

Cardinal Pole Catholic School



Curriculum Booklet

2021-22

YEAR 10

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OUR CURRICULUM INTENT AT CARDINAL POLE

Achieving a love of learning means creating lifelong learners and a thirst for knowledge. Lovers of learning also become independent learners as they are **confident** in what they do know but also in that they do not know yet.

KS3: Lovers of Learning

Acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the subject that ideas from one area can be applied to another.

KS4: Subject Masters

KS5: Critical Scholars

Critical Scholars are willing to share their work with an understanding that it is part of a much wider body of ideas and practices. They are able to listen and appreciate a range of views before coming to a carefully considered and well-presented view.

YEAR 10 CURRICULUM OFFER, 2021-22

Dear Parents / Carers,

At Cardinal Pole, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community.

At GCSE, all students study English Literature and English Language, Maths, Science (combined or separate) and RE in addition to three option subjects chosen at the end of Year 8. Subjects are taught in a combination of double and single 50 minute periods as per the timetable below:

Subject	Periods	Subject	Periods	Subject	Periods
English	5	Option A	3	Physical Education	2
Maths	5	Option B	3	PSHE	1
Religious Education	3	Option C	3		
Science	5				

Students also have timetabled a daily 30 minute Prep session with their tutor to support with the completion of homework. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.

To provide students with a bespoke place of learning, our state of the art library is open to all students before school, at breaktime, lunchtime and after school. In addition to lunchtime enrichment, there is a free breakfast club for all students before school from 7.30am; after school there are homework clubs, extra-curricular activities and sports clubs running daily.

We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage (p.3). As a result of this rich curriculum offer, we expect our students to become subject masters by the end of Key Stage 4 so that they are ready to embark on the next stage of their curriculum journey as they begin their post-16 education studies in Year 12.

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

Head of Year: Ms L Alabi Pastoral Support Manager: Mr C Onwuazor SEN Link: Ms D Olagunju	
10 Arrowsmith	Mr V Pecina
10 Campion	Mr J Lunn
10 Clitherow	Ms S Hume
10 Line	Ms C Haley & Ms E Delafield
10 More	Mr M Hoque
10 Southwell	Ms D Olagunju
10 Ward	Ms K Penny

Yours sincerely,

Ms E Connolly

Associate Deputy Headteacher – Quality of Education

MEASURING PROGRESS: YEAR 10

At Key Stage 4, students are assessed according to their GCSE targets. The purpose of this is to focus on the progress they have made since Year 7 in comparison to how their peers perform nationally. Target grades are based on KS2 scores from primary school against national expectations for high levels of progress but are not considered to be a glass ceiling. The attainment of students at each assessment point is then assessed as either above / on / below target grades

In non-core subjects, students are taught in mixed ability option blocks. Within these teaching groups, student progress is measured against their own individual targets. In contrast, KS2 scores and End of Year Assessments are used to set students for their core subjects (English, Maths, Science and RE).

Class teachers assess student progress continuously through verbal and written feedback on both class and homework. As a whole school, data is collected twice a year during Assessment Point 1 (December) and Assessment Point 2 (June). During these weeks, all students follow a personalised exam timetable schedule, the results of which are reported back to parents in written reports. These reports will indicate whether a student is well above / above / on track / below / well below expectations in each subject in relation to their target.

Where progress is not in line with expectations after AP1, students will be supported with a bespoke intervention programme run by the pastoral team. To monitor the progress of these students and support them in overcoming barriers to their learning, these students will sit a smaller cycle of exams in selected subjects at Easter also.

This is a critical year in your child's education and we aim to work alongside parents to ensure our students achieve the best possible outcomes at the end of Year 11. To support this, there is one Parents' Evening held in Spring term which is focused specifically on AP1 and identifying successes as well as gaps in knowledge that need addressing before moving into Year 11.

SUBJECT		ART
Head of Department		Ms K Place
Pearson Edexcel GCSE in Art & Design		
Component 1: Personal Portfolio	60%	Coursework
Component 2: Externally Set Assignment	40%	Practical Exam, 10 hours



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Development of Personal Themes</p> <p>Students broaden and build on their personal themes through a process of keyword links and attributing more complex symbolism to a wider range of objects and settings. Through a technical review of their AP1 outcome and a range of observational painting tasks student improve and extend their skills to allow for more complex imagery within their pieces.</p> <p>Symbolism and Setting</p> <p>Students place their chosen objects within symbolic settings using strange juxtaposition and distortion of scale to emphasise and develop meaning. Students develop skills in expressive and directional pen work and again choices in media and techniques are balanced between ability and appropriate effects measured against student's aims and intentions for AP1.</p>	<p>Reviewing and refining of ideas to the final Unit 1 outcome.</p> <p>Students will analyse their designs expanding and strengthening their own individual theme through a series of drafts and teacher led 1:1's. The strongest concept will be enlarged as a final outcome.</p> <p>Final Unit 1 Outcome</p> <p>Student's final idea is enlarged to A1 or A2 depending on the style and concept. A series of painting workshops introduces students to painting on larger scales, experimenting in and applying grounds and expressive mark making. Students then apply appropriate techniques and skills to produce their outcome.</p>	<p>Unit 2: 'Order and/or Disorder'</p> <p>Students will build on mixed media and collage skills taught in year 8 to explore the theme using face and figure subject matter. Students will be introduced to different ways to draw such as minimal directional line to indicate form and a range of unusual ways to use a pencil within timed tasks which result in more expressive outcomes.</p> <p>Students will apply their knowledge of colour theory symbolically and expressively to convey meaning and emotion.</p> <p>Compositional connection</p> <p>Students will be introduced to more abstract compositional processes and ideas such as overlapping and the manipulation of imagery to create connection and narratives. Students will develop ideas using these devices along the theme of 'Order and/or Disorder' and through a process of review and refinement, choose one to produce in their AP2 exam.</p>

SUBJECT	BUSINESS	
Subject Lead	Ms S de Souza	
Pearson Edexcel GCSE in Business		
Theme 1: Investigating small business	50%	Written Exam, 1 hour 30 minutes
Theme 2: Building a business	50%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Understanding external influences on business</u></p> <p>Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.</p>	<p><u>Growing the business</u></p> <p>Students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.</p>	<p><u>Making operational decisions</u></p> <p>Students consider some of the day-to-day issues a growing business faces in its regular operations and how customer needs are met through the design, supply, quality and sales decisions a business makes.</p>
	<p><u>Exam skills</u></p> <p>Students will be able to distinguish the different stakeholders within a business or organisation. This will allow them to understand the impact of business/economic activity (Law, Technology etc.) on different economic agents. This is particularly helpful for students who wish to continue the course in Sixth Form as it will help them analyse the impact of every decision.</p>	<p><u>Making marketing decisions</u></p> <p>Students will explore how each element of the marketing mix is managed and used to inform and contribute to business decisions in a competitive marketplace.</p> <p>Students will be familiar with MNCs and the way they have grown and why they have chosen to grow in a particular way. Students who wish to pursue careers in marketing will be able to understand the importance of getting the right balance of the marketing mix.</p>	<p><u>Exam skills</u></p> <p>Students will be able to understand how maths knowledge can apply to business scenarios, which can be helpful if they pursue careers in business. This will allow students to be familiar with British standards for Quality in a company.</p> <p>It helps students to understand financial crisis and reasons behind many big business failures.</p>

SUBJECT		GCSE 3D Design	
Head of Department		Ms K Place	
AQA GCSE DESIGN AND TECHNOLOGY			
Component 1: Personal Portfolio	96 Marks	60% GCSE	
Component 2: Externally Set Assignment	96 Marks	40% GCSE	



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students will be introduced to a range of short term activities related to wood, plastic and metal materials. They will explore the possibilities of work with different types of finish and a range of materials within each of these groups.</p> <p>Students will then investigate a range of primary and secondary sources using virtual tours of museums and galleries to gather inspiration for their own projects. Through this they will develop their analysis skills and begin to develop their own themes.</p> <p>They will use this research to produce a mini written and illustrated project or investigation into the work of an appropriate artist or designer whose work they find inspirational.</p>	<p>During this term, students will begin to explore different ideas and experiment with a range of appropriate media, materials, techniques and processes.</p> <p>They will investigate sources such as the work of artists, craftspeople and designers to stimulate the development of ideas, which are refined and recorded through a process of experimentation and exploration of different ways of working.</p> <p>Students will then realise intentions in the form of a piece of personal work informed by engagement with their preferred source developing their annotation skills and use of technical language.</p>	<p>Students will begin work on their sustained project, a 'starting point' will be given to them.</p> <p>Students will use their knowledge and understanding of materials, processes and finishes as they start to respond to the starting point. They will move from initial engagement with ideas to the realisation of intentions across the term. This work will combine sketchbook work, experimentation and 3D partial outcomes, assessed against four assessment objectives.</p> <p>Work will develop from research, initial designs, development of designs into solutions including problem solving, manufacturing plans. As the independence of students begins to grow so too will the design opportunities they produce. All work will be recorded in a sketchbook which will include annotations, observations and insights.</p>

SUBJECT		DRAMA
Head of Department		Ms G Green
Pearson Edexcel GCSE in Drama		
Component 1: Devising	40%	Coursework & Performance
Component 2: Performance from Text	20%	Performance
Component 3: Theatre Makers in Practice	40%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Year 10 begin to study the set text 'The Crucible'. This will be examined in the written exam at the end of year 11. To secure their understanding of the play, students explore the scenes practically allowing them to make vocal, physical and movement choices based on their understanding of the plot, characters, relationships and themes. This practical understanding is cemented with theory lessons in which students are guided in how to write about their creative choices in both performance and design. To conclude their study of 'The Crucible', students all rehearse a scene from the play to be performed to an invited audience.</p>	<p>Year 10 start component 1- devising. They are introduced to three stimuli. Within small groups they choose the stimuli they are most inspired by and begin to plan a devised performance: making choices, regarding genre, style, plot, character, structure and language. Students begin to devise scenes through experimenting with ideas and then developing and refining their work. Students should always be reflecting on whether their ideas are contributing to their overall intentions and aims ensuring they develop a play with a powerful message for the audience. Students log their rehearsal process in their journals.</p>	<p>Year 10 continue working on the final stages of rehearsal for their devised performance including making technical choices regarding lighting and sound and conducting dress rehearsals.</p> <p>Following the performance students then begin to concentrate on the written coursework that accompanies the devised component. This is made up of six questions which encourages students to explain and analyse the devising process and evaluate the final performance.</p>

SUBJECT	ENGLISH LANGUAGE	
Head of Department	Ms C Fox	
AQA GCSE in English Language		
Paper 1: Explorations in Creative Reading and Writing	50%	Written Exam, 1 hour 45 minutes
Paper 2: Writers' Viewpoints and Perspectives	50%	Written Exam, 1 hour 45 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Language Paper 1 Writing Students are introduced to the Language Paper 1 writing question (narrative/descriptive writing). Using their study of An Inspector Calls and A Christmas Carol, students cover different topics including narrative voice, narrative perspective, setting, characterisation and using the senses to build descriptive writing. Students practise extended writing questions to develop creative writing skills.</p>	<p>Language Paper 2 Writing Students are introduced to the Language Paper 2 writing question (writing for a purpose). Students learn the forms of writing required by the exam board (letter, article, essay, leaflet, speech), to form a persuasive argument and to use language and persuasive devices in their writing. Students practise extended writing questions to develop the necessary exam skills.</p>	<p>Language Paper 1 Reading Students are introduced to the four reading questions of the Language Paper 1 exam. Students learn strategies to approach each question as well as having the opportunity to practise extended writing in response to each question. This term builds the skills needed to approach Language Paper 1.</p> <p>Language Paper 2 Reading Students are introduced to the four reading questions of the Language Paper 2 exam. Students learn strategies to approach each question as well as having the opportunity to practise extended writing in response to each question. This term builds the skills needed to approach Language Paper 2.</p>

SUBJECT	ENGLISH LITERATURE	
Head of Department	Ms C Fox	
AQA GCSE in English Literature		
Paper 1: Shakespeare (Macbeth) and the 19 th century novel (A Christmas Carol)	40%	Written Exam, 1 hour 45 minutes
Paper 2: Modern texts (An Inspector Calls) and poetry (Power & Conflict)	60%	Written Exam, 2 hours 15 minutes

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>An Inspector Calls</p> <p>Students begin by studying Priestley's <i>An Inspector Calls</i>, an engrossing play that explores issue around class. In this term, students will read and analyse as well as practise answering questions for the Literature Paper 2 exam. Students learn to understand the plot, characters and themes of 'An Inspector Calls', to analyse language and structural features and use the context of Priestley's play to inform their reading.</p>	<p>Macbeth</p> <p>Students study Shakespeare's play 'Macbeth' in preparation for their Literature Paper 1 exam. Students learn how to understand the plot, characters and themes of 'Macbeth', to understand Shakespeare's language, how to identify and comment on language and structural features in one of Shakespeare's plays, how to annotate a Shakespearean extract and more detail about</p>	<p>Unseen Poetry</p> <p>Alongside revising poems from the anthology, students will begin to use their poetry analysis skills to understand, respond to and analyse poems they have not encountered before in preparation for their Literature Paper 2 exam.</p>
	<p>A Christmas Carol</p> <p>Students then move onto studying Dickens' <i>A Christmas Carol</i>, a festive novella that explores ideas around generosity, social responsibility and redemption in preparation for their Literature Paper 1 exam. Students learn about the plot, characters and themes of 'A Christmas Carol' and practise extended writing in the run-up to a mock exam on this question at AP1. This prepares students for the rigours of the final GCSE exams and offers the opportunity for in-depth revision.</p>	<p>Power and Conflict Poetry</p> <p>Students poems from the 'Power & Conflict' poetry cluster. Students learn to annotate a poem, to comment on language and structural features in a poem and about the context of the poems as well as practising extended comparative writing ahead of an AP2 mock exam on this question. This process introduces students to GCSE texts and prepares them for their Literature Paper 2 exam.</p>	<p>Speaking and Listening exam</p> <p>Students finish the year by preparing their speech for their GCSE English Language Exam. Students speak and respond to questions from their peers on a topic of their choice for 10 minutes.</p>

SUBJECT		GEOGRAPHY
Head of Department		Mr J Crotty
Pearson Edexcel GCSE in Geography		
Component 1: Global Geographical Issues	37.5%	Written Exam, 1 hour 30 minutes
Component 2: UK Geographical Issues	37.5%	Written Exam, 1 hour 30 minutes
Component 3: People & Environment Issues	25%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>The changing landscapes of the UK.</p> <p>Students will study three different rock types found in the world and then link this information to the physical landscapes of the United Kingdom. The topic also links to all the key physical elements of the GCSE course and how these features are formed.</p>	<p>Global development.</p> <p>A human topic which looks at how development can be measured and to look at the variations globally and in the UK. Students will look at how development gaps can be reduced and the importance of sustainability.</p>	<p>River landscapes.</p> <p>To look at how physical features are formed by the process of rivers. How humans use a river and also manage them looking at hard and soft engineering approaches to preventing flooding in the UK. This will be linked to the River Wye case study.</p>
	<p>Coastal landscapes and processes.</p> <p>To understand how the coast is shaped by the sea and weather, then how this alters the land. Which then links to how humans manage the coast and consequences of climate change.</p>	<p>Resource management.</p> <p>Now the world's population has reached over 7 billion it is important that resources are managed and used sustainably. The UK's energy management will be compared to China.</p>	<p>UK Challenges</p> <p>This topic will link all the key features of the course taught already and link it specifically to the UK. This is taught to prepare students to answer the decision-making element of the unit 3 exam.</p>

SUBJECT	HISTORY	
Head of Department	Ms A Earthrowl	
Pearson Edexcel GCSE in History		
Paper 1, Option 10: Thematic study (Crime & Punishment) and historic environment (Whitechapel)	30%	Written Exam, 1 hour 15 minutes
Paper 2: Period study (P4: Superpower relations) and British depth study (B4: Early Elizabethan England)	40%	Written Exam, 1 hour 45 minutes
Paper 3, Option 31: Modern depth study (Weimar & Nazi Germany)	30%	Written Exam, 1 hour 20 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Paper 1, Thematic study (Crime & Punishment) and historic environment (Whitechapel) Studying Crime and Punishment allows students to develop their own rational about what should be considered a crime and how society should treat people. Students develop their sense of chronology further so that they can explain how and why crimes, punishments and law enforcement has changed over time.</p> <p>Key Concepts: -Monarchy; Church; Rights and responsibilities; Technological change; Liberalism; Social justice</p>	<p>Paper 1, Thematic study (Crime & Punishment) and historic environment (Whitechapel) Students will complement their learning on Crime and Punishment over time by conducting a depth source enquiry into Whitechapel in 1888 and why the police were unable to catch the murderer known as 'Jack the Ripper'. Students develop their ability to read sources critically and how to conduct their own source enquiry.</p> <p>Key Concepts: Rights and responsibilities; Technological change; Liberalism; Social justice</p>	<p>Paper 2: British depth study (B4: Early Elizabethan England) Having previously studied Crime and Punishment in the Tudor period, students can now use that knowledge to build on their sense of period, through a depth study of Elizabethan England. This allows students to understand a key moment in English history, where England started being more outward facing and connecting with the wider world. This module explores the impact of religious change on England and then how Elizabeth managed to maintain her grip on a deeply divided land.</p> <p>Key Concepts: International Relations; Church; Governance; Monarchy</p>

SUBJECT	HOSPITALITY & CATERING
Head of Department	Ms K Place
WJEC L1/L2 AWARD IN HOSPITALITY & CATERING A	
Unit 1: The Hospitality and Catering Industry	Written Exam, 1 hour 30 minutes
Unit 2: Hospitality and Catering in Action	Coursework



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>The environment in which hospitality and catering provides operate; the economic importance of the hospitality industry.</p> <p>Students will be able to use their learning of: different types of establishment; job roles and requirements; standards and ratings, and suppliers to determine the best option.</p>	<p>How hospitality and catering provision meets health and safety requirements.</p> <p>The legislation that needs to be adhered to; the personal safety of all of those involved in the business; the operation of hospitality and catering establishments and the factors affecting their success.</p>	<p>Know how food can cause ill health.</p> <p>Catering skills related to commercial food preparation, including food hygiene, food presentation and production in quantity; nutrition and food safety such as Bacteria, Microbes, Chemicals, Allergies and Food Intolerances; meal planning, time management, and problem solving and communication skills.</p>
	<p>Understand how hospitality and catering provision operates.</p> <p>Students will demonstrate effective and safe cooking skills and prepare and cook a range of recipes using a variety of skills and equipment.</p> <p>Assessment: Hospitality & Catering quizzes, exam questions, AP1 Exam</p>	<p>Students will review and propose ideas for a brief relating to a hospitality and catering establishment based on how an establishment operates successfully, food safety and customer requirements.</p> <p>Students will also develop food preparation and cooking skills to restaurant standard as well as transferable skills of problem solving, organisation skills, time management, planning and communication skills.</p> <p>Assessment: Hospitality & Catering quizzes, exam questions</p>	<p>Propose a hospitality & catering provision to meet specific requirements.</p> <p>Develop catering and hospitality industry skills by upscaling dish portions, presentation of dishes and meeting the needs of others through specific requirements such as diets and religion; functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.</p> <p>Assessment: Final Exam</p>

SUBJECT		MATHS
Head of Department		Mr J Okosun
Pearson Edexcel GCSE in Maths		
Paper 1: Non-calculator assessment	33.3%	Written Exam, 1 hour 30 minutes
Paper 2: Calculator assessment	33.3%	Written Exam, 1 hour 30 minutes
Paper 3: Calculator assessment	33.3%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students focus on basic number work to consolidate their numeracy skills that they encountered in the previous year such as BIDMAS and Directed number. They then focus on 3D shapes touching on surface area and volume to improve their knowledge of shapes. Students finish off with algebra that they have encountered in the previous year but also some new content such as simultaneous equation and solving quadratics.</p>	<p>Students focus on number work but special numbers such as LCM, HCF and Standard form. Progressing onto improving their algebra skills with factorising and expanding brackets including double brackets. Then finish off with Transformations that they have encountered before such as reflection, rotation, translation and enlargement but also touching on Column vectors. With the spiral SOW in place the students get the chance to encounter these topics next year also.</p>	<p>Construction is a hard topic to grasp and exposing the students to that early on in their secondary school life is essential for their continued progress hence why we do bisecting angles, bearing and Loci. The students are then taught Interest, Tree Diagrams and Conditional Probability.</p>
	<p>In half term 2, students still focus on Number work but now focusing on the four operations of fractions and building on it with topics such as percentage change and Interest. Then they will encounter ratio & proportion and progressing onto harder ratio topics such as Recipe style questions as this is now one of the 5 big topics in GCSE exams. Algebraic Direct and Inverse proportion will also be covered. The students will then revisit sampling and Venn Diagrams.</p>	<p>In half term 4, students will be moving onto the much harder data topics that they may have not encountered previously such as Histograms, Cumulative Frequency. Basic angle work to start off progressing onto much harder angle work such as Trigonometry and Pythagoras, touching on 3D Trigonometry. Then the focus shifts onto real life graphs and plotting non-linear graphs.</p>	

SUBJECT		MODERN FOREIGN LANGUAGES: FRENCH
Head of Department		Mr J Lunn
Paper 1: Listening	25%	Written Exam, 35 minutes (Foundation) / 45 minutes (Higher)
Paper 2: Speaking	25%	Oral Exam
Paper 3: Reading	25%	Written Exam, 45 minutes (Foundation) / 1 hour (Higher)
Paper 4: Writing	25%	Written Exam, 1 hour (Foundation) / 1 hour 15 minutes (Higher)



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Year 10 starts with the transition topic of free time and media. Students learn how to describe their usage of technology, as well as a review of Y8 topics of TV, film and books. Students learn how to add sophistication to their opinions, narrate events in both past and future tense, and apply their ideas to a GCSE style extended writing task.</p> <p>HT2 sees students reviewing their vocabulary of family and personal/physical descriptions such that they are able to explain their relationships with their friends and family members. Students are also afforded an in-depth re-cap on conjugating present tense verbs (both regular and irregular), with a view to preparing students towards their AP1 examinations, where they are given their first taste of tasks in the key assessment skills of listening, reading and writing.</p>	<p>Students begin the new year by reviewing the Y7 topic of home and local area, scaling from vocabulary for landmarks and giving directions to being able to compare town and countryside and explain the problems in their region. Students also gain a recap of weather vocabulary, and gain transactional language for describing potential activities upon arrival in a French town.</p> <p>Students build on the skills and language from HT3 to be able to narrate their holiday experiences and preferences. Students learn how to describe their usual habits on holiday, memorable holidays from the past, and what their ideal holidays might look like through an introduction to the conditional. Students also prepare towards their first experience of GCSE style speaking tasks, centring on the topic of holidays.</p>	<p>Students complete their preparation for their speaking tests by practising asking and answering questions in the target language and peer assessing their answers. As this is completed, students also acquire the transactional language to book hotels, and leave reviews thereof, describing problems and issues they have had on holiday in the past.</p> <p>Students prepare for AP2 by recapping their knowledge of topics from HT1-5. Students revisit core vocabulary, grammar and structures in consolidation material and prepare for their first full mock GCSE experience across all 4 key skills of speaking, listening, reading and writing. Afterward, students undergo a thorough review of their exams and identify key areas for improvement as they go into Y11. Students close out the year with a look into French culture, through the history and geography of the Francophone world.</p>

SUBJECT		MODERN FOREIGN LANGUAGES: SPANISH
Head of Department		Mr J Lunn
AQA GCSE in Spanish		
Paper 1: Listening	25%	Written Exam, 35 minutes (Foundation) / 45 minutes (Higher)
Paper 2: Speaking	25%	Oral Exam
Paper 3: Reading	25%	Written Exam, 45 minutes (Foundation) / 1 hour (Higher)
Paper 4: Writing	25%	Written Exam, 1 hour (Foundation) / 1 hour 15 minutes (Higher)

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Y10 Spanish begins with students describing their experiences on holiday. Students review the Y8 topic through a review of the present tense to be able to describe their normal holiday habits, before being able to contrast this with their experiences in the past. Students learn the distinction between the preterite and imperfect past tenses, and apply these to narrate memorable and even disastrous holidays of the past. Students also learn transactional language for booking hotel rooms, and learn how to differentiate for formal and informal forms of address.</p>	<p>Students begin the new year by reviewing vocabulary from KS3 for family and physical/ character descriptions, and therein learn to narrate their relationships with friends and family members in greater depth. Students give their opinions on technology and social media, as well as their reading preferences. They also acquire transactional language in order to make social arrangements and invite their friends out.</p>	<p>In HT5, students learn how to describe their home and local area by revisiting the Y7 vocabulary for places in town and giving directions. They also revisit transactional language for use when shopping in Spain. They learn how to narrate more complex ideas on the pros and cons of living in a city vs living in the countryside, and discuss what their potential plans are through the use of the conditional and the future tense.</p>
	<p>In HT2, students describe their experiences of school, starting by revisiting vocabulary from KS3 to describe their opinions on school subjects and teachers. Through comparative and superlative language, they add sophistication to their views and discuss the wisdom of particular school rules through the use of the imperative and modal verbs. They also develop their analytical skills by drawing comparisons between English and Spanish school systems and customs, as well as describing their extracurricular activities and achievements. This builds up to AP1, where students get their first experience of GCSE-style exams across the key skills of listening, reading and writing.</p>	<p>In HT4 students discuss their interests and influences, beginning with a review of their preferences of free-time activities. Students move on to discuss their usual habits using the present continuous, and give their opinions on sports, using the imperfect tense to compare how these habits have changed from when they were younger. Students also build towards their first taste of GCSE format for speaking exams and prepare answers to a range of questions on the topic of free time and sports, and practise asking and answering questions in the target language.</p>	<p>HT 6 sees students prepare for their End-of-Year assessments by revisiting topics from HT1-5. Students are given consolidation materials that prepare them for their first full-scale GCSE mock across all four key skills, including a full speaking exam. Students then undergo a thorough review of their assessments and identify areas of their work to be addressed in Y11. Finally, students glean an insight into the geography of Spain, as well as an appreciation of cultural aspects such as music, food and film in different countries where Spanish is spoken.</p>

SUBJECT	PHYSICAL EDUCATION	
Head of Department	Ms C Haley	
AQA GCSE in Physical Education		
Paper 1: The human body and movement in physical activity and sport	30%	Written Exam, 1 hour 15 minutes
Paper 2: Socio-cultural influences and well-being in physical activity and sport	30%	Written Exam, 1 hour 15 minutes
Practical performance in physical activity and sport	40%	Performance & Coursework



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Components of Fitness/Skill and Fitness Testing Pupils look at different components of fitness and identify key characteristics for each, applying these components of fitness/skill to suit a range of sports activities to improve performance. To measure their effectiveness, there are specific tests that pupils will complete to measure the different components of fitness.</p>	<p>Sports Psychology Pupils will investigate the different principles within Sports Psychology and how they positively or negatively affect performance. They will also understand how they can manage emotions to either calm down or invigorate themselves to meet the needs of their sporting tasks.</p>	<p>Coursework Pupils will analyse their strengths and weaknesses and the effects it has on their performance. Pupils will then evaluate strategies to improve their fitness and skills weaknesses and create an action plan.</p>
	<p>Principles and Types of Training Pupils learn the principles of how to devise an effective training programme and a variety of training methods to develop a range of fitness or skill. These will contribute to their written coursework module when they will identify their strengths and weaknesses and devise a training programme to improve them.</p> <p>Practical Trampolining and Table Tennis</p>	<p>Target Setting, Feedback and Guidance Pupils will look at how effective goal setting is as a motivational tool to achieve their fitness goals. Also looking at the role of the coach and how they can be effective in their coaching strategies through verbal of visual means.</p> <p>Practical Basketball and Handball</p>	<p>Practical Volleyball and Athletics</p>

SUBJECT		RELIGIOUS EDUCATION
Head of Department		Ms M Tisi
Pearson Edexcel GCSE in Religious Studies A		
Paper 1: Study of Religion (Catholic Christianity)	50%	Written Exam, 1 hour 45 minutes
Paper 2: Study of Second Religion (Judaism)	25%	Written Exam, 50 minutes
Paper 3: Philosophy and Ethics	25%	Written Exam, 50 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Catholic Practices</u></p> <p>Students study: the importance of the Seven Sacraments; the role of grace; the importance of the mass and different Christian denominations' views on liturgical worship. Students understand the aims of a funeral rite; ritualistic practices; different types of prayers and different ways of connecting to God through worship.</p>	<p><u>Catholic Practices</u></p> <p>Students will understand different practices of popular piety practiced within the Church. Students will understand where and why Catholics go on pilgrimage. Students will understand the themes of Catholic social teaching and how these values influence the lives of Catholics today. Students will understand what is involved in Catholic mission and different Christian views to evangelisation.</p>	<p><u>Catholic Sources of Wisdom and Authority</u></p> <p>Students will understand and be able to explain what it means to be the People of God and the Body of Christ. They will understand the importance of the four marks of the Church. Student will examine and evaluate the importance in which Catholics place on the role of Mary. Students will understand different sources Catholics use for making moral and ethical decisions in their lives today.</p>
	<p><u>Jewish Practices</u></p> <p>Students understand: the importance of public worship; different Jewish denominations' worship of God; the importance of the Talmud and Tenakh for Jews today; the importance of the Shema and Amidah.</p>	<p><u>Jewish Practices</u></p> <p>Students will exam key festivals in Judaism and understand how it helps Jews link with their ancestors and history. Students will understand rituals practiced by Jews and how they celebrate the Shabbat. Students will be able to describe the significant features of a synagogue.</p>	<p><u>Revision</u></p> <p>Students will revise topics for Assessment point 2</p>
	<p><u>Catholic Sources of Wisdom and Authority</u></p> <p>Students understand: the themes and construction of the books in the Bible; what different Christian denominations mean when they refer to 'the Word of God'; the importance of the magisterium; the changes that took place due to the Second Vatican Council and their effects on the Church.</p>		

SUBJECT		SCIENCE – COMBINED
Head of Department		Mr E Cocker
AQA GCSE in Combined Science: Trilogy		
Biology Paper 1	16.7%	Written Exam, 1 hour 15 minutes
Biology Paper 2	16.7%	Written Exam, 1 hour 15 minutes
Chemistry Paper 1	16.7%	Written Exam, 1 hour 15 minutes
Chemistry Paper 2	16.7%	Written Exam, 1 hour 15 minutes
Physics Paper 1	16.7%	Written Exam, 1 hour 15 minutes
Physics Paper 2	16.7%	Written Exam, 1 hour 15 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>B2 – Organisation Building on B1, this topic looks at the organisation of living things. How cells are grouped to form tissues, organs and organ systems and the functions of these. This then forms the foundation for studying infection and response, bioenergetics and homeostasis.</p>	<p>C4 – Chemical changes Building on the C1 and C2 units, here students study different reactions of acids with metals, bases and alkalis. They also study how reactivity determines the method of extraction for different metals.</p>	<p>P5 – Forces Here, students link the learning from the energy unit to the forces that act in systems.</p>
	<p>C1 – Atomic structure and the periodic table Building on the matter topic from KS3 students learn the foundations of GCSE Chemistry. They study the structure of atoms, how the periodic table was developed and how to access the information in it. This allows students to study structure and bonding later.</p>	<p>P2 – Electricity Linking to the energy unit, we now look at how energy is transferred through electrical circuits and how electricity is supplied by the national grid.</p>	<p>B4 – Bioenergetics This unit looks at the energetic importance of photosynthesis and respiration. This unit builds on prior learning on the chemistry topics of energy changes and chemical changes and the biology topics of organisation and cells.</p>
	<p>B1 – Cell biology Students build on the cells topic from KS3. They learn about types of cells and how to view them,</p>	<p>C5 – Energy changes Here students investigate the changes in temperature that occur when different chemical reactions take place. These are then explained by studying bond energies and reaction profiles.</p>	<p>C8 – Chemical analysis Here students learn and use some practical qualitative analytical tests. They use their understanding of mixtures from C1 to understand chromatography and their learning on melting points from P3 to explain how substances can be tested for purity.</p>
		<p>P4 – Atomic structure This unit of physics builds on the learning about structure of atoms</p>	

	<p>differentiation and cell transport. This allows students to study the organisation of living things.</p> <p>P1 – Energy: This unit builds on the KS3 topic of energy but in more detail. It covers the calculations for energy changes, work done and energy efficiency. It also looks at the energy resources available to us.</p>	<p>from C1 covering. Students learn about radioactive isotopes and the radiation they emit.</p> <p>B5 – Homeostasis This unit builds on the learning about cells and organisation to explain how the body senses and responds to the external environment and maintains its internal conditions.</p> <p>C6 – Rate and extent of reaction Having looked at types of reaction in C4 and C5 students then investigate the factors that affect the rate of a reaction.</p>	
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SUBJECT		Sociology
Head of Department		Ms S Hargreaves
AQA GCSE Sociology		
Paper 1: The sociology of families and education	50%	Written Exam, 1 hour 45 minutes
Paper 2: The sociology of crime & deviance and social stratification	50%	Written Exam, 1 hour 45 minutes

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>In the first half of the autumn term, Year 10 continue to study The Sociology of Families. This involves exploring topics such as family diversity, gender roles within the family and the functions of the family within society. Students will also apply their theoretical knowledge that they have acquired in term one to the family. This topic prepares students for the first half of Paper 1</p> <p>In the second half of the first term the students will begin the study of 'Education'.</p> <p>The students will explore the different views of the role and functions of education. The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles</p>	<p>During the spring term the year 10 students will continue to explore the topic of 'Education'.</p> <p>The students will explore the different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis</p> <p>Factors affecting educational achievement. The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</p> <p>Processes within schools affecting educational achievement. The work of Ball on teacher expectations and Willis on the creation of counter school cultures</p>	<p>During the summer term the students will study the topic Crime and Deviance. Within which they will explore the following content:</p> <p>The social construction of concepts of crime and deviance and explanations of crime and deviance.</p> <p>The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.</p> <p>Formal and informal methods of social control.</p> <p>The work of Heidensohn on female conformity in male dominated patriarchal societies.</p> <p>Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.</p> <p>The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.</p> <p>The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.</p>

HOMEWORK TIMETABLE

Monday	Tuesday	Wednesday	Thursday	Friday
Option A	Science	Maths	Option B	Option C
English		RE	Drama (10C)	Science
Maths			English	