

# Cardinal Pole Catholic School



## Curriculum Booklet 2023-24 YEAR 10

# Contents

Our Curriculum Intent	3
Curriculum Offer: Year 10	4
Curriculum Offer: Extra-Curricular	5
Measuring Progress: Year 10	6
Curriculum Overview: Art	6
Curriculum Overview: Design & Technology (3D Design)	7
Curriculum Overview: Business	8
Curriculum Overview: Drama	9
Curriculum Overview: English Language	10
Curriculum Overview: English Literature	11
Curriculum Overview: Geography	12
Curriculum Overview: History	13
Curriculum Overview: Hospitality & Catering	14
Curriculum Overview: Maths	15
Curriculum Overview: MFL - French	16
Curriculum Overview: MFL - Spanish	17
Curriculum Overview: Music	28
Curriculum Overview: Physical Education	20
Curriculum Overview: Religious Education	21
Curriculum Overview: Science (Combined and Triple)	23
Curriculum Overview: Sociology	26
Curriculum Overview: VCERT Health & Social Care	
Curriculum Overview: WJEC Hospitality & Catering	
Home Learning Timetable: Year 10	27

## 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, 2023-24

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 25-minute Prep session with their tutor to support with the completion of home learning. 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 home learning 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:

<b>Head of Year: Mr D Wilson</b> <b>Pastoral Support Manager: Ms L Modest-Norville</b> <b>St Nicholas Link: Mr R Bielicki</b>	
<b>10 Arrowsmith</b>	Mr E Frimpong
<b>10 Champion</b>	Mr J Gosnall
<b>10 Clitherow</b>	Ms J Addae
<b>10 Line</b>	Ms J Nicholls
<b>10 More</b>	Mr J Arrowsmith
<b>10 Southwell</b>	Mr J Lunn & Ms M Chera
<b>10 Ward</b>	Mr M Tisi

Yours sincerely,

Ms E Connolly

**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 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, 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 home learning. 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 the current grade for 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 on **Thursday 22<sup>nd</sup> February** which is focused specifically on AP1 and identifying successes as well as gaps in knowledge that need addressing before moving into Year 11.

SUBJECT		GCSE ART & DESIGN: FINE ART*
Head of Department		Ms K Place
Pearson Edexcel GCSE in Art & Design *Cannot be taken with 3D 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><b>Development of Personal Themes</b></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><b>Reviewing and refining of ideas to the final Unit 1 outcome.</b></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><b>Unit 2: 'Order and/or Disorder'</b></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><b>Symbolism and Setting</b></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><b>Final Unit 1 Outcome</b></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><b>Compositional connection</b></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		GCSE ART & DESIGN: 3D DESIGN*	
Head of Department		Ms K Place	
AQA GCSE DESIGN AND TECHNOLOGY *Cannot be taken with Fine Art			
Component 1: Personal Portfolio	96 Marks	60% GCSE	
Component 2: Externally Set Assignment	96 Marks	40% GCSE	



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<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>Students will begin work on their sustained project, a 'starting point' will be given to them from the exam board. 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 continue with their sustained project, developing their portfolio with a focus on experimentation with a range of different materials and processes.</p> <p>Students utilise their research and experimentation to produce a range of design ideas which are then replicated as 3D models. Through an iterative design process these are developed further into a final design which will be made in the materials of their choice.</p> <p>All work will be recorded in a sketchbook which will include annotations, observations, experimentations and models.</p>



SUBJECT		GCSE BUSINESS
Head of Department		Ms L Cunningham
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><b><u>Understanding external influences on business</u></b></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><b><u>Growing the business</u></b></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><b><u>Making operational decisions</u></b></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><b><u>Exam skills</u></b></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><b><u>Making marketing decisions</u></b></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><b><u>Exam skills</u></b></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. It helps students to understand financial crisis and reasons behind many big business failures.</p>



SUBJECT		GCSE DRAMA	
Subject Lead		Ms L Tavares	
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	



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<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	GCSE ENGLISH LANGUAGE	
Head of Department	Mr M Ghany	
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
<b>What we teach and why</b>	<b>Language Paper 1</b>  Students are introduced to the Language Paper 1 exam. Using a range of texts, 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. Students are also introduced to the four reading questions. Students learn strategies to approach each question as well as having the opportunity to practise extended writing in response to each question.	<b>Language Paper 1 Revision</b> Through their study of poetry, students return to the skills taught in the autumn term.	<b>Language Paper 2 Writing</b> 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.

SUBJECT	GCSE ENGLISH LITERATURE	
Head of Department	Mr M Ghany	
AQA GCSE in English Literature		
Paper 1: Shakespeare ( <b>Macbeth</b> ) and the 19 <sup>th</sup> century novel ( <b>A Christmas Carol</b> )	40%	Written Exam, 1 hour 45 minutes
Paper 2: Modern texts ( <b>An Inspector Calls</b> ) and poetry ( <b>Power &amp; Conflict</b> )	60%	Written Exam, 2 hours 15 minutes

	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<b>An Inspector Calls</b> 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 ' <i>An Inspector Calls</i> ', to analyse language and structural features and use the context of Priestley's play to inform their reading.	<b>Unseen Poetry</b> 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.	<b>Macbeth</b> Students study Shakespeare's play ' <i>Macbeth</i> ' in preparation for their Literature Paper 1 exam. Students learn how to understand the plot, characters and themes of ' <i>Macbeth</i> ', to understand Shakespeare's language, how to identify and comment on language and structural features and more about the Jacobean era.
		<b>Power and Conflict Poetry</b> Students poems from the ' <i>Power &amp; Conflict</i> ' 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.	<b>Speaking and Listening exam</b> 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.

SUBJECT		GCSE 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
<b>What we teach and why</b>	<p><b>Coastal landscapes and processes</b></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><b>UK Challenges</b></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>	<p><b>River landscapes</b></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><b>Resource management</b></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><b>Physical Fieldwork</b></p> <p>To prepare students to study a local river and how primary and secondary data can be used to answer key questions about this physical landscape</p>



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



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b>Paper 1, Thematic study (Crime &amp; Punishment) and historic environment (Whitechapel)</b> 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><b>Key Concepts:</b> -Monarchy; Church; Rights and responsibilities; Technological change; Liberalism; Social justice</p>	<p><b>Paper 1, Thematic study (Crime &amp; Punishment) and historic environment (Whitechapel)</b> 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><b>Key Concepts:</b> Rights and responsibilities; Technological change; Liberalism; Social justice</p>	<p><b>Paper 2: British depth study (B4: Early Elizabethan England)</b> 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><b>Key Concepts:</b> International Relations; Church; Governance; Monarchy</p>

<b>SUBJECT</b>	<b>L2 HOSPITALITY &amp; CATERING</b>
<b>Head of Department</b>	<b>Ms K Place</b>
<b>WJEC L1/L2 AWARD IN HOSPITALITY &amp; CATERING A</b>	
Unit 1: The Hospitality and Catering Industry	Written Exam, 1 hour 20 minutes
Unit 2: Hospitality and Catering in Action	Coursework



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b>The environment in which hospitality and catering provides operate; the economic importance of the hospitality industry.</b></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><b>Understand how hospitality and catering provision operates.</b></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><b>Assessment: Hospitality &amp; Catering, exam questions, AP1 Exam</b></p>	<p><b>How hospitality and catering provision meets health and safety requirements.</b></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>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><b>Assessment: Hospitality &amp; Catering , exam questions</b></p>	<p><b>Know how food can cause ill health.</b></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><b>Unit 2</b></p> <p>Learn about the importance of nutrition and how cooking methods can impact on nutritional value. Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively</p> <p>Unit 1 will be assessed through an exam, which is worth 40% of your qualification.</p> <p><b>Assessment: Final Exam</b></p>
	<b>SUBJECT</b>	<b>GCSE MATHS</b>	



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
<b>What we teach and why</b>	<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 &amp; 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		GCSE 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
<b>What we teach and why</b>	<p>Year 10 starts with the transitional topic of 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). Module 1 also affords students the opportunity to review their knowledge of both past and future tenses through the topic of a memorable day out and a future trip accordingly.</p> <p>HT2 sees students focus on 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, with a view to preparing students towards their AP1 examinations, where they are given their first taste of tasks in the key AP1 assessment skills of listening, reading and writing.</p>	<p>Students begin the spring term with a cultural look at French festivities and celebrations. Students revisit KS3 topics of food and clothes with reference to feast days observed in French-speaking countries. This affords students the opportunity to practise transactional language for purchasing food and clothes for special occasions. Students also practise use of past and future tenses to narrate a memorable occasion and future plans, as well as a review of structures for describing their daily routine.</p> <p>HT4 sees students review 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 with comparisons between the past and present. 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 Y10 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 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		GCSE 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
<b>What we teach and why</b>	<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. 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>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 discuss their likes and dislikes with reference to TV programmes, films and other types of entertainment. 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.</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>

<b>SUBJECT</b>		<b>GCSE MUSIC</b>
<b>Head of Department</b>		<b>Ms L Singleton</b>
<b>Eduqas GCSE in Music</b>		
Component 1: Performing	30%	2 Performances (1 Solo, 1 Ensemble)
Component 2: Composing	30%	2 Compositions
Component 3: Appraising	40%	Written Exam, 1 hour 15 minutes



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b>AOS 1: Baroque – ‘Badinerie’ - J.S. Bach</b></p> <p>Students will begin Year 10 by studying the first of two Prepared Extracts set by the exam board. Johann Sebastian Bach is undoubtedly the most famous composer of the Baroque period. Learners will use their knowledge gained in Year 9 to analyse the piece in detail, in order to clearly understand the stylistic features of the Baroque period.</p> <p><b>AOS 2: Jazz Blues and Musical Theatre</b></p> <p>In the second half of the term, Year 10 move on to Area of Study</p>	<p><b>AOS 1: Baroque, Classical and Romantic</b></p> <p>This topic will be a consolidation of previous skills and knowledge, and give students an opportunity to clearly define the stylistic differences between the three key musical styles of the Western Classical Tradition - Baroque, Classical and Romantic. Students will do regular exam questions to practise listening skills and recap key vocabulary.</p> <p><b>AOS 3: Film Music</b></p> <p>In this half term Year 10 will revisit film music, completing deeper analysis of film scores by</p>	<p><b>AOS 4: Pop Music - ‘Africa’ by Toto</b></p> <p>In the Summer Term, Year 10 will begin the study of the second Prepared Extract - ‘Africa’ by Toto. We will analyse the piece in detail, looking at how all of the musical elements are used to create this classic pop song. Students will also have the opportunity to get to know the piece better and develop their performance skills by learning to perform the piece as a class.</p> <p><b>AOS 4: Pop Rock</b></p> <p>This topic will be a consolidation of previous skills and knowledge of pop music. Students will now</p>

	<p>2 – Music for Ensemble. In this unit we will look at the genres of Jazz, Blues and Musical Theatre. We will explore the musical features of these styles by analysing the work of artists such as Louis Armstrong and Miles Davis. Students will learn specific vocabulary for describing vocals, and study songs from the musical theatre tradition.</p> <p><b>Composition and Performance</b></p> <p>During Term 1 students will also begin their first composition for their final coursework submission, and begin to prepare their ensemble pieces.</p>	<p>composers such as John Williams and John Barry, exploring how composers use musical elements to reflect on-screen action. This will build on previous learning, and in this unit, students will begin to practise answering the extended writing question in the listening exam.</p> <p><b>Composition and Performance</b></p> <p>Students will continue to work on Composition 1, and do a first recording of their final ensemble piece, which will count towards their AP2 assessment.</p>	<p>look at the various sub genres of pop and rock music at a greater depth, recapping vocabulary and also developing new knowledge of the use of Music Technology.</p> <p><b>Composition and Performance</b></p> <p>Students will submit compositions as part of their AP2 assessment, and work with their teachers to choose a suitable final Solo Performance which they will begin to prepare.</p>
--	---	--	---



SUBJECT	GCSE PHYSICAL EDUCATION	
Head of Department	Mr W Lawn	
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><b>Components of Fitness/Skill and Fitness Testing</b> 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><b>Sports Psychology</b> 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><b>Coursework</b> 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><b>Principles and Types of Training</b> 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><b>Practical</b> Trampolining and Table Tennis</p>	<p><b>Target Setting, Feedback and Guidance</b> 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><b>Practical</b> Basketball and Handball</p>	<p><b>Practical</b> Volleyball and Athletics</p>



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

	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b><u>Catholic Beliefs and Teachings</u></b></p> <p>Students look at the teachings on the Trinity and what the Bible teaches about creation and how different Christian denominations interpret Genesis. Students examine what it means to be made in the image of God and how this effects their relationship and place within the world.</p> <p>Students will then look at what the incarnation is and what it reveals to us about God. Students understand the events of the Paschal mystery and their significance for the lives of Christians today. Students examine the role of the Holy Spirit and grace in human salvation. Students understand the different Christian teachings on the afterlife and the impact that has on Christians today.</p> <p><b><u>Catholic Practices</u></b></p> <p>Students then 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><b><u>Catholic Practices</u></b></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><b><u>Jewish Practices</u></b></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. Students will examine 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><b><u>Catholic Sources of Wisdom and Authority</u></b></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. 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.</p> <p>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><b><u>Revision</u></b></p> <p>Students will revise topics for Assessment Point 2</p>

SUBJECT		GCSE SCIENCE – COMBINED
Head of Department		Ms M Balogun
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><b>C4 – Chemical changes</b> 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><b>P2 – Electricity</b> 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><b>C5 – Energy changes</b> 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><b>P4 – Atomic structure</b> This unit of physics builds on the learning about structure of atoms from C1 covering. Students learn about radioactive isotopes and the radiation they emit.</p> <p><b>B5 – Homeostasis</b> 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><b>C6 – Rate and extent of reaction</b> Having looked at types of reaction in C4 and C5 students then investigate the factors that affect the rate of a reaction.</p> <p><b>P5 – Forces (part 1)</b> Here, students link the learning from the energy unit to the forces that act in systems.</p>	<p><b>P5 – Forces (part two)</b> Here, students continue to link the learning from the energy unit to the forces that act in systems.</p> <p><b>B4 – Bioenergetics</b> 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>

SUBJECT		GCSE SCIENCE – TRIPLE
Head of Department		Ms M Balogun
AQA GCSE in Biology, Chemistry and Physics		
Biology Paper 1	50% of GCSE Biology	Written Exam, 1 hour 45 minutes
Biology Paper 2	50% of GCSE Biology	Written Exam, 1 hour 45 minutes
Chemistry Paper 1	50% of GCSE Chemistry	Written Exam, 1 hour 45 minutes
Chemistry Paper 2	50% of GCSE Chemistry	Written Exam, 1 hour 45 minutes
Physics Paper 1	50% of GCSE Physics	Written Exam, 1 hour 45 minutes
Physics Paper 2	50% of GCSE Physics	Written Exam, 1 hour 45 minutes

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><b>C8 – Chemical Analysis</b></p> <p>C8 explores the real-life applications of using chemistry to help us to detect chemicals, and how these can be extremely beneficial to society.</p>	<p><b>C3 – Quantitative chemistry</b></p> <p>In this unit students learn about how to calculate the formulae of compounds based on data from chemical reactions.</p>	<p><b>C5 – Energy changes</b></p> <p>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><b>C4 – Chemical Changes Part 1</b></p> <p>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. The focus points of this part of the topic are reactions of metals with oxygen and acids.</p>	<p><b>B6- Inheritance and Evolution</b></p> <p>In 'Inheritance and Evolution' students learn about how we inherit characteristics and how other characteristics are environmental. It then moves onto the theory of evolution and fossil records.</p>	<p><b>C6 – Rate and extent of reaction</b></p> <p>Having looked at types of reaction in C4 and C5 students then investigate the factors that affect the rate of a reaction.</p>
	<p><b>B5 – Homeostasis</b></p> <p>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><b>C4 – Chemical Changes Part 2</b></p> <p>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. The focus of this part of C4 is metal extraction, including displacement and electrolysis.</p>	<p><b>P5 – Forces (part 3)</b></p> <p>Here, students link the learning from the energy unit to the forces that act in systems. Forces will be continued in later in Year 10, with the main areas of focus this term being Newton's Laws of Motion and Momentum</p>
	<p><b>P4 – Atomic structure</b></p> <p>This unit of physics builds on the learning about structure of atoms from C1 covering. Students learn about radioactive</p>	<p><b>P5 – Forces (part 2)</b></p> <p>Here, students link the learning from the energy unit to the</p>	

	<p>isotopes and the radiation they emit.</p> <p><b>P5 – Forces (part 1)</b>  Here, students link the learning from the energy unit to the forces that act in systems. Forces will be continued later in Year 10, with the main areas of focus this term being Scalars, Vectors and Acceleration</p>	<p>forces that act in systems. Forces will be continued in later in Year 10, with the main areas of focus this term being Hooke’s Law and Moments.</p> <p><b>P6 – Waves</b>  Students learn about the behaviour of different types of waves, including the electromagnetic spectrum. This leads on to them considering the real-life applications, and dangers, of different types of waves. The students then study different types of lenses and how we see colour.</p>	
--	---	---	--

<b>SUBJECT</b>		<b>GCSE Sociology</b>
<b>Head of Department</b>		<b>Ms S Hargreaves</b>
<b>AQA GCSE Sociology</b>		
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

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p>In the first term the students will begin the study of <b>Education</b>.</p> <p>The students will explore the different views of the role and functions of education.</p> <p>They will study 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>The students will explore the different views of the on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis</p>	<p>During the spring term the year 10 students will continue to explore the topic of <b>Education</b>.</p> <p>They will examine factors affecting educational achievement outside of the school that cause differences in achievement between class, gender and ethnicity.</p> <p>Finally, they will study processes within schools affecting educational achievement. They will look at the role of teachers in the attainment of students, and assess differences between class, gender and ethnicity</p> <p>In the second half of the Spring Term students will study the topic of <b>Crime and Deviance</b>.</p> <p>Initially we will study the causes of crime from a range of sociological perspectives and the different methods of social control.</p>	<p>During the summer term the students will continue to study the topic <b>Crime and Deviance</b>.</p> <p>Here we will start to look at patterns of crime, exploring gendered differences in crime statistics and ethnic differences in crime statistics.</p> <p>Finally, we will also assess 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> <p>The final part of the Summer Term is spent consolidating in preparation for Assessment Point Two.</p>

SUBJECT	VCERT Health & Social Care	
Head of Department	Ms G Toma	
NCFE CACHE Level 1/2 Technical Award in Health and Social Care 603/7013/0		
	Non exam assessment (NEA) 50%	Externally-set, internally marked and externally moderated: synoptic project
	Examined assessment (EA) 50%	Externally set and externally marked: written exam 1h 30min

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p>In the first term the students will study from <b><u>content areas 1 to 3</u></b></p> <p>Students will research health and social care <b>provision</b> and services.</p> <p>They will explore <b>job roles</b> in health and social care and the <b>care values</b> that underpin professional practice.</p> <p>Students will study relevant <b>legislation, policies and procedures</b> in health and social care</p>	<p>During the spring term the year 10 students will study <b><u>content area 4 Human development across the life span</u></b>.</p> <p>Students will learn about <b>life stages</b> of human development (infancy, childhood, adolescence, adulthood)</p> <p>They will explore the different <b>areas of development</b> (physical, cognitive, social and emotional) and how they are interdependent.</p> <p>Students will debate the <b>nature nurture</b> interdependency in relation to human development and behaviour.</p>	<p>During the summer term the students will continue to study <b><u>content area 4 Human development across the life span</u></b>.</p> <p>Students will explore <b>factors</b> which may impact human development.</p> <p>They will learn about <b>transitions</b> experienced by individuals across the life stages.</p> <p>Students will study about the impact of transitions and <b>biological and environmental factors</b></p> <p>They will explore the <b>role of the practitioner</b> when preparing and supporting the individual for transition.</p>



<b>SUBJECT</b>	<b>WJEC Hospitality &amp; Catering</b>	
<b>Head of Department</b>	<b>Ms K Place</b>	

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>			

SUBJECT		WJEC Hospitality & Catering	
Head of Department		Ms K Place	
Unit 1: Exam	60%		
Uni 2: Coursework	40%		

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>			

### Year 10 Home Learning Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
English Science	Option C Maths	RE (P Side) English	Option A Science Maths	Option B RE (Q Side)