KING EDWARD VI
NORTHFIELD
SCHOOL FOR GIRLS

Educational excellence for our City

The willingness to show openness to experiences are the key dispositional factors that relate to achievement. John Hattie

King Edward VI Northfield School for Girls – Year 10 Curriculum

Topic tracker

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Maths	Congruence, similarity and enlargement / Trigonometry	Representing solutions of equations and inequalities / Simultaneous equations	Angles and bearings / Working with circles / Vectors	Ratio and fractions / Percentages and interest	Probability / Collecting, representing and interpreting data / Non-calculator methods	Types of number and sequences / Indices and roots / Manipulating expressions
English Language English literature	**Literature (Modern drama text): 'An Inspector Calls' by JB Priestley**	**Literature (19th Century Novel): 'A Christmas Carol' by Charles Dickens**	**Language: English Language Paper 1 – 'Explorations in creative reading and writing'**	**Language: English Language Paper 2 – 'Viewpoints and perspectives'**	**Literature: Poetry Anthology (Power and Conflict poems)**	**Literature: Poetry Anthology (Power and Conflict poems) & Spoken Language Endorsement**
Combined Science	Lab skills 4 and recap of fundamentals, Infection and response (B4), and Bonding and structure (C2)	Particle model (P3) and Bioenergetics (B3)	Quantitative chemistry (C3), Atomic structure (P4) and Organisation (B2)	Chemical changes (C4) and Electricity (P2)	Ecology (B8) and Rates of Reactions (C6)	Forces (P5)
Biology	As above plus Biology additional content	As above plus Biology additional content	As above plus Biology additional content	As above plus Biology additional content	As above plus Biology additional content	As above plus Biology additional content
Chemistry	As above plus Chemistry additional content	As above plus Chemistry additional content	As above plus Chemistry additional content	As above plus Chemistry additional content	As above plus Chemistry additional content	As above plus Chemistry additional content
Physics	As above plus Physics additional content	As above plus Physics additional content	As above plus Physics additional content	As above plus Physics additional content	As above plus Physics additional content	As above plus Physics additional content
Art	Foundation: Drawing, Painting Responding to an artwork.	Foundation: Photography, Printmaking, Presentation.	Portfolio Extended Project: Anatomy	Portfolio Extended Project: Anatomy/Human	Portfolio Extended Project: Human	Portfolio Extended Project: Human / Mock Exam
Computer Science	Architecture of the CPU / CPU performance /	Primary and Secondary Storage / Python	Data Storage / characters /	Networks and topologies / Python	Network Security / Python	Operating Systems / Ethical, legal, cultural

	Embedded Systems / Python		compression / Python			and environmental impacts / Python
Food and Nutrition	Kitchen Hygiene and Food Safety/ Healthy Eating/ Dietary Needs/Diet Related Disease	Food Sustainability/ Provenance and Seasonality/ Fruit & Vegetables/ Vitamins and Minerals	Dairy/ Eggs/ Meat, Poultry and Alternative Proteins/ Fish	Evaluations/ Carbohydrates and Fibre/ Protein	Time Plans & Dovetailing/ Fats/ Energy Balance and DRV's/ Primary and Secondary Processing	Technological Developments/ Food Choice/ Allergies and Intolerances/ Sensory Testing/ Mock NEA1/ Mock NEA2
French	***Qui suis-je?*** Me and my family	***Qui suis-je?*** Relationships and role models	***Le temps de loisirs*** Leisure activies	***Jours ordinaires*** Everyday life and celbrations	***De la ville à la campagne*** Where I live	***Le grand large…*** Holidays & travel
Geography	Living with the physical environment: The challenge of natural hazards	Living with the physical environment: The challenge of natural hazards	Living with the physical environment: The Living World	Living with the physical environment: UK Physical landscapes: Coasts	Living with the physical environment: UK Physical landscapes: Rivers	Challenges in the human environment: Resource management
Graphic Design	Skills, Techniques, assessment analysis	Design Brief, Photoshop software	Research, artist analysis/ inspirations	Refine techniques and processes	Mock exam Final piece for portfolio	Design brief – product research
Health and Social Care	RO33 Topic Area 1: Lifestages	RO33 Topic Area 1: Lifestages	RO33 Topic Area 2: Impacts of Life events	RO33 Topic Area 3: Sources of Support	Topic Area 1: Current public health issues and the impact on society	Topic Area 2: Factors influencing health
History	Medieval and Renaissance Medicine	Industrial Medicine and Medicine in the Trenches of WW1	Medicine 1900 – the present day	Anglo Saxon England	The Norman Invasion	How did William change England after 1066?
Music	**Practical:** Composition 1 Solo Performance **Exam:** Music Theory	**Practical:** Composition 1 Solo Performance **Exam:** Music Theory	**Practical:** Composition 1 Solo Performance **Exam:** Conventions of Pop	**Practical:** Composition 1 Solo Performance **Exam:** Conventions of Pop	**Practical:** Solo Performance Ensemble Performance **Exam:** Concerto through time	**Practical:** Solo Performance Ensemble Performance **Exam:** Concerto through time
PE Core	Head: Knowledge of new activities Hand: Games/Games from around the world Heart: Sportsmanship	Head: Knowledge of rules and regulations of individual activities Hand: Individual activities Heart: Confidence	Head: Knowledge of disability sport Hand: Skills, techniques of disability sports Heart: Resilience	Head: Knowledge of the range of fitness types Hand: Fitness, options Heart: Effort	Head: Rules and regulations/officiating Hand: Rounders Heart: Teamwork	Head: Officiating knowledge Hand: Athletics Heart: Leadership

PSHE	Morality and ethics	Coping with challenges to mental and physical health	Living in the wider community	Morality and ethics (2)	Looking to the future	Looking to the future
RE	Paper 1 – Christianity beliefs and teachings	Paper 1 – Christianity beliefs and teachings	Paper 1 – Christian practices	Paper 1 – Christian practices	Paper 2 – Theme A Relationships and families	Paper 2 – Theme B Religion and life
Sports Studies	R181: Topic Area 1 Components of fitness applied to sport	R181: Topic Area 1 Components of fitness applied to sport	R181: Topic Area 2: Principles of Training	R181: Topic Area 3 and 4 Organising, planning and evaluating a fitness training programme	R182: Topic Area 1 Cardio-respiratory system	R182: Topic Area 1 Muscular-skeletal system
Textiles	Decoration module & theory	Sewing machine module and confidence building	Mechanisms and levers theory & application Timbers Papers and boards	Mini NEA task; Little girls dress or skirts (commercial pattern)	Mock Preparation	Mini NEA task Block patterns

Maths

'Nature is written in mathematical language' Galileo Galilei

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Congruence, similarity and enlargement:** Understand the difference between congruence and similarity Find missing sides in similar shapes (including similar triangles) Enlarge a shape about a point Understand and use similarity and congruence (including congruent triangles) **Trigonometry:** Understand sine, cosine and tangent, and use to calculate missing lengths or angles Know and use exact values for key angles	**Representing solutions of equations and inequalities:** Form and solve equations and inequalities Represent solutions to inequalities on a number line, and solutions to equations graphically **Simultaneous equations:** Understand the meaning of solution Form and solve simultaneous equations algebraically Form and solve simultaneous equations graphically	**Angles and bearings:** Review KS3 angle rules Understand and use bearings **Working with circles:** Review area and circumference Name parts of a circle and perform related calculations Find areas and volumes related to circles (e.g. cylinder, cone, sphere) **Vectors:** Understand vector notation Vector arithmetic Translations	**Ratio and fractions:** Use ratios, including with mixed units Fractions in and from ratios Combining ratios Best buys and currency conversions **Percentages and interest:** Convert fractions, decimals and percentages Find percentages and percentage changes Find one number as a percentage of another Calculate simple and compound interest, and depreciation	**Probability:** Review of single event probability (theoretical and experimental) Find probabilities from probability trees, frequency trees, frequency tables and Venn diagrams **Collecting, representing and interpreting data:** Understand sampling Construct and interpret tables and line graphs for time series data Correlation and lines of best fit Understand and represent with grouped data Draw and interpret frequency polygons	**Types of number and sequences:** Use factors, multiples, primes and prime factorisation Recognise and use arithmetic, geometric and other sequences **Indices and roots:** Work out powers and roots Use the laws of indices Calculate with numbers in standard form **Manipulating expressions:** Review simplifying algebraic expressions Use identities Add, subtract, multiply and divide algebraic fractions

				Find original values	Compare distributions and evaluate measures of location/ dispersion **Non-calculator methods:** Use +, -, x and ÷ with integers, decimals and fractions Work with exact answers e.g. for area and volume Evaluate calculations involving percentages	Simplify and solve algebraic fractions Represent numbers algebraically and algebraic proof
Assessments and End Points	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work MOCK examinations
Important literacy and numeracy developed	We will revisit the essential skills and build on them. These include skills for life such as decimals (to help with money), fractions (useful in recipes), percentages (essential in shopping, business and organising trips), interpreting graphs and charts, calculating perimeter and area, finding an average, adding units of time and converting between measures. It is crucial to have confidence in these areas. We provide all pupils with a knowledge organiser at the start of each unit to support them with key terminology and notation.					
Wider skills and enrichment	Our maths curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically. We lead an engaging maths club where pupils explore mathematical puzzles and games, as well as a 'Dragons and Dungeons' club which pupils really enjoy. Pupils can take part in the Junior and Intermediate UKMT Maths Challenge from years 7-10.					
How you can help your child at home	Ensure they complete all independent study and encourage them to use online support including Mathswatch where pupils have an individual login and password. We also encourage pupils to use the websites Corbettmaths, Mathsgenie, Oak National Academy and BBC Bitesize.					

English Language & English Literature

"I will live in the Past, the Present, and the Future… I will not shut out the lessons that they teach."

– Charles Dickens, from *'A Christmas Carol'* (1843)

At the start of Key Stage 4 English lessons, pupils commence their GCSEs in English Literature and English Language, following the AQA specification and completing termly interim assessments on the different examination units. In the autumn term, pupils study and analyse the political drama text 'An Inspector Calls' by JB Priestley and then Dickens' 19th century novel 'A Christmas Carol'. After Christmas, lessons focus on the two English Language papers, Paper 1 (exploring creative reading and writing) and Paper 2 (reading and writing about writers' viewpoints and perspectives). They return to GCSE Literature in the summer term, studying a selection of the poetry from the AQA 'Power and Conflict' poetry anthology, as well as completing a spoken language endorsement unit for their GCSE. Pupils studies in year 10 culminate in a first round of mock examinations to prepare them for the summer exams in year 11.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Literature (Modern drama text):** **'An Inspector Calls' by JB Priestley** **Literature Paper 2 (Modern drama)** *An Inspector Calls* Plot Characters Themes Drama form & Key speech/dialogue analysis Social & historical context	**Literature (19th Century Novel):** **'A Christmas Carol' by Charles Dickens** **Literature Paper 1 (19th Century Novel)** *A Christmas Carol* Plot Characters Themes Novella form & Extract analysis Social & historical context **Language Paper 1, Section B (Descriptive / Narrative writing)** 1 hour a week: introduction to creative writing (Tasks linked to Dickens' novel)	**Language:** **English Language Paper 1 – 'Explorations in creative reading and writing'** **Language Paper 1** 'Explorations in creative reading and writing': Questions 1-4 *Fiction extracts* Question 5 *Descriptive and Narrative writing*	**Language:** **English Language Paper 2 – 'Viewpoints and perspectives'** **Language Paper 2** 'Writers' viewpoints and perspectives': *Questions 1-4* *Non- fiction extracts (19th & 20th/21st century)* Question 5 *Viewpoint writing*	**Literature:** **Poetry Anthology (Power and Conflict poems)** **Poems studied:** • **Bayonet Charge** • **The Charge of the Light Brigade** • **Ozymandias** • **London** • **My Last Duchess** **Literature Paper 2 (Anthology Poetry)** 'Power & Conflict' Poetry Anthology *5 poems** & Unseen Poetry	**Literature:** **Poetry Anthology (Power and Conflict poems)** **& Spoken Language Endorsement** **Poems studied:** • ***Storm on the Island*** • **Extract from *The Prelude*** • ***Exposure*** • ***Remains*** • ***War Photographer*** **Literature Paper 2 (Poetry)** 'Power & Conflict' Poetry Anthology *5 poems** & Unseen Poetry ***Poems studied are:*** 'Storm on the Island' by Seamus Heaney

						Extract from 'The Prelude' by William Wordsworth 'Exposure' by Wilfred Owen **Spoken Language Endorsement**
Assessments and End Points	**Baseline:** (First 2 weeks) Literature Paper 2A exam style question (Short response) *e.g. How is Mr Birling presented as unlikable in Act 1?* **End point:** Literature Paper 2A exam style question (Extended response) **English Literature** AO1, AO2 & AO3	**Mid-point:** Descriptive / narrative writing task (40 marks) **English Language:** AO5 & AO6 (Descriptive and narrative writing skills) **End point:** Literature Paper 1 style exam **English Literature**: AO1, AO2 & AO3	**End point:** English Language Paper 1, Q 1-4 (40 marks) **English Language:** AO1, AO2, AO4	**Mid-point:** English Language Paper 2, Q 1-4 (40 marks) **English Language:** AO1, AO2, AO3	**Summer Mock Exams: Language Paper 2,** Q5 (40 marks) **English Language:** AO5 & AO6 **Literature** Paper 2, Section B (Poetry comparison) and Section C (Unseen Poetry) **English Literature**: AO1, AO2 & AO3	**Spoken Language endorsement** (Individual spoken presentation – Viewpoint speech, Paper 2 Question 5 link) **English Language:** AO5 & AO6
Important literacy and numeracy developed	**Reading:** Extended guided reading of GCSE texts: 'A Christmas Carol', 'An Inspector Calls' as well as a selection of the poetry 'Power and Conflict' cluster across the year. Close analytical reading, focusing on word and sentence level understanding; Inference, analysis and comparison skills are inherent in the year 10 English curriculum. **Writing:** Extended writing, including planning, drafting and editing; Technical accuracy focus in each unit which builds on prior knowledge of spelling, punctuation and grammar; Honing pupils writing with regard to both Language paper's creative writing tasks as well as continuing to work on pupils extended responses to literary texts in order to prepare them for year 11 and their GCSE's.					

	Oracy: In year 10 pupils will have the opportunity to complete their spoken language endorsement which is a speech they give to an audience based on a topic of their choosing. Each year 10 unit features distinct opportunities to explore texts and themes through talk. **Numeracy:** Pupils engage with the use of statistics when exploring and producing non-fiction viewpoint writing in preparation for their Language Paper 2. Several units of English in year 10 include numeracy knowledge, particularly when looking at contextual information and using statistics and figures to help elucidate the contexts of different historical periods.
Wider skills and enrichment	**Careers awareness** is addressed explicitly through the spoken language unit as this equips students with skills needed to present information and communicate effectively. The focus of the writing section of the Language papers also equips our students to write effective articles, letters and speeches reinforcing that skill of presenting and communicating effectively. **Links to wider curriculum** are inherently present in our exploration of different historical periods and contexts. Studying 'An Inspector Calls' also exposes pupils to social inequality and injustice which ties in with our PSHE curriculum. Enrichment opportunities include encouragement to participate in NSG News Club (our school newspaper), Drama club or either of our library-based reading clubs: Kindle Classics club or Accelerated Reader club
How you can help your child at home	Support your child in their GCSE studies by directing them to shared English curriculum resources and catch-up English work via **Microsoft Teams**. They can also use a variety of online revision resources, such as **BBC Bitesize, Oak National Academy** and **YouTube revision channels** (e.g. Mr Bruff and BBC Learning Zone). It is very helpful for pupils to have a personal copy of the set Literature texts ('An Inspector Calls' by JB Priestley, 'A Christmas Carol' by Charles Dickens and 'Macbeth' by William Shakespeare) – we do not recommend any particular edition. Revision guides, which can be purchased easily in shops or online, can be very useful too. The CGP revision series for AQA English Language and AQA English Literature, as well as the York Notes study guides for the GCSE English Literature texts, are particularly recommended by the English Faculty at NSG.

Combined Science

Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.' Marie Curie

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge (Topic timing may vary within terms)	**Lab skills 4** and fundamentals (B1, C1, P1) **Infection and response (B4)** – disease, body defences and prevention **Bonding and structure (C2)** – types of bonding	**Particle model (P3)** – heat curves, heat capacity, latent heat and gases **Bioenergetics (B3)** – osmosis, active transport, digestion, circulatory system, breathing and plant minerals	**Quantitative chemistry (C3)** – calculations **Atomic structure (P4)** – ionising radiation, half-life and dangers of radiation **Organisation (B2)** – photosynthesis, diffusion, and plant transport	**Chemical changes (C4)** – reactions of metals, acids and alkalis, electrolysis **Electricity (P2)** – potential difference, current, resistance, sensors, National Grid, electrical safety	**Energy changes (C5)** – Exo/endothermic reactions, reaction profiles, energy change calculations **Ecology (B8)** – ecosystems, population size, materials cycling, land use, biodiversity	**Rates of Reactions (C6)** – measuring rates, collision theory, reversible reactions, equilibrium **Forces (P5a)** – vectors, resultant forces, resolving forces, momentum, force and extension
Assessments and End Points	AP1 - Recall test on Lab skills (Autumn report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP2 – Mixed response questions on Autumn term topics. (Spring report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP3 – Mock Paper 1 exams (Summer report) Recall test (20 questions after each topic)
Important literacy and numeracy developed	Literacy skills include developing a wider level of scientific language which is then used correctly and concisely to describe, explain, analyse and evaluate scientific data, facts and theories. Numeracy skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry. These are applied to investigative data, biological calculations (e.g. magnification and percentage change), quantitative chemistry (e.g. mass calculations) and physics equations.					
Wider skills and enrichment	Pupils will consider the wider relevance of science to their lives and careers, including the range of STEM careers. Opportunities to explore these through employers and other visitors will be organised as opportunities arise.					
How you can help your child at home	Regular recall and revision are an essential part of success in Sciences. This can be supported by encouraging recall practise of the key knowledge which pupils collate and are regularly tested on both after a topic and then ongoing through the course. BBC Bitesize, Oak Academy, Brainscape and the online investigation software (link in Teams) are among the tools which can support effective revision.					

Biology

'It is a curious situation that the sea, from which life first arose should now be threatened by the activities of one form of that life.' Rachel Carson

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge (Timing within terms may vary)	Lab skills 4 and fundamentals (B1) Microbiology (B1) – preparing bacteria cultures and testing antibacterials	Infection and response (B4) – disease, body defences and prevention, monoclonal antibodies, plant diseases	Bioenergetics (B3) – osmosis, active transport, digestion, circulatory system, breathing and plant minerals	Organisation (B2) – photosynthesis, diffusion, and plant transport	Ecology (B8) – ecosystems, population size, materials cycling, land use, biodiversity, food security, biotechnology, decay	(B8 continued)
Assessments and End Points	AP1 - Recall test on Lab skills (Autumn report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP2 – Mixed response questions on Autumn term topics. (Spring report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP3 – Mock Paper 1 exams (Summer report) Recall test (20 questions after each topic)
Important literacy and numeracy developed	Literacy skills include developing a wider level of scientific language which is then used correctly and concisely to describe, explain, analyse and evaluate scientific data, facts and theories. Numeracy skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry. These include magnification, calculations of area of various shapes, surface area to volume calculations, inverse square law for distance from a light source, rates and sampling.					
Wider skills and enrichment	Pupils will consider the wider relevance of science to their lives and careers, including the range of STEM careers. Opportunities to explore these through employers and other visitors will be organised as opportunities arise.					
How you can help your child at home	Regular recall and revision is an essential part of success in Sciences. This can be supported by encouraging recall practise of the key knowledge which pupils collate and are regularly tested on both after a topic and then ongoing through the course. BBC Bitesize, Oak Academy, Brainscape and the online investigation software (link in Teams) are among the tools which can support effective revision.					

Chemistry

In 2008, the Nobel Prize in Chemistry was awarded for the work done on…chemistry of a jellyfish, and it's been equated to the discovery of the microscope…' Edith Widder

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge (Timing within terms may vary)	Lab skills 4 and fundamentals (C1) Transition metals (C1)	Bonding and structure (C2) – types of bonding, nanoparticles	Quantitative chemistry (C3) – calculations, including percentage yield, atom economy, concentrations using m/dm^3, gas calculations	Chemical changes (C4) – reactions of metals, acids and alkalis, electrolysis	Energy changes (C5) – Exo/endothermic reactions, reaction profiles, energy change calculations, chemical cells and hydrogen fuel cells.	Rates of Reactions (C6) – measuring rates, collision theory, reversible reactions, equilibrium
Assessments and End Points	AP1 - Recall test on Lab skills (Autumn report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP2 – Mixed response questions on Autumn term topics. (Spring report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP3 – Mock Paper 1 exams (Summer report) Recall test (20 questions after each topic)
Important literacy and numeracy developed	Literacy skills include developing a wider level of scientific language which is then used correctly and concisely to describe, explain, analyse and evaluate scientific data, facts and theories. Numeracy skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry. These are applied to investigative data, chemical calculations, rates of reactions, rates from gradients of graphs, balancing equations and energy change calculations.					
Wider skills and enrichment	Pupils will consider the wider relevance of science to their lives and careers, including the range of STEM careers. Opportunities to explore these through employers and other visitors will be organised as opportunities arise.					
How you can help your child at home	Regular recall and revision is an essential part of success in Sciences. This can be supported by encouraging recall practise of the key knowledge which pupils collate and are regularly tested on both after a topic and then ongoing through the course. BBC Bitesize, Oak Academy, Brainscape and the online investigation software (link in Teams) are among the tools which can support effective revision.					

Physics

'Creativity is essential to particle physics, cosmology, and to mathematics, and to other fields of science, just as it is to its more widely acknowledged beneficiaries - the arts and humanities.' Lisa Randall

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Lab skills 4 and fundamentals (P1) Thermal insulation (P1)	Particle model (P3) – heat curves, specific heat capacity, latent heat and gases, gas pressure and uses of gas pressure	Atomic structure (P4) – ionising radiation, half-life, dangers of radiation, uses of radiation, background radiation, nuclear fission and nuclear fusion.	Electricity (P2) – potential difference, current, resistance, sensors, National Grid, electrical safety, static electricity, electric fields	Forces (P5) – vectors, motion graphs and calculations, resultant forces, resolving forces, momentum, force and extension	Forces (P5) continued
Assessments and End Points	AP1 - Recall test on Lab skills (Autumn report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP2 – Mixed response questions on Autumn term topics. (Spring report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP3 – Mock Paper 1 exams (Summer report) Recall test (20 questions after each topic)
Important literacy and numeracy developed	Literacy skills include developing a wider level of scientific language which is then used correctly and concisely to describe, explain, analyse and evaluate scientific data, facts and theories. Numeracy skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry. These are applied to investigative data, calculations using equations (including rearranging and conversions), heat curve graphs, using graph gradients, half-life calculations, nuclear equations and scale drawings.					
Wider skills and enrichment	Pupils will consider the wider relevance of science to their lives and careers, including the range of STEM careers. Opportunities to explore these through employers and other visitors will be organised as opportunities arise.					
How you can help your child at home	Regular recall and revision is an essential part of success in Sciences. This can be supported by encouraging recall practise of the key knowledge which pupils collate and are regularly tested on both after a topic and then ongoing through the course. BBC Bitesize, Oak Academy, Brainscape and the online investigation software (link in Teams) are among the tools which can support effective revision.					

Art

'All schools should be art schools' Bob & Roberta Smith

AQA GCSE Art & Design: Unit 1: Portfolio

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	A foundation course of mini projects to introduce students to techniques, processes, ways of presenting work and metacognition / thinking processes. Observing and recording. Large & smaller, details and close ups. Experimental approaches - expanding the idea of what drawing can be. Research & response. Combining media, responding to mood & feeling as well as visual elements: texture, tone, rhythm, colour. Experimenting & refining ideas. Presenting a personal response Meeting assessment objectives 1-3: • A01: Develop, • AO2: Refine, • AO3: Record.		A structured Unit 1 project exploring anatomy, responding to anatomical models and a range of artists. Using and abusing traditions. Exploring meaning, purpose and context. Using the language of Art. Meeting assessment objectives 1-3: • A01: Develop, • AO2: Refine, • AO3: Record.	An extension to Unit 1: Anatomy, broadening the theme to Human with independent and personal project development. Responding to various artists and a visit to New Art Gallery, Walsall. Playing with ideas, materials & failure. Communicating ideas. Engaging head, hands & heart. Meeting all 4 assessment objectives: • A01: Develop, • AO2: Refine, • AO3: Record, • AO4: Present		Final outcome to Anatomy/Human extended project in exam conditions (Y10 Mock). AO4: Making a personal response Y11 Mock: Unit 1: past paper. Independent project development. Working to a set task with a tight timescale. Meeting all 4 assessment objectives: •A01: Develop, •AO2: Refine, •AO3: Record, •AO4: Present.
Assessments and End Points	Tutorials / Progress sheets	Tutorials / Progress sheets Predicted grade	Tutorials / Progress sheets	Tutorials / Progress sheets Predicted grade	Tutorials / Progress sheets	Tutorials / Progress sheets Mock Exam grade Predicted grade

Important literacy and numeracy developed	Using writing as a tool for thought. Annotating to communicate thoughts and ideas. Reading and comprehension for contextual research Specialist vocabulary.					
Wider skills and enrichment	Gallery visit to New Art Gallery Walsall					
How you can help your child at home	Ask them about their work, listen to their ideas on a theme and discuss their and your own ideas. Encourage skills practice. Provide a quiet place for research and HW tasks. Visit a gallery if the opportunity arises.					

Computer Science

'Programming is not just about code. Its about creating something from nothing and solving real-world problems.' Reshama Shaikh

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	-What actions occur at each stage of the fetch-execute cycle -The role/purpose of each component and what it manages, stores, or controls during the fetch-execute cycle -The purpose of each register, what it stores (data or address) -The difference between storing data and an address -Understanding of each characteristic as listed -The effects of changing any of the common characteristics on system performance, either individually or in combination -What embedded systems are -Typical characteristics of embedded systems -Familiarity with a range of different embedded systems	-Why computers have primary storage -How this usually consists of RAM and ROM -Key characteristics of RAM and ROM -Why virtual memory may be needed in a system -How virtual memory works -Transfer of data between RAM and HDD when RAM is filled -Why computers have secondary storage -Recognise a range of secondary storage devices/media -Differences between each type of storage device/medium -Compare advantages/disadvantages for each storage device -Be able to apply their knowledge in context within scenarios	Why data must be stored in binary format -Familiarity with data units and moving between each -Data storage devices have different fixed capacities -Calculate required storage capacity for a given set of files -Calculate file sizes of sound, images and text files -Binary, denary and Hexadecimal number range -Conversion of any number in these ranges to another number base -Ability to deal with binary numbers containing between 1 and 8 bits -Understand and carry out a binary shift (both left or right) -How characters are represented in binary -How the number of characters stored is	The characteristics of LANs and WANs -Understanding of different factors that can affect the performance of a network -The concept of the Internet as a network of computer networks -A Domain Name Service (DNS) is made up of multiple Domain Name Servers -A DNS's role in the conversion of a URL to an IP address - Concept of servers providing services -The Cloud: remote service provision -Apply understanding of networks to a given scenario Compare benefits and drawbacks of wired versus wireless connection - Recommend one or more connections for a given scenario	-Threats posed to devices/systems -Knowledge /principles of each form of attack including: -How the attack is used -The purpose of the attack -Understanding of how to limit the threats -Understanding of methods to remove vulnerabilities -Knowledge /principles of each prevention method: -What each prevention method may limit/prevent -How it limits the attack	- What each function of an operating system does - Features of a user interface -Memory management - User management functions, e.g. -Allocation of an account -Access rights § Security -File management, and the key features -Understand that computers often come with utility software, and how this performs housekeeping tasks -Purpose of the identified utility software and why it is required -Technology introduces ethical, legal, cultural, environmental and privacy issues -Knowledge of a variety of examples of digital technology and how this impacts on society

			limited by the bits available -The differences between and impact of each character set -Understand how character sets are logically ordered -Each pixel has a specific colour, represented by a specific code -The effect on image size and quality when changing colour depth and resolution - Metadata stores additional image information -Analogue sounds must be stored in binary -Sample rate / Duration / bit depth or audio -Common scenarios where compression may be needed and advantages and disadvantages of each	-The principle of encryption to secure data across network connections -IP addressing and the format of an IP address -A MAC address is assigned to devices; its use within a network -The principle of a standard to provide rules for areas of computing -The principle of a (communication) protocol as a set of rules for transferring data -That different types and principles of protocols are used for different purposes		-An ability to discuss the impact of technology based around the issues listed -The purpose of each piece of legislation and the specific actions it allows or prohibits -The need to license software and the purpose of a software licence -Features of open source (providing access to the source code and the ability to change the software) -Features of proprietary (no access to the source code, purchased commonly as off-the-shelf) -Recommend a type of licence for a given scenario including benefits and drawbacks
Assessments and End Points	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work MOCK examinations
Important literacy and numeracy developed	We will revisit the essential skills and build on them. These include skills for life such as E-Safety, communicating online, problem solving and confidence in using software. It is crucial to have confidence in these areas. We provide all pupils with a knowledge organiser at the start of each unit to support them with key terminology and notation.					

Wider skills and enrichment	Our Computer Science curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically. Boosters for KS4 run weekly as well as drop ins where needed.
How you can help your child at home	Ensure they complete all independent study and encourage them to use online support including Repl.it where pupils have an individual login and password. We also encourage pupils to use the websites Craig n Dave (YouTube) and BBC Bitesize.

Dance

"Great dancers are not great because of their technique, they are great because of their passion"
Martha Graham

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Learn a variety of dance styles, e.g. contemporary, jazz, street, commercial and musical theatre. Study a range of choreographers e.g. Matthew Bourne, Bob Fosse, Merce Cunningham and Katie Prince Learn the stylistic qualities of each dance style.	Continue to learn a variety of dance styles, e.g. contemporary, jazz, street, commercial and musical theatre. Continue to study a range of choreographers e.g. Matthew Bourne, Bob Fosse, Merce Cunningham and Katie Prince Learn the stylistic qualities of each dance style	Start component 2 – Developing Skills and Techniques in the Performing Arts. Replicating repertoire and linking it to a theme set by the exam board Use rehearsal process Apply skills and techniques in performance Review own development and application of performance	Continue with component 2 Apply skills and techniques in performance Replicating repertoire and linking it to a theme set by the exam board Use rehearsal process Apply skills and techniques in performance Review own development and	Complete component 2 Review own development and application of performance Review own development and application of performance Start component 3 mock Understand how to respond to a brief	Complete component 3 mock Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief

	Health and Safety in dance e.g. how to warm up and cool down Learn behaviours and attitudes when working with others, e.g. being supportive, commitment, being prepared. Learn physical skills in dance e.g. alignment, characterisation, spatial awareness, rhythm and stamina Roles and responsibilities of dancer, choreographer, set, costume and lighting designer	Continue to learn physical skills in dance e.g. alignment, characterisation, spatial awareness, rhythm and stamina Roles and responsibilities of dancer, choreographer, set, costume and lighting designer. Learn about the choreographic process, from idea to stage and beyond.		application of performance	Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief	Continue to develop dance skills
Assessments and End Points	Baseline assessment on basic dance skills Practical logbook AFL - Roles and responsibilities of dance/choreographer/ costume, set and lighting designer AFL – Review and evaluate own development and performance	Practical logbook AFL – Ideas and skills log AFL – Review and evaluate own development and performance	Component 2– Internally Assessed	Component 2– Internally Assessed	Component 2– Internally Assessed	Mock Component 3

Important literacy and numeracy developed	Literacy is developed by using subject specific language and through extended pieces of writing Numeracy is developed through counting to the beat of the music, keeping time, using symmetry, using geometrical patterns and shapes to help create movement and dance pieces and using angles for arm and leg positions
Wider skills and enrichment	Dance will contribute to helping pupil's lead a more active and healthier lifestyle and improve pupil's confidence through performing to an audience. Dance Pupils will have the opportunity to go on a theatre trip to watch a show, this will teach them theatre etiquette and give them the opportunity to see a live performance.
How you can help your child at home	Encourage your child to attend extracurricular dance club Watch a wide range of dances and dance styles Encourage your child to practise and rehearse

Food and Nutrition

"Your diet is a bank account. Good food choices are good investments" - Bethenny Frankel.

GCSE Food Preparation and Nutrition is a mixture of practical based, hands-on cooking and theoretical knowledge which focuses on nurturing your practical cookery skills to give you a strong understanding of nutrition and food science. This course involves in depth theory and computer-based research which will develop a greater understanding of nutrition, food provenance and the working characteristics of food materials.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Kitchen Hygiene and Food Safety- buying, storing, preparing cooking and serving safe food. Healthy Eating – How to follow a balanced healthy diet using The Eatwell Guide and following the Governments Healthy Eating Guidelines Dietary Needs- dietary needs of different life stages. Diet Related Disease- Health issues such Obesity, Diabetes, Coronary Heart Disease, Osteoporosis, Rickets, Tooth Decay and Anaemia. **Practical** – Apple Swans, Vegetable Soup and	Food Sustainability- Environmental impact of the food industry and lowering Carbon Footprint. Provenance and Seasonality of ingredients Fruit & Vegetables – Categorising Fruit and Vegetables and their contribution to the diet. Vitamins and Minerals- sources, functions and deficiencies of a range of nutrients required for good health. **Practical** – Bread Loaf, Toffee Meringue Pie, Yule Log	Dairy- nutritional content, provenance, types and how dairy products such as; cheese, yoghurt and cream are produced. Eggs- types, nutritional content and functions in cooking. Meat, Poultry and Alternative Proteins- Nutritional content, contribution to the diet, classifications and safe preparation. Fish- Meat, Poultry and Alternative Proteins- Nutritional content, contribution to the diet, classifications and safe preparation.	Evaluations- evaluating products using sensory stars and making modifications and improvements. Carbohydrates- sources, types, functions, deficiencies and excess. Fibre- sources, types, functions, deficiencies and excess. Protein sources, types, functions, deficiencies and excess. **Practical** – Choux Pastry, Rough Puff Pastry	Time Plans & Dovetailing – Planning and weaving recipes together to ensure all product served hot together safely. Fats- sources, types, functions, deficiencies and excess. Energy Balance and DRV's – Factors impacting Energy Requirements, BMR, BMI, PAL and Reference Nutrient Intake Tables Primary and Secondary Processing- how a range of products are made and classifying them into primary and secondary. **Practical** – Tunnocks Teacake Challenge	Technological Developments – Additives, Functional Foods, GM Foods, Fairtrade and Food security Food Choice- Personal, Environmental, Economic, Psychological and Social factors impacting food choice. Allergies and Intolerances – Differences, Top 14 symptoms and treatment, Sensory Testing- Range of Sensory tests, Tasting panels and charts. Mini NEA1- Food Science Investigation Mock NEA2 – Food Preparation Task

	Accompaniment, Curry and Naan Bread, Filled Fresh Pasta		**Practical** – Scotch Eggs, Portioning Chicken, Filleting Fish		Salmon Dish, Mince Dish	**Practical** – Cultural Dish, 2 x dishes Mini NEA2
Assessments and End Points	Baseline Assessment on KS3 Knowledge AFL – Long Exam Question End of Half Term Exam Questions 50mark paper	AFL – Long Exam Question End of Half Term Exam Questions 50mark paper	AFL – Evaluation and Presentation End of Half Term Exam Questions 50mark paper	AFL – Long Exam Question End of Half Term Exam Questions 50mark paper	AFL – Evaluation End of Half Term Exam Questions 50mark paper	Mock NEA2 Mock 100mark full paper 1hr 30minutes
Important literacy and numeracy developed	Food Preparation develops numeracy in a range of different ways; costing, using units of measure and ratio in weighing and measuring of ingredients, temperature in key temperatures for food safety and cooking, Height and weight calculations for BMI and time in cooking and time plans. Literacy is also developed in extended writing, encouraging reading of extended texts and use of tier two and subject specific language in extended writing for long exam question answers.					
Wider skills and enrichment	Pupils will develop their food preparation and cooking skills over the year a key life skill they will need after school as well as becoming an informed consumer becoming aware of purchasing safe, nutritional and sustainable food. Pupils will have the opportunity to enter the Tunnocks teacake challenge a national competition.					
How you can help your child at home	Encourage organisation to bring container for practical lessons, all ingredients are supplied. Encourage your child to help prepare and cook dishes and clean up at home. Watching food related programmes to increase their knowledge of current trends in food. *Further information, activities and recipes can be found at www.foodafactoflife.org.uk*					

French

"One language sets you in a corridor for life. Two languages open every door along the way." Frank Smith

Year 10 relies upon the linguistic building blocks established in Key Stage 3. The curriculum is thematic and follows the Edexcel content and prescribed vocabulary. Pupils develop greater grammatical autonomy, vocabulary retrieval, phonetic confidence and linguistic proficiency in Year 10.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	***Identity & Cutlure: Qui suis-je?*** Describing self and family members (physical appearance and personality)	**Identity & Cutlure: Qui suis-je?** Relationships with family members and friends Describing a day out in the past tense Role models	***Identity & Cutlure: Le temps de loisirs*** Giving opinions on different hobbies and sports Describing your favourite film, TV programme and rrading and music preferences Discussing use of technology	***Identity & Cutlure: Jours ordinaires et de fete*** Giving opinions on food and drink Describing clothes, my daily routine and what I usually do at the weekend Describing family occasions	***Local area, holiday and travel: De la ville à la campagne*** Describing where I live and what there is to do in my town Understanding and giving directions	***Local area, holiday and travel: Le grand large*** Talking about what I like to do on holiday, describing a past holiday and discussing my ideal holiday
Assessments and End Points	Regular vocabulary quizzes Writing Assessment (photo description)	Regular vocabulary quizzes Module 1 Reading & Listening Assessment Speaking Assessment (Role Play)	Regular vocabulary quizzes Module 2 Reading and Listening Assessment Writing Assessment (40 word task)	Regular vocabulary quizzes Module 3 Reading and Listening Assessment Speaking Assessment (picture based task)	Regular vocabulary quizzes Module 4 Reading and Listening Assessment Writing Assessment (80 word task)	Regular vocabulary quizzes Reading and listening GCSE Mock Exam In class GCSE mock speaking exam (General Conversation)
Important literacy and numeracy developed	**Literacy** – Grammatical awareness, reading aloud and phonics, accuracy with spelling and developing vocabulary skills. Inference skills, reading literary texts and deciphering longer texts. Translation skills. **Numeracy** – Numbers 1-100, telling the time and using the 24 hour clock, currency.					
Wider skills and enrichment	Geographical knowledge. Cultural awareness and appreciation. Awareness of the benefits of learning and language and the careers this helps.					

	Wider knowledge of the French speaking world. Current environmental ussues and human rights Knowledge of internet safety and the benefits of healthy living
How you can help your child at home	Encorage your child to revise new vocabulary regularly and complete their self quizzing using their knowledge organisers and our online learning platforms. Ensure your child is completing their listening homework on Active Learn and support them in preparing their General Conversation and questions using their speaking booklet. Quizlet: https://quizlet.com/latest Active Learn: https://www.pearsonactivelearn.com/app/home

Geography

Geography prepares you for the world of work-geographers with their skills of analysis are highly employable- Michael Palin

We study AQA GCSE Geography 1-9 and have chosen earthquakes, cold environments and rivers and coasts for Paper 1 and the Energy option part of Paper 2. The GCSE builds upon skills pupils have worked on throughout KS3. A link to the specification is HERE.

	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Component Knowledge	Paper 1 Living with the physical environment 35% We study the challenge of natural hazards. Looking at plate boundaries, the tectonic hazards that are created, their effects on HIC's and LIC's and why people stay living at risk.	Paper 1 Living with the physical environment 35% We then study weather hazards. Looking at the structure and formation of Hurricanes, their effects and how countries respond followed by UK weather hazards through a relevant case study. Then we study climate change its natural and human causes, the effects of it and ways we can adapt to it or manage it.	Paper 1 Living with the physical environment 35% We study the living world, looking at ecosystems and global biomes including the Malaysian rain forest and Svalbard as a cold environment.	Paper 1 Living with the physical environment 35% We study physical landscapes in the U.K starting with coasts. Looking at the physical processes that shape the coast, landforms and coastal management through relevant case studies in the U.K	Paper 1 Living with the physical environment 35% We continue to study physical landscapes in the U.K continuing with rivers. Looking at the physical processes that shape a river course, landforms and flood management through relevant case studies in the U.K	Paper 2 Challenges in the human environment 35% We then start the human geography focused part of the GCSE, starting with the challenge of resource management looking at the global distribution of resources and then focusing on UK food, water and energy supplies. We then focus further on energy for the option section of Paper 2.
Assessments and End Points	We will practice regular exam questions, with feedback using mark schemes, model answers and teacher feedback. At the end of each unit of work pupils are assessed through a mini past paper based	We will practice regular exam questions, with feedback using mark schemes, model answers and teacher feedback. At the end of each unit of work pupils are assessed through a mini past paper based	We will practice regular exam questions, with feedback using mark schemes, model answers and teacher feedback. At the end of each unit of work pupils are assessed through a mini past paper based	We will practice regular exam questions, with feedback using mark schemes, model answers and teacher feedback. At the end of each unit of work pupils are assessed through a mini past paper based	We will practice regular exam questions, with feedback using mark schemes, model answers and teacher feedback. At the end of each unit of work pupils are assessed through a mini past paper based	Pupils have a mock Paper 1 to assess their progress.

	assessment and feedback is given.	assessment and feedback is given.	assessment and feedback is given.	assessment and feedback is given.	assessment and feedback is given.	
Important literacy and numeracy developed	We use the Oxford University Press GCSE Geography textbook. Copies of sections are on Teams. Pupils learn about several lengthy case studies and practise writing extended answers using this knowledge. Pupils also regularly practise numeracy skills manipulating geographical data, reading and analysing graphs etc.					
Wider skills and enrichment	Geographical skills are taught throughout the GCSE but there are many other skills that are part of the GCSE that lend themselves to further studies and employment i.e. critical thinking skills and decision making. Pupils go on two fieldtrips; their physical geography trip is to Carding Mill Valley in Shropshire and the human geography trip is to Longbridge.					
How you can help your child at home	All pupil textbooks are on TEAMS, if pupils miss a lesson they need to catch that work up at home. Revision guides are provided for pupils to use during form time to support their preparation for assessments and their final exams. Videos and revision power points will be uploaded onto TEAMS leading up to assessments that pupils can access at home.					

Graphic Design

"Design is intelligence made visible"

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	-Careers are also Investigated early on looking at a range of designers -skills in working drawings.	Understanding of AO1 Research designers who use CAD for inspirations. Develop skills and knowledge in use of photoshop.	Understanding of AO2 Experiments with a range of materials and techniques	Understanding of AO3 Development of Ideas	Understanding of AO4 Final design, Overall outcomes.	Understanding disassembling existing products
Assessments and End Points	Research Sources Influences Theme exploration	Photoshop Development and Outcome	Experiments with different martials, Refinement, range, techniques	Lettering Layouts Design ideas Annotation planning	Mock exam	Research of existing products.
Important literacy and numeracy developed	New technical vocab. Written annotation. Development of nets on 2D design Measuring, angles, proportions Paper sizes					
Wider skills and enrichment	Working with outside agencies and companies for mini briefs where possible such as St Modwens					
How you can help your child at home	Encouraging participation in boosters, Developing work at home, completing set homework, encouraging use of photography and others mediums to develop ideas around theme.					

Health and Social Care

'Communities and countries and ultimately, the world, are only as strong as the health of their women'

Michelle Obama

Health and Social Care students in KS4 study the OCR Cambridge National Health and Social Care qualification. They complete three units:

RO32: Principles of Care in health and Social Care

RO33: Supporting Individuals through life events

RO35: Health Promotion Campaigns

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	RO33: Supporting Individuals through life events Topic Area 1: Lifestages	RO33: Supporting Individuals through life events Topic Area 1: Lifestages	RO33: Supporting Individuals through life events Topic Area 2: Impacts of Life events	RO33: Supporting Individuals through life events Topic Area 3: Sources of Support	RO35: Health Promotion Campaigns Topic Area 1: Current public health issues and the impact on society	RO35: Health Promotion Campaigns Topic Area 2: Factors influencing health
Assessments and End Points	Coursework assessment: Task 1a - Growth and development of the individual through lifestages – PIES	Coursework assessment: 1b – Growth affected by two specified factors	Coursework assessment: Task 2 - Life events, impact to your individual and their individual needs	Coursework assessment: Task 3 - Support available and justification for its' use	Coursework Assessment: Task 1: Choosing a health promotion issue and your reasons for this choice	Coursework Assessment: Task 2: Factors that could influence the health and well bring of your target audience

				Final grades submitted for external moderation of unit RO33		
Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Students are required to write at length in their coursework, utilising appropriate terminology to effectively explain, describe, and justify their work, demonstrating their comprehension of the marking criteria. The course involves looking at data related to health and social care, such as statistics on disease prevalence, patient demographics, or healthcare costs. Students learn to interpret data, look at graphs or charts, and draw conclusions. This develops their numeracy skills in terms of data handling, statistical analysis, and data interpretation.					
Wider skills and enrichment	Engaging in health promotion campaigns requires collaboration and teamwork. Pupils participating in unit RO35 develop skills in working collaboratively with their peers, as they brainstorm ideas, plan strategies, and execute campaigns together. RO32 - Principles of Care in Health and Social Care Settings, encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving, and decision-making skills in a healthcare context.					
How you can help your child at home	Encourage your child to keep up with the tight deadlines for coursework throughout the course. Encourage your child to attend booster sessions for extra time or more support with their work.					

History

'One cannot and must not try to erase the past merely because it does not fit the present.' — Golda Meir

We study the Edexcel History Curriculum 1HI0 and have chosen Medicine Through Time, Anglo Saxon and Norman England, Superpower Relations, and Germany 1919-39. We build on the skills embedded in KS3 and cover the specification linked here: LINK

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Paper 1: Medicine Through Time 1250-present and the British Sector of the western Front 1914-1918. 30% of the qualification. We study the beliefs about the causes of disease, prevention, and treatment of disease in Medieval and Renaissance England. We trace how and why beliefs have or haven't changed in those periods.	Paper 1: Medicine Through Time 1250-present and the British Sector of the western Front 1914-1918. 30% of the qualification. We study the beliefs about the causes of disease, prevention, and treatment of disease in the 18th and 19th Centuries. We trace how and why beliefs have or haven't changed in those periods.	Paper 1: Medicine Through Time 1250-present and the British Sector of the western Front 1914-1918. 30% of the qualification. We focus on the trenches in World War 1 and how the environment affected soldiers' health and what was done to encourage improvements in conditions in the trenches. This is a source-based unit. We study the beliefs about the causes of disease, prevention, and treatment of disease in the 20th Century.	Paper 2: British Depth Study. Anglo Saxon and Norman England 1060-1088. 20% of the qualification We will study Saxon England. How society is organised, with a focus on the Godwin family. Key topic 1 of this unit ends with the Battle of Hastings in 1066	Paper 2: British Depth Study. Anglo Saxon and Norman England 1060-1088. 20% of the qualification We study how William took control of England and how he dealt with resistance from both the Saxons and other Normans.	Paper 2: British Depth Study. Anglo Saxon and Norman England 1060-1088. 20% of the qualification The final Key topic in this unit is about how William "Normanised" England. We focus on the Feudal System, religion, law and government.

			We look at reasons for rapid development in the last 200 years			
Assessments and End Points	We will practice regular exam questions, with feedback using mark schemes, examiner reports and teacher feedback.	We will practice regular exam questions, with feedback using mark schemes, examiner reports and teacher feedback.	Pupils will sit a past paper to assess their progress. The papers are 1 hour 15 minutes	We will practice regular exam questions, with feedback using mark schemes, examiner reports and teacher feedback.	We will practice regular exam questions, with feedback using mark schemes, examiner reports and teacher feedback.	Pupils will sit a past paper to assess their progress
Important literacy and numeracy developed	We use the Pearson textbooks extensively at GCSE. Copies of which are on Moodle (our VLE, accessible from the school website) and Teams. Pupils will practice different types of historical writing and using sources as evidence. Students will be expected to analyse sources and explain where they could find evidence to support/challenge the texts given to them.					
Wider skills and enrichment	There is a (joint with the French dept) residential trip every 2 years to France/Belgium to visit the battlefields we study in the medicine course.					
How you can help your child at home	Each topic has a tick sheet stuck in pupil books with a list of the content they need to know for that unit All pupils' textbooks and lessons are on Microsoft Teams. Pupils can catch up with missed work or read ahead before the lessons. The school's MOODLE (VLE) has all resources and narrated PowerPoints about the topics we are teaching, so pupils can work on lessons at home, or catch up missed work We are also using Seneca: https://app.senecalearning.com/login to revise and supplement our curriculum. Pupils can log in, by clicking "log in with Microsoft" and using their school email. There are revision guides and revision resources in both Teams and Moodle					

Music

"To play a wrong note is insignificant; to play without passion is inexcusable."

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Over the course of the first term the Year 10 students will be given the foundational skills that will enable them to fully access the four areas of study they will need for the exam. Students will know and declare through listening to the following knowledge skills; Time Signature Key Signatures Instrumentation and timbres Note Lengths Rests Use of Technology in Music Sequencing Aural Dictation and Shape of Music Musical Structures Articulation in Music Ornamentation Improvisation Students will also work on a solo performance of their choice which must be a minimum of two minutes long Students will also work on their first composition which is a brief set by themselves.		Students will study the first two topics within Conventions of Pop – Rock N Roll and Rock Anthems. The historical context of the music Typical Venues Key artists Typical instruments Technology used Compositional techniques used Structure of the music Students will also work on a solo performance of their choice which must be a minimum of two minutes long Students will also work on their first composition which is	Students will study the second two topics within Conventions of Pop – Ballads and Pop Music from 1990s onwards. The historical context of the music Typical Venues Key artists Typical instruments Technology used Compositional techniques used Structure of the Music Students will also work on a solo performance of their choice which must be a minimum of two minutes long Students will also work on their first	Students will study the first two topics of The Concerto Through Time – Baroque Concerto Grosso and Baroque Concerto Solo The historical context of the music Typical Venues Key Composers Typical instruments Compositional techniques used Structure of the Music Students will also work on a solo performance of their choice which must be a minimum of two minutes long Students will also begin work on their	Students will study the first two topics of The Concerto Through Time – Classical and Romantic The historical context of the music Typical Venues Key Composers Typical instruments Compositional techniques used Structure of the Music How this music differs from Baroque and each other Students will also work on a solo performance of their choice which must be a minimum of two minutes long Students will also begin work on their

			a brief set by themselves.	composition which is a brief set by themselves.	ensemble performance which must be performed with at least one other musician and be at least 2 minutes long.	ensemble performance which must be performed with at least one other musician and be at least 2 minutes long.
Assessments and End Points	Students will be assessed continuously with low stakes testing to check for learning. Students will receive feedback on both their composition and their performance.	Students will sit a mock exam based on the music theory they have learned over term Students will receive feedback on both their composition and their performance.	Students will be assessed continuously with low stakes testing to check for learning. Students will receive feedback on both their composition and their performance.	Students will sit a mock exam based on Conventions of Pop & the music theory they have learned over term Students will be given a final working grade for their first composition. Students will have the opportunity to continue working on their composition if they wish in booster sessions and after school, but no further time will be given to them for this during lesson time.	Students will be assessed continuously with low stakes testing to check for learning. Students will receive feedback on both their solo and ensemble performances	Students will sit a mock exam based on the music knowledge they have learned so far. Students will be given a final working grade for their solo. Students will have the opportunity to continue working on their solo performance if they wish in booster sessions and after school, but no further time will be given to them for this during lesson time.
Important literacy and numeracy developed	Students use and develop numeracy as they learn in music when they use calculation, estimation and measurement knowledge and skills to collect and make sense of information. Students will draw their knowledge of fractions (halving, quartering, accumulating fractional parts, re-imagining the whole). Students will also use and extend their numeracy capability when they consider the structure and form of music work.					

	Students will use literacy when writing their long form written assessment. We will also be encouraging wider reading about music along with a list of the most relevant words from the 'academic word list' suitable for music lessons. We will also be using technical command words.
Wider skills and enrichment	In music we encourage students to create a sense of independence in tasks meaning they have the skills to practice and learn outside of the classroom. We also encourage creative problem solving to issues that come up. Students will have the opportunity to work in groups and pairs of different sizes and with different people – enabling them to get used to the dynamic of teamwork and leadership. Students can also come along to School Choir or KS3 Ensemble where they will find a way to further hone their skills.
How you can help your child at home	Encourage your child to revise on home using the information they have on TEAMS as well as the revision guides and knowledge organisers they have been given in class. Encourage your child to practice their instrument for short intervals regularly.

PE - Core

"Sport has the power to change the world. It has the power to inspire, the power to unite people in a way that little else does." - Nelson Mandela"

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Head: Knowledge of rules and regulations Hand: Skills, techniques and tactics of traditional games and games from around the world (including football, basketball, netball, uni-hoc, lacrosse, Gaelic football)	Head: Knowledge of rules and regulations Hand: Individual Activities (including archery, indoor athletics, gymnastics, badminton)	Head: Knowledge of disability Hand: Inclusive sports (wheelchair basketball, blind football, seated volleyball, boccia)	Head: Knowledge of the range of fitness types Hand: Fitness/Option weights, yoga, pound fitness etc. Option of activities – pupil choice	Head: Rules and regulations of rounders to officiate Hand: Rounders skills, techniques and tactics	Head: Officiating Athletics Hand: Athletics – advanced skills, techniques and tactics
Assessments and End Points	n/a	n/a	n/a	n/a	n/a	n/a
Important literacy and numeracy developed	PE often involves reading and understanding written instructions, rules, and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques, or health-related topics. By engaging with these texts, students improve their reading comprehension skills. Participating in sports helps develop numeracy skills through timing, measurement, and counting. Students learn to accurately measure distances, understand units of measurement, estimate, and compare lengths. They also develop counting skills while keeping track of scores, points, or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals, and units of time.					
Wider skills and enrichment	Students are challenged to try new activities, learn new rules and regulations and apply their current knowledge from KS3 to adapt to new activities. Heart: Students continue to develop wider skills of communication, leadership, teamwork, confidence, resilience. The inclusion sport unit in particular equips students with the empathy and awareness of disability and the benefits for all of inclusion. The 'heart' strand of the curriculum allows pupils to develop key wider skills such as leadership, communication and teamwork. Our comprehensive extra-curricular programme supports and expands the knowledge and skill development in a range of activities. Students are given an opportunity to take part in a physical challenge for charity, Race for Life, at the end of the year, which allows them to draw on the skills they develop in PE and gives students the opportunity to display the school values.					
How you can help your child at home	Encourage your child to attend the many free extracurricular clubs on offer. Help your child to prepare for their lessons by ensuring they always have their PE kit. Encourage 60 minutes of physical activity each day.					

PSHE

"Be the change you want to see in the world." Mahatma Gandhi.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Morality and ethics (1) • What is morality / religious interpretations • Recognising Child Sexual Exploitation • CSE case study • Gender based violence • Consent and rape • Female genital mutilation (FGM) – what it is/the legal position • BHM – Black Lives Matter and racism in the UK today	Coping with challenges to mental and physical health • Attitudes to abortion: Pro-life and pro-choice • Baby Borrowers – the reality of being a teen parent • Maintaining good mental health and coping with anxiety • Illegal drugs – (recap and dangers of vaping / nitrous oxide) • Binge drinking: risks	Living in the wider community in modern Britain • What are British values? • LGBTQAI+ and gender identities in Britain today • FIT: homophobic bullying • Freedom of speech (and religious views) in British society • Environmental issues: impact of plastic pollution on everyday life	Morality and ethics (2) • Quality of life (with religious views) • Sanctity of life (with religious views) • Euthanasia(with religious views) • What is pacifism (with religious views) • Why do we remember the Holocaust? • Genocide since the Holocaust: Rwanda • Women's rights: FGM recap / what is forced marriage	Looking to the future (4): • Further education recap (applying to college / university) • Drafting a personal statement • Drafting a CV	Looking to the future (4): • KUDOS programme (online research : interests/ skills/courses / careers) • Choosing a career • Researching different careers • Employability and work skills • What is enterprise

Assessments and End Points	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz.	End of topic knowledge quiz
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – Understanding use of data and statistics.					
Wider skills and enrichment	Celebrating Black History Month and evaluating the impact of the Black Lives Matter movement on debates about racism in contemporary British society. Loudmouth Theatre Company: performance of Trust Me (covers Child exploitation (CE), sexual exploitation (CSE), county lines, grooming).					
How you can help your child at home	Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class: RSHE (PSHE) lessons for Key Stage 4 students - Oak National Academy (thenational.academy) https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe					

RE

‘A little bit of mercy makes the world less cold and more just’ Pope Francis

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Key beliefs The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering the oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.	Jesus Christ and salvation Beliefs and teachings about: the incarnation and Jesus as the Son of God the crucifixion, resurrection and ascension sin, including original sin the means of salvation, including law, grace and Spirit the role of Christ in salvation including the idea of atonement.	Worship and festivals Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible private worship. Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer. The role and meaning of the sacraments: the meaning of sacrament the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism the sacrament of Holy Communion/Eucharist and its significance for Christians, including	The role of the church in the local and worldwide community The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth. The importance of the worldwide Church including: working for reconciliation how Christian churches respond to persecution the work of one of the following: Catholic Agency for Overseas Development (CAFOD), Christian Aid, Tearfund.	Sex, marriage and divorce Human sexuality including: heterosexual and homosexual relationships. Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. Families and gender equality The nature of families, including:	The origins and value of the universe The origins of the universe, including: religious teachings about the origins of the universe, and different interpretations of these the relationship between scientific views, such as the Big Bang theory, and religious views. The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. The use and abuse of the environment, including the use of natural resources, pollution. The use and abuse of animals, including:

			different ways in which it is celebrated and different interpretations of its meaning. The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.		the role of parents and children extended families and the nuclear family. The purpose of families, including: procreation stability and the protection of children educating children in a faith. Contemporary family issues including: same-sex parents polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples.	animal experimentation the use of animals for food. The origins and value of human life The origins of life, including: religious teachings about the origins of human life, and different interpretations of these the relationship between scientific views, such as evolution, and religious views. The concepts of sanctity of life and the quality of life. Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. Euthanasia. Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

Assessments and End Points	Students should know that Christianity is one of the diverse religious traditions and that the main religious tradition in Great Britain is Christianity. They can apply this knowledge.	Analyse and evaluate aspects of Christianity including their significance and influence on communities.	Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.	Students can show their understanding of religion through the application of teachings from religion and beliefs.	Students should be aware of different religious perspectives on the issues studied.	Students should be aware of different religious perspectives on the issues studied.
Important literacy and numeracy developed	Spelling, punctuation and grammar will be assessed in 12 mark questions. Key concepts and words form part of knowledge organisers for homework. Analysis of religious texts throughout the course.					
Wider skills and enrichment	Use of artefacts throughout the course. Wider skills of empathy, supporting cohesion, celebrating difference and being tolerant. Using critical thinking to study a range of contemporary issues.					
How you can help your child at home	Encourage use of revision guides from year 10 in preparation for assessments and mock exams. Regular retrieval practice using the knowledge organisers on epraise.					

Sports Studies

"Science is the best part of sports. It gives us a deeper understanding of ourselves, others, and our world"

Sports Science students in KS4 study the OCR Cambridge National Health and Social Care qualification. They complete three units:
R180: Reducing the risk of sports injuries and dealing with common medical conditions
R181: Applying the principles of training: fitness and how it affects skill performance
R182: The body's response to physical activity and how technology informs this

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Unit R181: Applying the Principles of training: fitness and how it affects skill performance Topic Area 1: Components of fitness applied to sport	Unit R181: Applying the Principles of training: fitness and how it affects skill performance Topic Area 1: Components of fitness applied to sport	Unit R181: Applying the Principles of training: fitness and how it affects skill performance Topic Area 2: Principles of Training	Unit R181: Applying the Principles of training: fitness and how it affects skill performance Topic Area 3 Organising and planning a fitness training programme Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme	R182: The body's response to physical activity and how technology informs this Topic Area 1: Cardio-respiratory system, short and long term effects of exercise	R182: The body's response to physical activity and how technology informs this Topic Area 2: Muscular – skeletal system. Short and long term effects of exercise

Assessments and End Points	Task 1 Coursework assessment	Task 2 Coursework assessment	Task 3 Coursework assessment	Task 4 Coursework assessment	Task 1 Coursework Assessment	Task 2 Coursework Assessment
Important literacy and numeracy developed	Students will engage with various texts, including textbooks, scientific articles, and research papers, to understand and extract relevant information related to sports science concepts. Students will be required to write reports, essays, and evaluations, which will enhance their ability to communicate effectively and present information clearly. The course will involve measuring physical quantities such as heart rate, distance, and time, as well as performing calculations related to energy expenditure, body mass index (BMI), and other sports science measurements. Students will collect and interpret data using statistical methods, graphs, and charts, helping them develop skills in analysing and presenting numerical information.					
Wider skills and enrichment	Engaging in sports science education provides students with opportunities for personal growth. It can enhance their self-discipline, motivation, and resilience, as they set goals, work towards them, and overcome challenges. Some aspects of the qualification will involve working in groups or teams. Collaborative activities foster teamwork, cooperation, and the ability to work effectively with others towards a common goal. These skills are essential in many areas of life, including the sports industry.					
How you can help your child at home	Encourage your child to attend school Remind your child when they have practical PE to bring in their kit Encourage your child to make use of all the resources available to them including booster sessions made available to offer further support and time to catch up on missed work.					

Textiles

'The future depends on what you do today' Mahatma Gandhi

Students opting for GCSE Textiles do so through the Design & Technology discipline.

Pupils build confidence in the Autumn term developing a strong independence for decoration and construction. Pupils are encouraged to sample and test out skills they will not have experienced in Ks3.

Pupils will work on both theory and practical elements in preparation for NEA 1 and Nea 2

Pupils will be given a contextual challenge- it is their job to create a successful design brief & specification to follow on their journey.

There will be a clear focus on sewing machine skills, construction and developing a final functioning product.

Year 10 is a foundation course for year 11.

	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Component Knowledge	Decoration module & theory Theory; booklet Practical; samples	Sewing machine module and confidence building Theory; booklet Practical; samples	Mechanisms and levers theory & application Timbers Papers and boards Theory; notes for revision Practical; samples	Mini NEA task; Little girls dress or skirts (commercial pattern) Theory; notes for revision Practical; LGDP	Mock Preparation Theory; notes/ revision specific tasks	Mini NEA task Block patterns
Assessments and End Points	Teacher verbal feedback End of topic assessment Self-assessment	Teacher verbal feedback End of topic assessment Self-assessment	Self-assessment/ notes Mini quizzing	End of topic teacher assessment Self-assessment & peer assessment	June mock	Teacher verbal feedback End of topic assessment Self-assessment
Important literacy and	Literacy – developing the understanding of new terms/vocabulary. Work booklets, theory recording information, quizzing, flashcards Numeracy – Developing accuracy in measuring-tested in construction					

numeracy developed	
Wider skills and enrichment	Resourcefulness – developing skills & application- Developing creativity with practical work. Reflectiveness – seeking and responding to feedback in work. Time management and personal organisation with set tasks Collaboration – Working as a team in a practical context/ sharing equipment
How you can help your child at home	Encourage organisation to attend school, catch up when absent (in controlled conditions). Encourage your child to practise life skills at home- e.g. threading a needle, tying a knot, identifying textiles around them, thinking about garment aftercare and washing. *Further information, and going over study can be found; https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments* *NEA 2 guidance; https://www.dtteacher.org/gcse-nea* *Past papers; https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_pastpapers* *Resources for revision;* *https://resources.eduqas.co.uk/Pages/ResourceByArqs.aspx?subId=8&lvlId=2&_gl=1*5sy1s2*_ga*OTc0MDAxNzY4LjE2ODq2NTA2Mzq.*_ga_79NTFZ2DJM*MTY4ODY1MDYzOC4xLjEuMTY4ODY1MDk4NC4wLjAuMA..&_ga=2.241596737.23905958.1688650638-974001768.1688650638* *Other…* *https://www.bbc.co.uk/bitesize/examspecs/zb6h92p* Tutorials & videos ; https://so-sew-easy.com/