Internally Assessed Spring term Year 10
Component 3	Effective Digital Working Practices (Externally Assessed Written Exam)	1 hour 30 minutes	40%	Summer term Year 11

Main skills developed in Year 10:

- Key information technology vocabulary
- 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

Digital Information Technology

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.
- Students 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 C3 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 Devising Theatre** Students are introduced to devising theatre and will work from a stimulus.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1 (NEA)	Devising Theatre: Learners participate in the creation, development and performance of a piece of devised theatre Learners must produce: a portfolio of supporting evidence Learners must produce an evaluation of the final performance	15 mins 900 words 1 hour 30 mins	40%	Summer term Year 11
Component 2 (NEA)	Performing from a Text Learners participate in a scripted performance using sections of text from a published play	15 mins	20%	Spring term Year 11
Component 3 (Exam Paper)	Interpreting Theatre Section A:A series of questions on one set text Section B: Live Theatre Review questions	1 hour 30 minutes	40%	Summer term Year 11

Drama

Main skills developed:

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

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

- Encourage practicing 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.
- Students 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).

Engineering

Knowledge taught in Year 10:

Autumn	Spring	Summer
Principles of Engineering Design Students will be introduced to the exam content of the course by learning the approaches to the design process, including iterative, sustainable and user centred design.	**Principles of Engineering Design** Students will learn about different factors that affect the development of products including systems design, sustainability and the circular economy.	**Principles of Engineering Design** Students will continue to learn about industrial processes and manufacturing methods and how these affect the design of products.
Communicating Designs Students begin this unit by developing their skills in sketching designs and learning to develop their ideas into engineering drawings.	**Communicating Designs** Students will begin their first formally assessed piece of coursework, using the design skills they have been developing to create a solution to a brief provided by the exam board.	**Communicating Designs** Students will complete and submit their coursework following the development and testing of industry standard CAD models.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
R038	Written exam: Principles of engineering design	1 hour 15 minutes	40%	Summer of Year 11
R039	NEA: Communicating Designs	12 hours approx.	30%	Summer of Year 10
R040	NEA: Design, evaluation and modelling	12 hours approx.	30%	Summer of Year 11

Engineering

Main skills developed:

- Understanding of the design process and its different approaches
- Understanding of how engineers research and design solutions
- Creation and presentations of a range of design ideas
- Development of design ideas into formal engineering drawings
- Presentation and testing of rendered CAD models

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.

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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 Dicken's novella.	**Power and Conflict Poetry (Literature Paper 2)** Students will analyse the way power and conflict are presented through 15 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.	**Studying Fiction (Language Paper 1)** Students will understand how to analyse writers' choices and develop skills in creative writing.	**Studying Non-Fiction and Spoken Language (English Language Paper 2 and 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:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
English Language Paper 1	Section A: Reading (one literature fiction text) Section B: Writing (descriptive or narrative)	1 hour 45 minutes	50% Language GCSE	Summer term Year 11
English Language Paper 2	Section A: Reading (two literary non-fiction texts) Section B: Writing (Presenting a viewpoint)	1 hour 45 minutes	50% Language GCSE	Summer term Year 11
English Literature Paper 1	Section A: Shakespeare's Macbeth (extract and analysis) Section B: 19th Century novel A Christmas Carol (extract and analysis)	1 hour 45 minutes	40% Literature GCSE	Summer term Year 11
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 hours 15 minutes	60% Literature GCSE	Summer term Year 11

English

Main skills developed:

- 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.	**Entrepreneurs Risk and Reward** Students will learn the factors to consider when starting up and running an enterprise.
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 different elements of business finance.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Exam paper	Enterprise and marketing concepts	1 hour 15 minutes	40%	Summer term Year 11
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:

- 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
Portfolio: Component 1: Portraiture (Supporting Unit). Students explore various different techniques and processes; drawing, painting, printmaking, digital artwork, photography, under the theme of Portraiture. Students should develop personal responses and should research relevant artists	**Portfolio: Component 1: (Sustained Unit)** Students select and explore a theme/subject that they are interested in. Suggested topics are: Day of the Dead, Surrealism and fantasy, Architecture, portraiture, Visual Diary. Pupils begin by drawing from observation based on their chosen subject matter and researching relevant artists.	**Portfolio: Component 1: (Sustained Unit)** Students are developing final outcomes based on their chosen theme ready for their Mock which will take place over two full days. (10 hour mock exam).
	Portfolio: Component 1: (Sustained Unit) Pupils should now be developing ideas and work and should be exploring many different media, materials, techniques and processes.	**Portfolio: Component 1: (Sustained Unit)** Students refine and develop their portfolio to ensure that this is completed to the best of their ability.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1	Portfolio (supporting unit: Portraiture) Portfolio (Sustained Unit: Student selects theme)	10 hours	60%	Summer term Year 11
Component 2	Externally Set assignment included 10 hours of controlled time to produce a final outcome. Preparation starts in January of Year 11	10 hours	40%	Spring term Year 11

Assessment Objectives:

Students will be assess on the following:

- A01: Develop ideas through investigations, demonstrating critical understanding of sources.
- A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes.
- A03: Record ideas, observations and insights, relevant to intentions as work progresses.
- A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Fine Art

Main skills developed:

- 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.
- GCSE Art & Design Bitesize produce 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** In this unit we develop an awareness of how food is sourced 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:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Section A: Multiple choice questions (20 marks) Section B: Five questions with a number of sub questions (80 marks)	1 hour 45 minutes	50%	Summer term Year 11
NEA1	Food Investigation Task	10 hours	15%	Autumn term Year 10
NEA2	Food Preparation Task	10 hours	35%	Spring term Year 11

Main skills developed:

- 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** 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** 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.
Changing Cities Within this topic students will look at global urban processes and trends and focus on detailed case studies of a major UK city (Hull) and a major city in a developing/emerging country (Sao Paulo).		**Human Fieldwork** Students will conduct a piece human fieldwork to York. 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.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1: The Physical Environment	Physical geography – Weather Hazards and Climate Change, UK Changing Landscapes, Ecosystems, Biodiversity and Management.	1 hour 30minutes	37.5%	Summer term Year 11
Paper 2: The Human Environment	Human Geography – Global Development, Changing Cities, Resource Management.	1 hour 30minutes	37.5%	Summer term Year 11
Paper 3: Geographical Investigations: Fieldwork & UK Challenges	Physical and human Fieldwork and UK Challenges.	1 hour 30minutes	25%	Summer term Year 11

Geography

Main skills developed:

- 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 & Social Care

Knowledge taught in Year 10:

Autumn	Spring	Summer
RO33 Life Stages and Life Events In this topic area you will learn about life stages and the factors that affect them.	**RO33 Sources of Support** In this topic area you 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.	**RO34 Creative Activities and their Benefits** Plan a creative activity for individuals or groups in a health and social care setting.
RO33 Impact of Life Events You will understand expected and unexpected life events and the impact they will have on different aspects of a person's life.	**RO34 Therapies and their Benefits** In this topic area you will be looking at the different types of therapies and creative activities used in health and social care and their benefits to service users.	**RO34 Deliver a Creative Activity for Individuals or Groups in a Health and Social Care Setting** You will use a range of skills and qualities to deliver a creative activity, you will then evaluate the activity.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
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 hours	25%	Autumn Term Year 10
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 hours	40%	Spring Term Year 11
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 hours	35%	Summer Term Year 11

Health & Social Care

Main skills developed:

- 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/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:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	1 hour 20 minutes	30%	Summer of Year 11
Paper 2	Anglo-Saxon and Norman England, c1060-88 The American West, c1835-c1895	1 hour 50 minutes	40%	Summer of Year 11
Paper 3	Weimar and Nazi Germany, 1918-1939	1 hour 30 minutes	30%	Summer of Year 11

History

Main skills developed:

- 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.	**Quadratics and Graphs** In this unit, students explore features of quadratic graphs and learn how to solve quadratics in different situations. Higher tier students 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.
Statistics Students learn the key features of a range of graphs and charts, including higher tier students learning how to draw and interpret histograms. All students calculate averages and measures of spread to compare sets of data.	**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.	**Similarity** The similarity unit explores GCSE loci and constructions. They will use scale factors to explore relationships with length, area and volume in similar shapes.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Content from any part of the specification may be assessed. Non-calculator paper.	1 hour 30 minutes	33%	Summer of Year 11
Paper 2	Content from any part of the specification may be assessed. Calculator paper.	1 hour 30 minutes	33%	Summer of Year 11
Paper 3	Content from any part of the specification may be assessed. Calculator paper.	1 hour 30 minutes	33%	Summer of Year 11

Maths

Main skills developed:

- Number work using whole numbers, decimals, fractions, and percentages through all their work
- 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
- Statistics work with graphs, charts and averages
- Geometry and measures work including vectors; constructions and loci; perimeter area and volume; and Pythagoras 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 get 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 (Section 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.	**Title of Unit: 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 1 Revision** Students will revise all elements of this component.
Component 1 (Section A & B) Magazine Covers and Film Posters Students will explore brand ideologies and analyse how methods are used to construct this.	**Component 1 (Section B) Fortnite** Students will analyse 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:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1	Magazines, newspapers, gaming, unseen, radio.	1 hour 30 minutes	35%	Summer term Year 11
Component 2	Music videos, crime drama.	1 hour 30 minutes	35%	Summer term Year 11
NEA	Original images, matching purpose and audience, accuracy of using software.	N/A	30%	Summer term Year 11

Main skills developed:

- 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
Identity and Relationships with Others Students will discuss a range of relationships and describe nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, both of themselves and others.	**Free-time Activities** Students will look at a wide range of free time activities, including various sports, reading habits, film, television and music preferences, eating out and shopping habits, discussing their own activities and other teams/ personalities involved.	**Healthy Living and Lifestyle** Students will talk about fitness and healthy living, including diets, physical and mental well-being and the consequences of unhealthy habits such as smoking, drugs and alcohol.
Celebrity Culture Students will describe celebrities and talk about their lifestyle and achievements as well as discussing celebrity magazines, podcasts, social media and reality TV to consider the advantages, disadvantages and influences on young people.	**Customs, Festivals and Celebrations** Students will explore customs and festivals both in the UK and in Spanish speaking countries, giving their opinions and preferences in terms of how each is celebrated with reference to their own experiences.	**Education and Work** Students will discuss all aspects of school life, giving opinions on their school subjects, school rules, the daily routine and extra-curricular activities before looking at post 16 studies, the world of work and future plans.

Assessment information:

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

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1 Listening	Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier Section A – listening comprehension questions in English, to be answered in English or non-verbally Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list	35 minutes (Foundation) 45 minutes (Higher)	25%	Summer term Year 11

MFL - French

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 2 NEA Speaking	Speaking using clear and comprehensible language. Role-play, reading aloud task and short conversation, photo card discussion and response to the content of the photos on the card, unprepared conversation	7–9 minutes (Foundation) 10–12 minutes (Higher) (Plus 15 mins preparation time)	25%	Summer term Year 11
Paper 3 Reading	Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier Section A – reading comprehension questions in English, to be answered in English or non- verbally Section B – translation from French into English	45 minutes (Foundation) 1 hour (Higher)	25%	Summer term Year 11
Paper 4 Writing	Foundation tier – 5 tasks The student produces five short sentences in response to a photo, produces a short piece of writing in response to five compulsory bullet points (approximately 50 words in total), completes five short grammar tasks, translates from English into French and produces a piece of writing in response to three compulsory bullet points (approximately 90 words in total). Higher tier – 3 tasks The student translates sentences from English into French, produces a piece of writing in response to three compulsory bullet points (approximately 90 words in total) and completes an open-ended writing task in response to two bullets (approximately 150 words in total).	Written exam: 1 hour 10 minutes (Foundation) 1 hour 15 minutes (Higher)	25%	Summer term Year 11

MFL - French

Main skills developed:

- The ability to understand simple language expressed in a variety of ways both through reading and listening.
- 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 that will also have an impact on your child's English.
- 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 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.

Suggested websites:

www.wordreference.com (online dictionary)
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
Identity and elationships with others Students will discuss a range of relationships and describe nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, both of themselves and others.	**Healthy Living and Lifestyle** Students will talk about fitness and healthy living, including diets, physical and mental well-being and the consequences of unhealthy habits such as smoking, drugs and alcohol.	**Customs, Festivals and Celebrations** Students will explore customs and festivals both in the UK and in Spanish speaking countries, giving their opinions and preferences in terms of how each is celebrated with reference to their own experiences.
Education and Work Students will discuss all aspects of school life, giving opinions on their school subjects, school rules, the daily routine and extra-curricular activities before looking at post 16 studies, the world of work and future plans.	**Free-time Activities** Students will look at a wide range of free time activities, including various sports, reading habits, film, television and music preferences, eating out and shopping habits, discussing their own activities and other teams/ personalities involved.	**Celebrity Culture** Students will describe celebrities and talk about their lifestyle and achievements as well as discussing celebrity magazines, podcasts, social media and reality TV to consider the advantages, disadvantages and influences on young people.

Assessment information:

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

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1 Listening	Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier Section A – listening comprehension questions in English, to be answered in English or non-verbally Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list	35 minutes (Foundation) 45 minutes (Higher)	25%	Summer term Year 11

MFL - Spanish

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 2 NEA Speaking	Speaking using clear and comprehensible language. Role-play, reading aloud task and short conversation, photo card discussion and response to the content of the photos on the card, unprepared conversation	7–9 minutes (Foundation) 10–12 minutes (Higher) (Plus 15 mins preparation time)	25%	Summer term Year 11
Paper 3 Reading	Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier Section A – reading comprehension questions in English, to be answered in English or non- verbally Section B – translation from Spanish into English	45 minutes (Foundation) 1 hour (Higher)	25%	Summer term Year 11
Paper 4 Writing	Foundation tier – 5 tasks The student produces five short sentences in response to a photo, produces a short piece of writing in response to five compulsory bullet points (approximately 50 words in total), completes five short grammar tasks, translates from English into Spanish and produces a piece of writing in response to three compulsory bullet points (approximately 90 words in total). Higher tier – 3 tasks The student translates sentences from English into Spanish, produces a piece of writing in response to three compulsory bullet points (approximately 90 words in total) and completes an open-ended writing task in response to two bullets (approximately 150 words in total).	Written exam: 1 hour 10 minutes (Foundation) 1 hour 15 minutes (Higher)	25%	Summer term Year 11

MFL - Spanish

Main skills developed:

- The ability to understand simple language expressed in a variety of ways both through reading and listening.
- 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 that will also have an impact on your child's English.
- 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 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.

Suggested websites:

www.wordreference.com (online dictionary)
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 Musical Elements The Coronation anthems and oratorios of Handel The orchestral music of Haydn, Mozart, Beethoven.	**The Music of Broadway 1950s – 1990s** **Rock Music of the 1960s and 1970s** Paul Simon – Diamond on the Soles of her Shoes. Students learn a range of genre through listening exercises. Students continue to learn the set works on Paul Simon Graceland album and Mozart Clarinet Concerto	**Blues Music from 1920 – 1950** **Afro Caribbean Fusions** Calypso Reggae Mozart Clarinet Concerto Mvt 3.
The Piano Music of Chopin and Schumann **The Requiem of the Late Romantic Period** Paul Simon – Graceland.	**Film and Computer Gaming Music from 1990 to the Present.** **Popular Music from the 1990s to the Present** Paul Simon – You Can Call Me Al. Students revise a range of genre through listening exercises. Students continue to learn the set works on Paul Simon Graceland album and Mozart Clarinet Concerto	**Contemporary Latin Music** **Contemporary folk music of the British Isles** Mozart Clarinet Concerto Mvt

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Exam Paper	Exam paper with listening exercises and written questions using excerpts of music Section A: Listening – unfamiliar music Section B: Study pieces	1 hour 30 minutes	40%	Summer of Year 11
NEA Performing Music	One solo performance recording One ensemble performance recording A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.	N/A	35%	Summer of Year 11
NEA Composing Music	Composition to a Brief Free Composition-A minimum of three minutes of music in total is required.	N/A	30%	Summer 2024-Spring 2025

Music

Main skills developed:

- Performance skills including accuracy and expression through notation and improvisation
- Learning a musical instrument/vocal skills
- Singing and memory skill – developing strong intonation ability
- Creating chord progressions and cadences
- Developing rhythmical ability through different genres
- Using musical elements effectively to create a piece of music
- Using music technology to develop skills further
- Recognising musical features through listening
- Explaining musical features in extended answers identifying how music is used in a specific time in history, place or event

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

- Support your child with instrumental lessons in addition to curriculum to support technique and progress
- Encourage your child to attend extra curricular activities
- Listen to music with your child and become familiar with music of the topics studied and particularly the set works
- Encourage your child to practice writing music in a band/on their own
- Take up opportunities to perform music in concerts and events, and also if possible, attend musical concerts and events together to support their musical education.

Physical Education

Knowledge taught in Year 10:

Autumn	Spring	Summer
Component 01: Physical factors affecting performance: **1.1 Applied anatomy and physiology** **1.1. a. The structure and function of the skeletal system** **1.1. b. The structure and function of the muscular system** **1.1. c. Movement analysis** Students will study the structure and function of these body systems and how they create and aid sporting performance.	**1.1 Applied anatomy and physiology ctd.** **1.1. d. The cardiovascular and respiratory systems** **1.1. e. Effects of exercise on body systems** Students will study the structure and function of these body systems and how they create energy for exercise. They will also gain and understanding of the long and short term effects of exercise.	**1.2 Physical training.** **1.2. a. Components of fitness** **1.2. b. Applying the principles of training** Students will study how the ten components of fitness and the principles are the basis of all training programmes.
3.2 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. Practical moderation ongoing.	**3.2 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. Practical moderation ongoing.	**3.2 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 Practical moderation ongoing.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Applied anatomy and physiology Physical training	1 hour	30%	Summer of Year 11
Paper 2	Socio-cultural influences Sports psychology Health, fitness and well-being	1 hour	30%	Summer of Year 11
Practical and written coursework	Practical activity assessment Evaluating and Analysing Performance (AEP)	Ongoing practical AEP 14hrs	40%	AEP Year 10 - Year 11 Final Moderation March 2025

Physical Education

Main skills developed:

- 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 their 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 active healthy lifestyle and balanced diet
- Encourage your child to take part in extra- curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter 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
Portfolio: Component 1: (Supporting unit). Students work on a more hands on approach to photography, manually manipulating photos to deconstruct and reconstruct a portrait photo. 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	**Portfolio: Component 1: (Supporting unit).** Students learn more about the rules of composition whilst exploring their environment, looking at the work of photographers and artists as a way to manipulate photographs both manually and digitally.	**Portfolio: Component 1: (Sustained Unit)** Students are developing final outcomes based on their chosen theme ready for their Mock which will take place over two full days. (10 hour mock exam).
Portfolio: Component 1: (Supporting unit) Students get to grips with using the DSLRs further by exploring aperture and depth of field whilst using the theme of still life everyday objects. Basic Photoshop skills are covered.	**Portfolio: Component 1: (Sustained Unit).** Students 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 covered.	**Portfolio: Component 1: (Sustained Unit)** Students refine and develop their portfolio to ensure that this is completed to the best of their ability.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1	Portfolio (supporting unit: Portraiture) Portfolio (Sustained Unit: Student selects theme)	10 hours	60%	Summer term Year 10
Component 2	Externally Set assignment included 10 hours of controlled time to produce a final outcome. Preparation starts in January of Year 11	10 hours	40%	Spring term Year 11

Photography

Main skills developed:

- 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 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.
- GCSE Art & Design Bitesize produce a supportive guide for this course

Assessment Objectives

Students will be assessed on the following:

- A01: Develop ideas through investigations, demonstrating critical understanding of sources.
- A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes.
- A03: Record ideas, observations and insights, relevant to intentions as work progresses.
- A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Religious Studies

Knowledge taught in Year 10:

Autumn	Spring	Summer
Paper 2: Theme A - 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.	**Paper 1: 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.	**Paper 1: 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 afterlife and the differences between Sunni and Shia Muslims
Paper 1: 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.	**Paper 2: Theme B) Religion and life** Students compare religious and non-religious theories for the origins of the world and explore scientific theory alongside Creationism.	**Paper 2: Theme D) Peace and Conflict** Students discover how religious and non-religious people respond to issues such as War, Weapons of Mass Destruction, Pacifism and Persecution.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Christian Beliefs and Practices Islamic Beliefs and Practices	1 hour 45 minutes	50%	Summer term Year 11
Paper 2	Themes paper covering: Theme A- Relationships and Families Theme B- Religion and Life Theme D- Peace and Conflict Theme E- Crime and Punishmentutcome. Preparation starts in January of Year 11	1 hour 45 minutes	50%	Summer term Year 11

Religious Studies

Main skills developed:

- 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
- Develop personalised ways of revision for end of topic assessments and key terms
- 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:

<table>
<tr><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td rowspan="2">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.</td><td>Bioenergetics
Students study the processes of photosynthesis and respiration and the links between them.</td><td rowspan="2">Homeostasis and Response
Students study the control mechanisms of the body that ensure it works to its optimum efficiency.</td></tr>
<tr><td>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.</td></tr>
</table>

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.	1 hour 15 minutes	50%	Summer term Year 11
Paper 2	Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	1 hour 15 minutes	50%	Summer term Year 11

Main skills developed:

- 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 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:

<table>
<tr><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td>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.</td><td>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.</td><td>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.</td></tr>
<tr><td rowspan="2">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.</td><td rowspan="2">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.</td><td>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.</td></tr>
<tr><td>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.</td></tr>
</table>

Science Trilogy - Chemistry

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
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 hour 15 minutes	50%	Summer term Year 11
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 hour 15 minutes	50%	Summer term Year 11

Main skills developed:

- 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
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.	**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.	**Forces & Motion** This key topic covers learning about forces and their effects as well Newton's Laws of Motion. Content is linked to practical investigations and real-life examples. We develop this topic and look at car safety and speed and acceleration.
Energy This topic builds on KS3 energy and we start to use the energy equations to be able to calculate energy transfers and energy stores.	**Nuclear Physics** This topic makes links with chemistry. We look at what ionising radiation is and the benefits and dangers of ionising radiation.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topics 1-4: Energy, Electricity, Particle Model and Atomic Structure Multiple choice, structured, closed, short answer and open response	1 hour 15 minutes	50%	Summer term Year 11
Paper 2	Topics 5-7: Forces, Waves, Electromagnetism (taught in Year 11) Multiple choice, structured, closed, short answer and open response	1 hour 15 minutes	50%	Summer term Year 11

Main skills developed:

- 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:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.	1 hour 45 minutes	50%	Summer term Year 11
Paper 2	Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	1 hour 45 minutes	50%	Summer term Year 11

Main skills developed:

- 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 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 Triple - Chemistry

Knowledge taught in Year 10:

<table>
<tr><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td>Structure and Bonding
Exploring 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 and how these determine the use of them but also the risks associated with these very small particles.</td><td>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.</td><td>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 be then be used to identify ways to extract metals and use them.</td></tr>
<tr><td rowspan="2">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.</td><td rowspan="2">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.</td><td>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.</td></tr>
<tr><td>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.</td></tr>
</table>

Science Triple - Chemistry

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
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 hour 45 minutes	50%	Summer term Year 11
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 hour 45 minutes	50%	Summer term Year 11

Main skills developed:

- 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
Circuits Electric charge is a fundamental property of matter everywhere and so this topic has links to many other topics. Students will practically explore how circuits work as well as how mains electricity is maintained in an ever-demanding modern world. This topic also links previous learning about electricity and the atom. Students will look at uses and dangers of the fascinating phenomena of static electricity.	**Particle Model** Students will use previous knowledge from KS3 and build on this in this topic. They will 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.	**Forces & Motion** This key topic covers learning about forces and their effects as well Newton's Laws of Motion. Content is linked to practical investigations and real-life examples. Students will delve further into this topic and look at car safety and speed and acceleration.
Energy This topic builds on KS3 energy and students will start to use the energy equations to be able to calculate energy transfers and energy stores.	**Nuclear Physics** This topic makes links with chemistry. Students will look at what ionising radiation is and the benefits and dangers of ionising radiation. They will learn about Nuclear Power and fission as well as fusion.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topics 1-4: Energy, Electricity, Particle Model and Atomic Structure Multiple choice, structured, closed, short answer and open response	1 hour 45 minutes	50%	Summer term Year 11
Paper 2	Topics 5-7: Forces, Waves, Electromagnetism (taught in Year 11) Multiple choice, structured, closed, short answer and open response	1 hour 45 minutes	50%	Summer term Year 11

Science Triple - Physics

Main skills developed:

- 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
R185: 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, working both independently and as part of a team, including communicating with team mates as well as being in front of an audience when performing.	**R185: 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, working both independently and as part of a team, including communicating with team mates as well as being in front of an audience when performing.	**R185: 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, working both independently and as part of a team, including communicating with team mates as well as being in front of an audience when performing. **R187: Increasing Awareness of Outdoor and Adventurous Activities** In this unit students will understand how to find out information about what opportunities there are in their local area as well as nationally in the UK for all types of outdoor/adventurous activities. They will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology they need, as well as completing planning to help keep you safe.

Sports Studies

Assessment information:

NEA Non Examined Assessment – Written Coursework	What is assessed?	Length of coursework Guided learning hours	Weighting	When will the assessment take place?
R185: 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	40%	Summer term Year 11
R187: Increasing Awareness of Outdoor and Adventurous Activities	Provision for different types of outdoor and adventurous activities in the UK. Equipment, clothing and safety aspects of participating in outdoor and adventurous activities. Plan for and be able to participate in an outdoor and adventurous activity. Evaluate participation in an outdoor and adventurous activity.	24	20%	Summer term Year 11

Main skills developed:

- Understanding contemporary issues in sport and how they impact on different sporting activities.
- Applying your skills as both a performer in TWO sporting activities and as a leader in ONE sporting activity.
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations.
- Understanding the relationship between the media and applying this to real life examples.
- How to evaluate and interpret the different ways in which sport is represented in the media.
- Applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment.

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

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