

Subject: Art		Subject Leader: Ms Betts		Year: 10	
<p>Main knowledge / skills / understanding developed in this course: Pupils learn about the importance of drawing and recording through close observation/analysis and expressive/creative approaches. They will experience working with a broad range of subject-specific materials and techniques, whilst developing their ability to research and form their own opinions about art and artists. Some aspects of the course will involve collaboration/group work, but the main emphasis is on creating a strong sense of ownership of their work through development of their personal, individual knowledge, skills and responses.</p>					
Key Areas of Study:					
Term 1		Term 2		Term 3	
<p>Pupils spend the first two terms on an extensive drawing-centred course of observation, experimentation and exploration, using a wide variety of media and techniques.</p> <p>Artist research skills are developed during this time, which helps to provide a context for their work, whilst also encouraging them to consider a range of possibilities for future development of their own individual ideas.</p>		<p>Using the body of work generated in the first two terms, pupils are given a focus or starting point which they need to respond to creatively.</p> <p>Throughout terms 3 & 4 the emphasis is on the development of ideas, with closer analysis of other artists work & techniques to show the range of possibilities for individual responses. This process helps to maximise the impact of the project outcome/result whilst encouraging pupils to develop their evaluation skills.</p>		<p>A new theme/focus is introduced, which pupils need to respond to, putting into practice the process they have experienced in the previous four terms. They may produce several outcomes during this project and all work produced in terms 5 & 6 should be considered as being included in their 'portfolio' of coursework, which has to be submitted by the end of term 2 in year 11.</p>	
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● Continuous teacher assessment occurs throughout the course. ● Self and peer assessment at intervals. 					
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> ● Keeping up to date with homework and deadlines. ● Observational drawing practice. ● Own photography. ● Create a scrap book of meaningful/interesting images (which can become a personal, portable library of information/research – useful for developing ideas in class, whilst saving time). 					

Subject: Art Graphics	Subject Leader: Ms Betts	Year: 10
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Main knowledge / skills / understanding developed in this course:
Pupils learn about the importance of drawing and recording through close observation/analysis and expressive/creative approaches. They will experience working with a broad range of subject-specific materials and techniques, whilst developing their ability to research and form their own opinions about art and artists. Some aspects of the course will involve collaboration/group work, but the main emphasis is on creating a strong sense of ownership of their work through development of their personal, individual knowledge, skills and responses.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Pupils spend the first two terms on an extensive drawing-centred course of observation, experimentation and exploration, using a wide variety of media and techniques.</p> <p>Artist research skills are developed during this time, which helps to provide a context for their work, whilst also encouraging them to consider a range of possibilities for future development of their own individual ideas.</p>		<p>Pupils are now presented with a scenario or design brief that they need to respond to using the skills they have developed in the previous terms.</p> <p>Homework is very much geared to support class work during this time, and gives pupils time to thoroughly research through drawing and taking photographs. There are deadlines that pupils need to adhere to but they are encouraged to select techniques and materials.</p> <p>They may develop a range of ideas in software such as Paint Shop Pro, Photoshop, or Serif Draw Plus. As ideas develop they are encouraged to document this through presentation in a sketchbook and with analytical annotation.</p>		<p>Through regular feedback and self-evaluation pupils should by now be aware of how their coursework fits in with the key assessment objectives. They will now be responding to individual and differentiated targets.</p> <p>Building on strengths from their portfolio/ sketchbooks in previous terms they are now taught to formulate an individual design brief that will present their skills and ideas to their best advantage. In the past these have included tasks such as designing a rebranded shop front design for a specific business; or creating magazine covers/ posters/ web page designs for a specific target market.</p>	

- Assessment Tasks:**
- Continuous teacher assessment occurs throughout the course
 - Self and peer assessment at intervals

- Home activities that will help support college work:**
- Keeping up to date with homework and deadlines.
 - Observational drawing practice.
 - Own photography.
 - Create a scrap book of meaningful/interesting images (which can become a personal, portable library of information/research – useful for developing ideas in class, whilst saving time).

Subject: Art Textiles		Subject Leader: Miss Reed		Year: 10	
Main knowledge / skills / understanding developed in this course:					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Pupils spend the first two terms on an extensive drawing-centred course of observation, experimentation and exploration, using a wide variety of media and techniques.</p> <p>Artist research skills are developed during this time, which helps to provide a context for their work, whilst also encouraging them to consider a range of possibilities for future development of their own individual ideas.</p>		<p>Having built up a portfolio of work in the first two terms, pupils are given a brief to work to. Having also established a theme to follow, they then choose from a shortlist of artists, and produce research by interpreting the work of these artists, using a range of their newly acquired textile techniques.</p> <p>Having produced research for two different artists they then find 'secondary' images that relate to their theme, and again, interpret these using textile media.</p> <p>These two elements of research and interpretation are then combined with their drawings to form a body of work, from which pupils produce designs for their own response and 'outcome'. Towards the end of term 4 pupils start work on this initial outcome.</p>		<p>Great emphasis is put on the personalised and individual responses of pupils to their chosen theme, so exploration of a wide range of outcomes is encouraged.</p> <p>In previous years these have taken the form of garments such as skirts and dresses; furnishings such as chair-seat covers; cushions and lampshades. More sculptural textile pieces such as mobiles; umbrellas; wall hangings and even textile jewellery.</p> <p>Consequently these final two terms in year 10 are focussed on further research gathering, to add more elements from which to base designs. They then produce further designs and a second personal response.</p> <p>The aim is that by this point all pupils have developed the confidence to create textile work that reflects their individuality as well as their technical skill.</p>	
Assessment Tasks:					
<ul style="list-style-type: none"> ● Continuous teacher assessment occurs throughout the course. ● Self and peer assessment at intervals. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> ● Keeping up to date with homework and deadlines. ● Observational drawing practice. ● Own photography. ● Create a scrap book of meaningful/interesting images (which can become a personal, portable library of information/research – useful for developing ideas in class, whilst saving time). 					

Subject: Business Studies - BTEC Tech Award Enterprise		Subject Leader: Miss Trenaman		Year: 10	
<p>Main knowledge / skills / understanding developed in this course: The BTEC Tech Award in Enterprise has been designed to provide an engaging and stimulating introduction to the world of business. The aim of the course is to encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities. Students learn about the way businesses are classified in this country and the types of business we have. They will understand the skills needed to set up a business. Students will learn about how to market a business as well as the financial implications and responsibilities associated with running their own business. They will also plan, pitch and evaluate their own mini-enterprise project.</p>					
<p>Key Areas of Study: Component 1: Exploring Enterprises (Year 10). Internal assignment completed in school. Worth 30% Component 2: Planning for and pitching an enterprise activity (Year 11). Internal assignment completed in school. Worth 30% Component 3: Promotion and finance for enterprise (Year 10 & 11). 2 hour exam. Out of 60 marks. Worth 40%</p>					
Term 1 and 2		Term 3 and 4		Term 5	Term 6
<p>Component 1: Exploring enterprises Learning aim A and B</p> <ul style="list-style-type: none"> ● What is an enterprise? ● Types and characteristics of small and medium enterprises ● The purpose of enterprises ● Entrepreneurs ● Customer needs ● Using market research to understand customers ● Understanding competitors <p>Component 3: Promotion and finance for enterprise Learning aim A</p> <ul style="list-style-type: none"> ● Elements of the promotional mix and their purpose ● Targeting and segmenting the market ● Factors influencing the choice of promotional methods 		<p>Component 1: Exploring enterprises Learning aim C Internal factors External factors Situational analysis Measuring the success of an SME</p> <p>Component 3: Promotion and finance for enterprise Learning aim B and C</p> <ul style="list-style-type: none"> ● Financial documents ● Payment methods ● Sources of revenue and costs ● Terminology in financial statements ● Statement of comprehensive income ● Statement of financial position ● Profitability and liquidity ● Using cash flow data ● Financial forecasting ● Suggesting improvements to cash flow problems ● Break-even analysis and break even point ● Sources of business finance 		<p>Completion of component 1 coursework</p> <p>Exam revision and practice assessment for Component 3: Promotion and finance for enterprise. Exam in May.</p>	<p>Component 2: Planning for and pitching an enterprise activity Learning aim A</p> <p>Generate ideas for a micro-enterprise activity</p>
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● Component 1 is coursework based and work is handed in to be marked internally by subject staff and moderated by Pearson. ● Component 2 is coursework based and work is handed in to be marked internally by subject staff and moderated by Pearson. ● Component 3 is exam based and examined in May of Year 10. A resit can be sat in February Year 11. 					
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> ● Purchasing the Pearson Revise BTEC Tech Award Enterprise Revision Guide by Steve Jakubowski ● https://www.bbc.co.uk/bitesize/subjects/zpsvr82 ● Discussion and research about local businesses with friends and family members. 					

Subject: Children's Play Learning and Development	Subject Leader: Mrs Myall	Year: 10
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Main knowledge / skills / understanding developed in this course:

- The students will learn the fundamental knowledge and understanding of child development from birth up to eight years old.
- They will then go on to learn how we use play to promote development in children.
- The students will do a six month nursery placement at Claverham Nursery

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 1 Patterns of Child Development <ul style="list-style-type: none"> • Students will understand the difference between growth and development. • They will learn the five key areas of development. • The links between areas of development and how each area may complement each other 	<ul style="list-style-type: none"> • Understand the characteristics of children's development from birth up to eight years • Understand how adults in early years settings can support children's development 	Unit 2 Promoting Children's Development Through Play <ul style="list-style-type: none"> • Understand how play promotes children's development in early years settings • Students will do a two hour a week placement at Claverham Nursery. 	<ul style="list-style-type: none"> • Understand how and why adults support children's play at different ages • Students will do a two hour a week placement at Claverham Nursery. 	<ul style="list-style-type: none"> • Understand how different play opportunities promote children's development • Students will do a two hour a week placement at Claverham Nursery. 	<ul style="list-style-type: none"> • Understand how play is structured in early years settings to promote children's development • Students will do a two hour a week placement at Claverham Nursery.

Assessment Tasks:

- Unit 1 - Learners will complete a 60-minute examination worth 50 marks. The paper will consist of multiple-choice questions, short scenario-based questions and an extended writing question.
- Unit 2 is a coursework based module. Work is to be handed in by deadline set.

Home activities that will help support college work:

- Case study on younger siblings or relatives
- Knowledge and understanding during Nursery placement

Subject: Computer Science	Subject Leader: Ms Welsh	Year: 10 and 11
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Main knowledge / skills / understanding developed in this course:

- Understanding of current and emerging technologies and how they work.
- Use of algorithms and development of computer programs to solve problems.
- Evaluation of the effectiveness of computer programs/solutions.
- Knowledge and understanding of computer technology that will enable pupils to become independent users, able to make informed decisions about the use of computer systems.
- Development of creative and technical skills, knowledge and understanding of information technology in a range of contexts.
- Understanding the impact and implications of the use of computer technology in society.

For further information, please see [OCR GCSE Computer Science specification](#).

Key Areas of Study:

Y10: Term 1-2	Y10: Term 3-4	Y10: Term 5-6	Y11: Term 1-2	Y11: Term 3-4	Y11: Term 5-6
Ethical Issues: <ul style="list-style-type: none"> ● Ethical, moral, legal, cultural and environmental issues of technology Hardware/Software: <ul style="list-style-type: none"> ● Types of computer ● Input/output/memory /storage devices Programming Skills: <ul style="list-style-type: none"> ● Introduction to Python & SQL ● Introduction to low level programming language. 	Data Representation: <ul style="list-style-type: none"> ● Binary, decimal, hexadecimal System Software: <ul style="list-style-type: none"> ● System Security ● Operating Systems Algorithms and computational thinking: <ul style="list-style-type: none"> ● Flowcharts, Pseudo code Programming Skills: <ul style="list-style-type: none"> ● Python & SQL ● Specific programming techniques 	Networks: <ul style="list-style-type: none"> ● Wired and wireless networks ● Protocols Robust Programming: <ul style="list-style-type: none"> ● Data validation, sanitation, authentication ● Testing ● Maintainability and future proofing. Translators and facilities of languages: <ul style="list-style-type: none"> ● Low Level Programming LMC 	NEA: Programming Project Task Analyse, design, create, test and evaluation a full programming solution from a brief. This is an open research assessment where pupils are expected to collaborate with each other but provide an independent final solution.	Technical Topics: <ul style="list-style-type: none"> ● Database concepts ● Computer networking ● Web technologies ● Encryption ● Compression 	<ul style="list-style-type: none"> ● Revision & examination practice. Terminal Examination: <ul style="list-style-type: none"> ● Paper 1 - Computer systems ● Paper 2 - Computational thinking, algorithms and programming

Assessment Tasks:

- **Paper 1** – (1hr 30 mins 50%) - Examination paper including short and long answer questions
- **Paper 2** – (1hr 30 mins 50%) - Examination paper including short and long answer questions, some of which will require candidates to write program code. Undertaken in Year 11 (May)
- **NEA** – Internally assessed task based on a scenario set by the exam board. Pupils will need to demonstrate both theory and practical skills in their report.

Home activities that will help support college work:

- Extended programming practice (Writing pseudo code, Scratch, Python, SQL).
- We have an account with Teach ICT that has an extensive range of activities to support learning.
- [Craig and Dave](#) videos on YouTube including exam paper walk throughs.

Subject: Dance	Subject Leader: Mrs Goldsmith	Year: 10
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Main knowledge / skills / understanding developed in this course:
 Learn physical, technical, rehearsal (mental) and choreographic skills. Designing and describing movement (ASDR).
 Interpretive analysis of professional dance works, including costume, lighting, physical setting and aural setting.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> Contemporary techniques through short phrases. Exploration of small group choreography; Motif design and choreographic devices Dance terminology (ASDR). 	<ul style="list-style-type: none"> Professional Dance work analysis. Motif development Group performance work based on professional dance work: technical, physical and expressive skills. 	<ul style="list-style-type: none"> Stimulus response. Choreographic process from research and design to performance and mental skills / rehearsal. How to analyse to improve. Professional dance work analysis. 	<ul style="list-style-type: none"> Professional dance work analysis. Stimulus response. Choreographic process from research and design to performance and mental skills / rehearsal. Effective use of feedback and analysis. 	<ul style="list-style-type: none"> Set phrase 1. Technical, expressive and mental skills. Professional dance works analysis. 	<ul style="list-style-type: none"> Set phrase 2. Technical, expressive and mental skills. Professional dance works analysis.

Assessment Tasks:

- Written end of unit tests for professional dance work analysis.
- Performance or practical work during each lesson.
- End of unit assessments will be filmed for analysis, grading and feedback.

Home activities that will help support college work:

- Theoretical homework-exam question practice.
- Rehearsal of practical work in preparation for assessments (studio time is available lunchtimes and after school).
- Any style of dance classes attended outside of school will assist with confidence and performance skills.

Subject: Design Technology				Subject Leader: Miss Humphrey			Year: 10	
Term	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 7 weeks	Term 6 7 weeks	
Theme/SoW/ Skills:	<p>Project 1: Monster Wrap! - Students develop their knowledge of CAD/CAM, focusing on laser cutting using 2D software to solve problems Looking at the impact on industry. Material focus is plastics, studying the different types and their properties. Understanding how plastics can be formed.</p>	<p>Project 2: 3D Print – Students further develop their CAD/CAM skills looking at 3D software, to understand the 3D printing process and how this impacts the world around us.</p> <p>Material focus is plastics, studying the different types and their properties. Understanding how plastics can be formed.</p>	<p>Project 3: Bench hook – Students develop skills in woodwork, tool/machine handling and safety.</p> <p>Students develop an understanding of technical working drawings.</p>	<p>Project 4: Centre Finder – Students will work with metal to gain knowledge and skills in the material.</p> <p>Develop an understanding of its origins and types.</p> <p>Recognising the importance of Quality Control, tolerances and jigs.</p> <p>Learning to plan the costings of materials used.</p>	<p>Project 5: Exploring Mechanisms</p> <p>Students look further into the material timber. Developing knowledge in joining methods and how the material is processed from its natural source.</p> <p>Students will develop their manufacturing and drawing skills.</p> <p>Theory focuses on mechanisms, Cams, linkages, levers, movement, pullies, belts and gears.</p>	<p>Project 6: Tea Light Holder – Students look into composite, modern materials and timbers.</p> <p>A focus on tools and processes when working in wood and cement.</p> <p>Students learn to evaluate the life cycle of their products.</p>	<p>Practice NEA: Students will be given a context and work through the proper investigation and iterative process of coming up with a prototype in practice for the release of their final NEA.</p> <p>Students will learn the importance of investigations, briefs, specifications and iterations.</p>	<p>NEA – AO1: Identify, investigate and outline design possibilities to address needs and wants.</p> <p>A: Identifying & investigating design possibilities. (10 marks)</p> <p>B: Producing a design brief & specification. (10 marks)</p> <p>Create a final design brief and evaluate research undertaken.</p> <p>Identify chosen target market and generate design ideas.</p>
Assessment Tasks:	<p>Baseline test.</p> <p>Assessment of investigation, designing skills, CAD/CAM abilities, problem solving and team work.</p> <p>End of unit test.</p>	<p>Assessment of CAD/CAM abilities, theory on plastics and industrial processes.</p> <p>End of unit test.</p>	<p>Assessment of safety, independence, and understanding of tools and equipment safely.</p> <p>End of unit test.</p>	<p>Assessment of safety, independence, and understanding of tools and equipment safely.</p> <p>End of unit test.</p>	<p>Assessment of designing, safety, independence, and understanding of tools and equipment safely.</p> <p>End of unit test.</p>	<p>Assessment of safety, independence, and understanding of tools and equipment safely.</p> <p>End of unit test.</p>	<p>Assessment will be continuous and based on the ability to independently select + construct both primary and secondary research. Mock Exam.</p>	<p>50% NEA Practical application of: - Core technical principles - Specialist technical principles - Designing and making principles Termly tracking & monitoring.</p>

Literacy:	Keyword and terminology, use of descriptive words. Key words given by AQA http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/subject-specific-vocabulary Command words: http://www.aqa.org.uk/resources/design-and-technology/teach/command-words							
Numeracy Focus:	Use percentile ranges from anthropometric data. Use frequency & results tables, to present and interpret information.	Measuring, marking of material. Calculate material area needed, for sizes and quantity. Understand nets.	Measuring, marking of material. Calculate material area needed, for sizes and quantity. Understand technical working drawings.	Measuring, marking of material. Calculate material sizes and quantity. Costing, calculating percentile profit.	Measuring & marking, using appropriate SI units. Calculate the area of waste and convert to percentage. Ratios of material. Calculate magnitude and changes in equilibrium.	Calculating volume, working in liquid units. Calculate material sizes and quantity.	Construct surveys, using charts and tables to present data and interpret information.	Construct surveys, using charts and tables to present data and interpret information.
Science:	Physical properties of materials. Quantities, units and symbols.	Lifecycle assessments. Physical properties of materials. Input, process, output.	Physical properties of materials, source.	Physical properties of materials, source.	The action of forces and how levers and gears transmit and transform movement. Looking at equilibrium and magnitude.	Lifecycle assessments. Physical properties of materials.	Environmental and social impacts of design.	Physical properties of materials. Environmental, social, sustainable issues.
Every week, students will have a single lesson of stand-alone theory and exam practice that is relevant to the knowledge required for the exam to be taken in the summer term.								

Subject: Drama		Subject Leader: Miss Roadknight		Year: 10	
Main knowledge / skills / understanding developed in this course: Style, facial expression, body language, posture, genre, gesture, movement, voice, rehearsal techniques and how these apply to the written paper.					
Key Areas of Study: Style of theatre/performance, characterisation, development within rehearsal and an understanding of written paper techniques.					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> To understand naturalism, pantomime, slapstick and physical theatre. To be able to use acting techniques, using multiple styles. To learn key skills for practical and written examination, such as physical and vocal skills. To create a piece based on the 'Seven stages of man' Perform and assess. To use rehearsal techniques to develop the progress of practical work and be able to apply skills to the written paper. To have an understanding of Q2 and 3 of the written paper. Develop devised pieces in preparation for moderation before Easter 		<ul style="list-style-type: none"> To continue to develop rehearsal techniques and sit a section of the written paper. Perform pieces for moderation to audience and school governor. To understand and be able to answer Q4 and 1 on Section A of the written paper. To begin to look at playwright's intentions and creating own intentions from a script. 		<ul style="list-style-type: none"> To develop a clear understanding of scripted character and how the playwright's intentions shape this. To continue to use rehearsal techniques to enhance practical process. To understand the style and the trial and error process of developing a piece. To learn Section B and how to answer scripted questions. To take Year 10 Summer exam and a Summer mock that is based upon the written paper. 	
Assessment Tasks:					
<ul style="list-style-type: none"> Devised piece Year 10 exam Summer mock. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> Questions that support the written paper. Research that helps to develop characters and written paper. Rehearsals that are peer led. 					

Subject: English		Subject Leader: Mrs Griss		Year: 10	
Main knowledge / skills / understanding developed in this course:					
<ul style="list-style-type: none"> • Writing and reading skills—comprehension, imaginative writing, directed writing, analysis, retrieval, persuasive writing, interpretation, letter writing, report writing, writing to inform, argumentative writing. • Appreciation and analysis of set texts and author’s intention. 					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Modern Drama & 19th Century text Study of ‘An Inspector Calls’ <ul style="list-style-type: none"> • Full reading of the play; • detailed analysis of: characters, themes and language; • development of contextual knowledge; • learning of quotations; • development of essay writing skills; and • Further controlled assessments are undertaken, in exam conditions, in lesson time. Study of ‘A Christmas Carol’ <ul style="list-style-type: none"> • Full reading of the text; • detailed analysis of: characters, themes and language; • development of contextual knowledge; • learning of quotations; • controlled assessments are undertaken, in exam conditions, in lesson time; and • further development of essay writing skills. 		Poetry - Power & Conflict Anthology Study of all poems within the AQA Power & Conflict Anthology <ul style="list-style-type: none"> • making detailed annotations for each poem; • understanding the contextual knowledge surrounding both the poem and the poet; • learning how to compare poems and themes within them; • developing links across the poems; • developing comparative writing skills; and • developing comparative essay writing skills. Speaking and Listening assignment: <ul style="list-style-type: none"> • all students are required to present a three minute speech on a topic of their choice; • they will be asked questions on their topic to which they must answer to the best of their ability; • all speeches will be recorded as this is a requirement of the GCSE. 		English Language Paper 1 Study of English Language Paper 1 <ul style="list-style-type: none"> • studying each question of the paper; • developing skills in how to answer each question; • developing ability to read non-fiction texts; • development of descriptive writing skills. Revision of English Literature texts studied to date: <ul style="list-style-type: none"> • ‘An Inspector Calls’ • ‘A Christmas Carol’ • AQA Power and Conflict Anthology 	
Assessment Tasks:					
<ul style="list-style-type: none"> • Exam style questions. • Practice Speaking & Listening assessments. • Other written tasks will be assessed as appropriate. • Work will be assessed through termly formal assessments. These are supported by termly S.I.R. assessments which are carried out to track and monitor the pupils progress. Students will then be asked to revisit the skill assessed and to improve their use of the skill - showing their progress. All assessment work will be carried out in their separate Assessment Books, students will respond to feedback within these books too. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> • Reading texts, both fiction and non-fiction, of greater complexity. • Reading newspaper articles and considering how a point of view is expressed. • Discussing current affairs to develop a personal viewpoint. • Reading, this really is the most important tool for developing student understanding, knowledge and breadth of vocabulary. Students should be encouraged to read widely outside of school across both fiction and non-fiction. • Homework is set weekly (these include a spelling test (minimum of one per month). • Conducting research in to the authors and the historical context about the society in which the texts are set. 					

Subject: Food Preparation and Nutrition	Subject Leader: Ms Kaye/Mrs Surrage	Year: 10
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Main knowledge / skills / understanding developed in this course:
 The WJEC Eduqas GCSE in Food Preparation and Nutrition equips pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages pupils to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously.
 In the final term pupils carry out a mock NEA2. In this they complete research relating to a task, write a time plan and carry out a three hour practical to make three dishes, plus accompaniments. They then evaluate their work.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> ● Fruit and vegetables ● Provenance ● Classification ● Nutritional values ● Dietary considerations ● Science investigation (this is a practise NEA investigation) ● Time plans 	<ul style="list-style-type: none"> ● Milk Cheese and Yoghurt ● Provenance ● Nutritional values ● Dietary considerations ● Science investigation (this is a practise NEA investigation.) ● Food hygiene ● Storage 	<ul style="list-style-type: none"> ● Cereals (including flours, breakfast cereals, bread and pasta) ● Provenance ● Nutritional values ● Dietary considerations ● Science investigation (this is a practise NEA investigation) 	<ul style="list-style-type: none"> ● Meat, fish, poultry, eggs ● How commodities are reared and processed. ● Classification ● Nutritional values ● Dietary considerations ● Science investigation (this is a practise NEA investigation) 	<ul style="list-style-type: none"> ● Butter, oils, margarine, sugar and syrup ● Provenance ● Nutritional values ● Dietary considerations <p>Start the preparation for the mock NEA</p>	<ul style="list-style-type: none"> ● Mock NEA 2 ● Research information depending on the title given. ● Write a time plan. ● Carry out a three hour practical under exam conditions. ● Present and evaluate the work.

Assessment Tasks:

- Pupils' workbooks are collected at regular intervals and marked on GCSE criteria; all practical work is marked on GCSE criteria. Homework is marked according to the type of sheet completed.
- Practice NEA 1 and NEA 2 tasks.
- Target grades are issued and discussed with pupils.

Home activities that will help support college work:

- Encouraging pupils to watch food documentary type programmes e.g. Food Unwrapped, supermarket secrets, Eat Well for Less
- Watching cooking programmes.
- Getting pupils to select suitable recipes for practical work, reading methods prior to the lesson.
- Asking pupils to weigh out and sort ingredients for practical sessions.
- Researching homework sheets then completing in full detail.
- Purchasing a revision guide.
- Encouraging pupils to cook meals at home.

Subject: French	Subject Leader: Mrs K Hardy	Year: 10
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- Main knowledge / skills / understanding developed in this course. Students will:**
- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy;
 - express and develop thoughts and ideas spontaneously and fluently;
 - listen to and understand clearly articulated, standard speech at near normal speed;
 - deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts;
 - acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts;
 - develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken;
 - make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge;
 - develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment;
 - develop language strategies, including repair strategies.

Key Areas of Study:

Term 1 and Term 2	Term 3	Term 4 and Term 5	Term 6
<ul style="list-style-type: none"> ● Consolidation of GCSE Theme 1 (Identity and Culture) from Year 9 through using GCSE exam style questions in the skills of listening, speaking, reading, writing and translation. ● Introduction of Theme 2 (Local area, Holiday and Travel); Holidays ● Giving an account of a holiday in the past, present and future tenses; ● role play practice; at the tourist office and complaints with accommodation. 	<ul style="list-style-type: none"> ● Theme 2 (continued); Local area ● description of home town and surrounding area; ● shopping role plays; ● asking for and giving directions. 	<p>Theme 3: School</p> <ul style="list-style-type: none"> ● Description of school facilities and subjects; ● opinions on school rules; ● importance of extracurricular activities; ● description of Primary school; ● plans for Education post-16; <p>Cross over with Theme 4 (Future aspirations, study and work):</p> <ul style="list-style-type: none"> ● opinions of the importance of languages; ● opinions about University and plans for a gap year. 	<ul style="list-style-type: none"> ● Consolidation of Themes 1, 2 and 3. ● End of Year assessment. ● Students will be given detailed feedback on their exam and use this to plan revision into year 11.

- Assessment Tasks:**
- Fortnightly vocabulary tests using the GCSE vocabulary booklets linked to the above topics.
 - Work is continually assessed, with dialogue between pupils and teacher. Both written and oral feedback is provided and opportunities are given for students to respond to the feedback to make progress.
 - There will be four assessment points throughout the year with at least two skills being assessed each time, using GCSE style questions and the corresponding mark schemes.
 - All skills are summatively assessed in an end of year examination (listening, speaking, reading, writing and translation)

- Home activities that will help support college work:**
- Supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards.
 - Fostering a positive and inquisitive attitude towards target language Speaking Countries.
 - Watching programmes in the Target Language with English subtitles or listening to songs in the Target language.
 - To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above.
 - To discuss current affairs so that the pupils have ideas and opinions in their first language, which can be translated into the Target Language.
 - Access to CGP French Edexcel revision guides.

Subject: Geography	Subject Leader: Miss Kent	Year: 10
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Main knowledge / skills / understanding developed in this course:
 AQA Geography is studied at GCSE. In Year 10 students study a mixture of Physical and Human topics. Each topic develops knowledge and understanding in addition to application of this to exam questions. Key skills with maps, graphs and data analysis will be developed, along with exam technique throughout the course and linked to each topic. Graphical and statistical skills are an essential part of the GCSE course. This course offers an optional Iceland residential trip (where interest allows) in either Year 10 or Year 11, depending on the cycle of this trip.

Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Challenge of Natural Hazards</u> – Pupils will explore this topic through a series of key ideas:</p> <p>Tectonic Hazards: Distribution of earthquakes and volcanoes and how they are formed. The impacts and responses to tectonic hazards.</p> <p>Atmospheric Hazards: The global atmospheric circulation and model and the effect it has on weather and climate. The cause, effects and responses to Tropical Storms. Weather hazards in the UK.</p> <p>Climate Change: The natural and human causes of climate change. The evidence for climate change. The impacts of climate change. Responses to climate change.</p>	<p><u>Urban Issues and Challenges</u> – Pupils will explore this topic through a series of themes and key ideas.</p> <p>Urbanisation The opportunities and challenges for cities in LICs and NEEs. Urban change in UK cities leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability</p>	<p><u>Challenge of Resource Management</u> – Pupils will explore this topic through a series of key ideas.</p> <p>Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges.</p> <p>Water: Demand for water resources is rising globally but supply can be insecure which may lead to conflict. Different strategies to increase water supply.</p>	<p><u>Physical Landscapes in the UK</u> – Pupils will explore this topic through a series of key ideas.</p> <p>UK Physical Landscapes</p> <p><u>Coastal landscapes in the UK</u> – Pupils will explore this topic through a series of key questions:</p> <ul style="list-style-type: none"> • What are coastal processes and what landforms do they create? • How are coasts managed? 	<p><u>River landscapes in the UK</u> – pupils will explore this topic through a series of key questions:</p> <ul style="list-style-type: none"> • How do river valleys change downstream? • What are river processes and what landforms do they create? • How are rivers managed to protect land from the effects of flooding? <p><u>Ecosystems</u> Students will revise work completed in Year 9 on the location, characteristics and human use of Tropical Rainforests. Students will then study the location and characteristics of hot desert environments. They will then explore the causes and effects of desertification. Managing desertification will also be examined.</p>	<p><u>Revision</u></p> <p>All Paper 1 topics will be revised a little in class ahead of the end of year mock exam.</p> <p><u>Geographical skills</u></p> <p>Students will spend some focused time practising their map skills, including grid references, distance, relief and land use.</p> <p>Graphical skills work will also take place, with a focus on different types of graphs and their uses.</p>

Assessment Tasks:

- Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given with practice exam questions/papers. Some assessment takes the form of peer or self-assessment. Feedback can be individual or whole class depending on the task.
- An end of unit test is given approximately every 8 weeks, some practice/midterm tests also take place.
- End of year examination is for Paper 1 (Physical Geography) only.

Home activities that will help support college work:

- GCSE Geography Revision Guide from OUP is a good accompaniment to the course available to buy from school at the start of each academic year.
- Internet access for research homework would be beneficial, although not essential as there are ICT facilities available in school during lunch and from 3:30 each day.
- Some homework is set via Quizlet, an online platform to help students develop their key words. Helping students remember the log-in details is advantageous. Other online platforms used are GCSE Pod and Seneca.
- Colouring pencils and glue for creative work. An up-to-date atlas or globe would also be helpful.

Subject: German	Subject Leader: Mrs K Hardy	Year: 10
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Main knowledge / skills / understanding developed in this course:

- Students will:**
- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy;
 - express and develop thoughts and ideas spontaneously and fluently;
 - listen to and understand clearly articulated, standard speech at near normal speed;
 - deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts;
 - acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts;
 - develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken;
 - make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge;
 - develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment;
 - develop language strategies, including repair strategies.

Key Areas of Study:

Term 1 and Term 2	Term 3	Term 4 and Term 5	Term 6
<ul style="list-style-type: none"> ● Consolidation of GCSE Theme 1 (Identity and Culture) from Year 9 through using GCSE exam style questions in the skills of listening, speaking, reading, writing and translation. ● Introduction of Theme 2 (Local area, Holiday and Travel); Holidays ● Giving an account of a holiday in the past, present and future tenses; ● role play practice; at the tourist office and complaints with accommodation. 	<ul style="list-style-type: none"> ● Theme 2 (continued); Local area ● description of home town and surrounding area; ● shopping role plays; ● asking for and giving directions. 	<p>Theme 3: School</p> <ul style="list-style-type: none"> ● Description of school facilities and subjects; ● opinions on school rules; ● importance of extracurricular activities; ● description of Primary school; ● plans for Education post-16; <p>Cross over with Theme 4 (Future aspirations, study and work):</p> <ul style="list-style-type: none"> ● opinions of the importance of languages; ● opinions about University and plans for a gap year. 	<ul style="list-style-type: none"> ● Consolidation of Themes 1, 2 and 3. ● End of Year assessment. ● Students will be given detailed feedback on their exam and use this to plan revision into year 11.

Assessment Tasks:

- Fortnightly vocabulary tests using the GCSE vocabulary booklets linked to the above topics.
- Work is continually assessed, with dialogue between pupils and teacher. Both written and oral feedback is provided and opportunities are given for students to respond to the feedback to make progress.
- There will be four assessment points throughout the year with at least two skills being assessed each time, using GCSE style questions and the corresponding mark schemes.
- All skills are summatively assessed in an end of year examination (listening, speaking, reading, writing and translation)

Home activities that will help support college work:

- supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards.
- Fostering a positive and inquisitive attitude towards target language Speaking Countries.
- watching programmes in the Target Language with English subtitles or listening to songs in the Target language.
- To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above.
- To discuss current affairs so that the pupils have ideas and opinions in their first language, which can be translated into the Target Language.
- Access to CGP German Edexcel revision guides.

Subject: History	Subject Leader: Mr Ingram	Year: 10
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Main knowledge / skills / understanding developed in this course:

- Following the AQA specification students will be taught about a range of events from across British History
- Students develop their subject knowledge of the key events in this course, but also the 'second order concepts' of History, for example Change and Continuity, Significance and Causation.
- Students will also improve their sources skills which will develop on their KS3 work to include Utility of sources and the convincingness of historians interpretations of the past.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Elizabeth England-a Golden Age? During this term students will learn about the various challenges faced by Elizabeth and how they were overcome, giving her reign the title of 'The Golden Age'. However students will also be invited to question this interpretation and look into the lives of the poorest in society and how they were dealt with. 	<ul style="list-style-type: none"> • Germany 1890-1945- the growth of Democracy During this term students will examine how Germany changed from an Autocratic Monarch, to a Democracy following the disastrous defeat in the First World War. 	<ul style="list-style-type: none"> • Britain-Health and the People c1000-present • Starting with the period of stagnation, Students will learn how Ancient attitudes persisted into Medieval times, culminating in the devastating 'Black Death, but then examine how new ideas helped drive medicine forward in the Renaissance. 	<ul style="list-style-type: none"> • Conflict and Tension in Asia-Korea • As Communism grew in significance a devastating conflict broke out on the Korean peninsula between the Communist North and Capitalist south. This was to devastate the country and create tensions which still persist to this day. 	<ul style="list-style-type: none"> • Germany 1890-1945- The rise of Nazism • Following the establishment of Democracy, economic crisis swiftly drove Germany toward the Fascist Leader Adolf Hitler. This unit aims to look at the creation of a Fascist state, what this meant for the German people and ultimately the world as it was dragged into another devastating global conflict. 	<ul style="list-style-type: none"> • End of year exam. • Students will be given detailed feedback on their exam and use this to plan revision into year 11. • Students will also be given the chance to revise the four units we have studied and develop key aspects of their learning so far. • Any unit of learning yet to be completed will also be finished during this term.

Assessment Tasks:

- Effort grades are regularly awarded for pupils' notes.
- Throughout the course pupils do questions from past exam papers which are marked using exam mark schemes.
- Each unit ends with a test using a complete exam question and graded 1-9.
- The end of year exam is a substantial part of the two exam papers marked using GCSE mark schemes and graded 1-9.

Home activities that will help support college work:

- Access to a dictionary, reference books and the internet.
- Watching historical films, dramas and documentaries.
- Checking that pupils have completed homework tasks set so that what they have written makes sense and that points made are supported with clear arguments and historical evidence.
- Buying a revision guide for AQA GCSE Modern World History.
- Encouraging pupils to use websites like www.spartacus-educational.com and BBC bitesize.

Subject: ICT - Cambridge Nationals Certificate in Digital iMedia	Subject Leader: Ms Welsh	Year: 10 and 11
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Main knowledge / skills / understanding developed in this course:
Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.

- Pre-production - planning and designing digital iMedia products using various visualisation techniques and documentation.
- Graphics creation - for print and online media
- Additional units may include game design or web design and creation.

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.
For further information, please see the specification for this course at <https://www.ocr.org.uk/Images/115888-specification.pdf> for further details.

Key Areas of Study:

Year 10: Term 1-2	Year 10: Term 3	Year 10: Term 4-6	Year 11: Term 1-5
<ul style="list-style-type: none"> ● Introduction to course. ● File/folder management. <p>R082: Creating Digital Graphics</p> <ul style="list-style-type: none"> ● Understand the purpose and properties of digital graphics ● Be able to plan the creation of a digital graphic ● Be able to create a digital graphic ● Be able to review a digital graphic 	<ul style="list-style-type: none"> ● R081: Pre-production mock exam <p>R081: Pre-production</p> <ul style="list-style-type: none"> ● Planning is an essential part of working in the creative and digital media sector. This unit will enable you to learn the knowledge and skills needed to create digital media products. ● Pupils will learn how to create and appropriately use mood boards, scripts, mind maps, storyboards and other planning tools. ● In this Unit pupils study and practice for an exam. The exam will be 1 hour 15 minutes. ● They will slowly create their own revision guide in lessons. 	<ul style="list-style-type: none"> ● R081: Pre-production exam <p>R081: Pre-production</p> <ul style="list-style-type: none"> ● Pupils complete an extended project, based on a given scenario, in preparation for their Controlled Assessment. ● They develop their Internet search skills, using advanced search techniques, to find appropriate copyright-free assets. ● They develop skills in planning, editing, testing and combining multimedia, including animation, sound and video. Software used includes Serif Suite, Audacity and Adobe Creative Suite. 	<ul style="list-style-type: none"> ● Two further optional units.

Assessment Tasks:

- **R081: Pre-production mock exam (1hr 15 minutes)**- Paper Examination, sat during normal class time, marked by the teacher and internally moderated.
- **R081: Pre-production mock exam (1hr 15 minutes)**–Paper Examination, based on a paper set by the exam board. Marked externally by the exam board. Undertaken in Year 10 (June series).
- **R082: Creating Digital Graphics** – Practical coursework assignment, based on a Summative Project Brief (SPB) set by the exam board. Marked by teacher; moderated externally by the exam board. Undertaken in Year 10 during Terms 1 –3. Deadlines will be communicated to pupils during class time.
- With the exception of research, asset gathering and feedback gathering, pupils are only able to work on the SPB in lessons, under the informal supervision of a teacher.

Home activities that will help support college work:**R081: Pre-production**

Pupils should use the revision guide they build during lessons and most homework set during terms 1-5 will be based around the topics that form the content of the exam. A revision guide is available from [Amazon](#), along with useful exam walk through videos on YouTube.

R082: Creating Digital Graphics

Pupils could develop their image manipulation skills by downloading **any free software or Serif Draw Plus, Photoshop or Fireworks.**

SOFTWARE

Software licenses for the Serif Suite are available at highly preferential rates. Pupils wishing to buy a pupil licence for the Serif Suite can obtain details in school on the Intranet.

Using the many online tutorials available for the Serif Suite will improve pupils' skills in this software and would be advantageous to those undertaking the course.

Subject: Mathematics (Foundation)			Subject Leader: Mr Rowing		Year: 10
Main knowledge / skills / understanding developed in this course:					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Integers and place value Decimals Indices, powers and roots. Factors, Multiples and Primes. Algebra basic skills Expressions and substitution into formulae	Tables, charts and graphs Pie charts Scatter graphs Fractions, decimals and percentages	Percentages Equations and inequalities Sequences Properties of shapes, parallel lines and angle facts	Interior and exterior angles of polygons Statistics, sampling and the averages Perimeter, area and volume	Real-life graphs Straight-line graphs Transformations	Ratio/Proportion Right-angled triangles: Pythagoras and trigonometry Probability End of year exam preparation and review of topics
Assessment Tasks:					
<ul style="list-style-type: none"> • Five end of term tests and summer exams. Weekly homework (1 or 2 pieces per week). 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> • Homework support where necessary, “MathsWatch” website, GCSE Bitesize. 					

Subject: Mathematics (Higher)	Subject Leader: Mr Rowing	Year: 10
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Main knowledge / skills / understanding developed in this course:

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Calculating, checking and rounding	Sequences	Ratio and proportion	Linear graphs and coordinate geometry	Accuracy and bounds	Inequalities
Indices, roots, reciprocals and hierarchy of operations	Averages and range	Polygons, angles and parallel lines	Quadratic, cubic and other graphs	Transformations	Probability
Factors, Multiples, Primes, Standard form and Surds	Representing and interpreting data and scatter graphs	Pythagoras' Theorem and trigonometry	Perimeter, area and circles	Constructions, loci and bearings	Multiplicative reasoning
Algebra basics skills, setting up, rearranging and solving equations	Fractions and percentages	Graphs: the basics and real-life graphs	3D forms and volume, cylinders, cones and spheres	Solving quadratic and simultaneous equations	Similarity and congruence in 2D and 3D
					End of year exams revision and topics review

Assessment Tasks:

- Five end of term tests and summer exams. Weekly homework (1 or 2 pieces per week).

Home activities that will help support college work:

- Homework support where necessary, "MathsWatch" website, GCSE Bitesize.

Subject: Media Studies		Subject Leader: Mrs Parmenter		Year: 10	
Main knowledge / skills / understanding developed in this course: <ul style="list-style-type: none"> • Introduction of key concepts and terminology • Understanding of a variety of media texts • The ability to analyse texts • Identification of contexts surrounding set texts and the ability to understand how these inform meaning. 					
Key Areas of Study: Advertising, Film Posters/Marketing, Radio, Video Games, Newspapers, Magazines, NEA					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Film Posters and Marketing</p> <ul style="list-style-type: none"> • This unit straddles two parts of the exam. For Section A of Component 1 students will analyse the poster to 'The Man with the Golden Gun' (1974) and 'Spectre' (2015). The focus will be on media language and representation. • For Section B, students will take an in depth look at the film industry. <p>Advertising</p> <ul style="list-style-type: none"> • Students study both the 1956 'Quality Street' advert and the 2016 'This Girl Can' advert which are the set products for this module. The focus for this part of the unit is on media language (used through analysis) context and representation. <p>THERE IS NO REQUIREMENT AT GCSE FOR STUDENTS TO WATCH ANY PART OF THE FILMS MENTIONED.</p>	<p>Radio</p> <ul style="list-style-type: none"> • The set product for this part of the course is 'The Archers'. Students will study selected extracts (decided by the teacher) as well as selected pages from the official website. The focus for this part of the course is on audiences and industry. <p>Video Games</p> <ul style="list-style-type: none"> • Students look at 'Fortnite' as a set text (as well as selected parts of the official website). The focus here is on the industry behind video games as well as technology and audiences. <p>THERE IS NO REQUIREMENT FOR STUDENTS TO PLAY ANY VIDEO GAMES AS PART OF THE COURSE.</p>	<p>Newspaper Front Covers</p> <ul style="list-style-type: none"> • Students will study two front covers from contrasting papers. The first is from the 12th September 2018 edition of 'The Guardian' and the second is from the 12th June 2018 edition of 'The Sun' The focus for this part of the course will be on media language as understood through the analysis of the front pages, context and representation of issues such as immigration. For the second half of the exam students will need to develop knowledge of the newspaper industry as a whole and specifically 'The Sun' newspaper as a whole. <p>Magazine Front Covers</p> <ul style="list-style-type: none"> • Students will study the November 2015 edition of 'Pride' magazine and the July 2016 edition of 'GQ'. The focus will be on representation, context and media language but will also prepare them for the NEA to be completed next term. 	<p>Magazine Front Covers</p> <ul style="list-style-type: none"> • Completion of the magazine study with emphasis on preparation for NEA. <p>NEA (Non Examination Assessment):</p> <ul style="list-style-type: none"> • The briefs for this part of the course are released by the exam board on the 1st March. <p>Although there is a wide variety of briefs to choose from, students will complete the brief on magazines, which will incorporate the most recent topic studied and is also shown to be a topic that students enjoy and achieve highly on.</p>	<p>Unit Completion Revision</p> <ul style="list-style-type: none"> • Students complete any outstanding work from across the paper 1 topics studied this term. • They will then revise the topics studied in preparation for End of Year exams as well as the actual GCSEs. • If time allows, pre-teaching and preparation of Paper 2 topics will occur. 	

Assessment Tasks:

- One assessment at the end of each unit. This assessment will be based on the examination questions of the GCSE so that students are aware of the requirements and will be able to use their assessments as a form of revision in Year 11.

Home activities that will help support college work:

- A homework grid will be issued for each unit. This will provide students with a range of tasks that they can choose from as homework to both challenge and support ability, as well as giving students ownership of their homework. Any that are not completed can be used as additional revision.
- A Seneca class will be set up for students in Year 10 so that they can support their learning online.
- There is also a media YouTube page run by staff to support students.

Subject: Music	Subject Leader: Mrs Graham	Year: 10
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Main knowledge / skills / understanding developed in this course:
Pupils will develop their performing skills (both vocal and instrumental) so that they can perform confidently, musically, fluently and with accuracy and expression both individually and as a member of an ensemble. They will improvise and compose, extending and developing musical ideas from a range of starting points. They will use notation appropriately and accurately, both when composing and performing. When listening to music, and when performing and composing, they will learn to identify and use elements of music expressively, and will listen to a range of music with increasing discrimination.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Area Of Study 1 - Instrumental Music. Set Work - J.S. Bach: Brandenburg Concerto No. 5 in D major (3rd movement). A solo performing assessment will be carried out during this term. Pupils are introduced to compositional skills through a range of tasks, and will learn to use Sibelius software.	AoS1. Set Work - Beethoven: Piano Sonata No. 8 in C Minor (Pathetique) (1st movement). A second solo performing assessment will be carried out during this term. Pupils will continue to develop a range of compositional techniques.	AoS2 - Vocal Music. Set Works - Purcell: Music for a While and Queen: Killer Queen. An ensemble performing assessment will be carried out during this term. Pupils will continue to develop a range of compositional techniques.	AoS3 - Music for Stage and Screen. Set Works: Schwarz: Defying Gravity and John Williams: Star Wars Theme. A second ensemble performing assessment will be carried out this term. Pupils will begin to draft a composition to gain understanding of structure and development.	AoS4 - Fusion. Set Works - Afro Celt Sound System: Release and Esperanza Spalding: Samba em Preludio. Pupils will perform a piece of their choice (solo or ensemble) this term, and will continue to develop their composition.	Revision for end of year exams, including completion of their composition, and a final performing opportunity for the year.

Assessment Tasks:

- During lessons pupils will be given feedback by the teacher on how to improve their work.
- There will be opportunities for them to record their work in progress, so that they can listen between lessons to help them plan the next steps in their learning.
- GCSE-style assessments will take place each term, at first in performing and appraising, and later (term 5 onwards) including composition also, although all Non-Examined Assessments cannot take place until Year 11.

Home activities that will help support college work:

- Practise on their instrument - they should always be working on something.
- Discussing music that you listen to, particularly if it is unfamiliar to the pupil.
- Identifying instruments, style, tempo, dynamics, etc. in music listened to.
- Experiencing live performances of music.
- Support with completing homework tasks, including use of Quizlet website to help learn key vocabulary.

Subject: Music Technology Level 2 VCERT	Subject Leader: Mrs Graham	Year: 10 and 11
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Main knowledge / skills / understanding developed in this course:
Pupils will learn how to use modern recording software through self designed briefs, developing independent learning skills and experience of standard industry practice. They will learn to create their own pieces by exploring the work of existing artists, gaining the analytical skills necessary to apply these skills to their own briefs. These pieces will be recorded by them as they learn how to timetable sessions, manage artists in the studio and handle the technical requirements of the recording industry. This course encourages independent learning, research and analysis, as well as helping students gain experience of how to work to briefs and within deadlines within the creative industries. There is a key emphasis on computer literacy with the majority of the course being focused on using the specialised computer software.

Key Areas of Study:

Unit 1 - Using a DAW	Unit 2 - Creating Music	Unit 3 - Recording Music	Unit 4 - Creating Sounds
<p>This unit will allow learners to develop skills in operating a Digital Audio Workstation (DAW), creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project in response to a brief, reflecting industry skills.</p> <p>This covers:</p> <p><i>Hardware components:</i></p> <ul style="list-style-type: none"> - Computer - Peripherals/hardware - Keyboard and other MIDI controllers - Audio/MIDI interface <p><i>Software functions:</i></p> <ul style="list-style-type: none"> - Differences between audio, software instrument and MIDI tracks - Software instruments - Editing tools - Plug-ins. 	<p>Learners will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. Learners will engage in a review of technical and creative processes.</p> <p>The learner must know about key elements of their chosen style including:</p> <ul style="list-style-type: none"> • Structure • Melody • Rhythm • Harmony • Instrumentation • Music technology developments that have influenced their chosen style. 	<p>Learners will plan and undertake a recording session for a given scenario. Learners will create a mixdown of their recording and review the final product.</p> <p>The learner will learn about:</p> <ul style="list-style-type: none"> • Health and safety • Microphones, sound sources, placement and DI • Audio interfaces • Multi-track recorder • Monitoring • Planning a studio session. • Use of equipment (microphones, DI, audio interfaces/pre-amps, multi-track recorder and monitoring) • Health and safety • Optimisation of gain • Overdubbing. • Editing • EQ • Effects • Dynamics • Balance • Stereo field • Monitoring • Automation. 	<p>Learners will explore sound creation and apply their knowledge to a given brief. They will create and review their own original sound creation project.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Different forms of media (film/ TV/ advert/ video game/ sound library/ foley, etc) • Types of sound creation • Methods of sound creation

Assessment Tasks:

Each unit comprises of three tasks, tailored to the focus of that unit:

- A research/ presentation/ planning project.
- A creative practical project.
- A self-reflection/ evaluation project.

The controlled assessment makes up 50% of the final grade.

The remaining 50% comprises of two externally invigilated exams in the summer of the final year.

- Practical exam 35%
- Written paper 15%

Home activities that will help support college work:

- Revision of key terms through quizlet website.
- Listening to a wide range of music from different genres and media to research production techniques.

Subject: Physical Education (Core)	Subject Leader: Mr Jones	Year: 10
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Main knowledge / skills / understanding developed in this course:
Pupils are allowed to choose their own pathway in Key Stage 4 following on from their experiences in Key Stage 3. The pupils will be taught more advanced skills than Key Stage 3 but the emphasis will be on game play.
Pupils choose between: **Option 1:** Leadership Option
Option 2: Mixed Games Option
Option 3: GCSE Option
Option 4: Games Option (boys only)
Option 5: Fitness / Trampolining Option (girls only)

Key Areas of Study: Games / Trampolining / Climbing / Athletics / Fitness / Leadership / Striking & Fielding

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Option 1. Sports Leader Indoor Games	Option 1. Sports Leader Outdoor Games	Option 1. Sports Leader Indoor Games	Option 1. Sports Leader Circuit Training	Option 1. Athletics	Option 1. Striking & Fielding
Option 2. Striking & Fielding	Option 2. Outdoor Games	Option 2. Fitness	Option 2. Indoor Games	Option 2. Athletics	Option 2. Striking & Fielding
Option 3. T-Tennis/Tramp	Option 3. Fitness	Option 3. Badminton/B- ball	Option 3. Netball/Football	Option 3. Athletics	Option 3. Striking & Fielding
Option 4. Outdoor Games Football	Option 4. Indoor Games	Option 4. Outdoor Games Hockey	Option 4. Fitness	Option 4. Athletics	Option 4. Striking & Fielding
Option 5. Fitness	Option 5. Trampolining	Option 5. Circuit Training	Option 5. Trampolining	Option 5. Athletics	Option 5. Striking & Fielding

Assessments Tasks:
All pupils are assessed at the end of each sporting activity carried out in their double PE lessons. Single lessons are not taught in Key Stage 4. Pupils are therefore assessed in 6 activities, however parents will receive 3 formal assessments and 1 profile each year.

Home activities that will help support college work:
We strongly recommend every year 10 child attends at least one of our extra-curricular clubs of which there are approximately 20. As well as supporting the work carried out within curriculum time we also feel this helps the children to maintain a healthy level of physical activity.

Subject: Physical Education (GCSE)	Subject Leader: Mr Jones	Year: 10
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Main knowledge / skills / understanding developed in this course:
Pupils learn applied anatomy and physiology of the human body. They will also learn about movement analysis, physical training and the use of data within a sporting context. This work will make up the contents of Paper 1 which is sat at the end of year 11.

Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Theory assessment: The human body Within their theory lessons pupils will cover the topics of bones, structure and function of the skeleton, synovial joints, muscles and how they work antagonistically, pathway of air, mechanics of breathing, gaseous exchange, the heart and blood vessels, the cardiac cycle, cardiac output, stroke volume and heart rate, spirometer trace, aerobic and anaerobic exercise, EPOC, recovery process, immediate, short and long term effects of exercise.</p> <p>Practical assessment · Table Tennis</p>		<p>Movement analysis and Physical training 1st, 2nd and 3rd class levers, mechanical advantage, analysis of basic sporting movements, planes and axis, the relationship between health and fitness, the components of fitness and linking these to sports, reason to and limitations of fitness tests, measuring components of fitness and how data is collected for fitness testing. The principles of training and overload, application of these principles, types of training to include: circuit, continuous, fartlek, interval, stretching, weight, plyometric.</p> <p>Practical assessment · Netball</p>		<p>Physical training cont. and data analysis Training thresholds, identification of advantages and disadvantages to training types, calculating of intensities to optimise training, preventing injury, altitude training, seasonal aspects, warming up and cooling down.</p> <p>Use of data, quantitative and qualitative, presenting data, analysis and evaluation of data</p> <p>Practical assessment · Basketball and Athletics</p>	

Assessment Tasks:

- Within their theory lessons pupils will be continuously assessed by using past exam questions and also questions from the two textbooks we use, AQA Physical Education by K. Bizley and AQA GCSE 9-1 PE by R. Howitt and M. Murray
- Pupils will sit an exam at the end of year 10 on Paper 1.
- At the end of each practical block of work the pupils will be assessed for Part 1 (their ability to display the necessary skills to take part in that sport) and Part 2 (their ability to display the skills from part 1 in a full sided game or competition.)
- The pupils will complete a written piece of work, similar to coursework, which is part of their Non-Exam Assessment (Part 3) over the course of yr 10 and 11. This is worth 10% of their final grade.

Home activities that will help support college work:

- Keeping up to date with homework
- Attending after school clubs to improve their practical performance
- Attend local sporting clubs to help consolidate their practical performance in any sports they enjoy participating in

Subject: Science	Subject Leader: Mr Macdonald	Year: 10
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Main knowledge / skills / understanding developed in this course: GCSE Science encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do. Throughout the course pupils are taught to develop their scientific thinking; their experimental skills and their scientific vocabulary. They are also taught to apply the cycle of collecting, analysing and evaluating data.

Key Areas of Study: Pupils now follow one of two pathways through the science curriculum. These are called Combined Science and Triple Science. They are both academically rigorous, with Combined Science counting for two GCSE's and Triple Science counting for three. Whilst neither curriculum pathway should be thought of as easy it is undoubtedly the case that Triple Science is the more challenging of the two pathways. As such a decision based on examination results is made in **January of year 10** as to which of the two curriculum pathways pupils should follow. Please note that **all pupils** study the units outlined below. However, those pupils entered for Triple Science cover some of the units in more depth.

B3	B4	B7	C2	C3	C4	C6	P 2	P3	P4
Infection and response	Bioenergetics	Ecology	Bonding, structure and the properties of matter	Quantitative Chemistry	Chemical changes	The rate and extent of chemical change	Electricity	Particle model of matter	Atomic structure
Pupils study how to avoid, treat and cure disease	Photosynthesis, respiration and metabolism are all studied	Relationships between living things and their environment are explored	Pupils study how chemists use theories of structure and bonding to explain the physical and chemical properties of materials	How an understanding of chemistry is applied to industrial processes is looked at	How chemicals and many useful products are made is studied	Pupils explore the reasons why substances react and why rates of chemical reactions vary enormously	A study of electricity and its uses	Properties of solids, liquids and gases are explored	Nuclear radiation, its uses and potential dangers are looked at

Assessment Tasks:

- Pupils are assessed at the end of each unit. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success. Controlled assessment no longer forms any part of the assessment framework in any of the Science GCSE's.

Home activities that will help support college work:

- Regular homework
- Access to revision guides

Subject: Spanish	Subject Leader: Mrs K Hardy	Year: 10
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Main knowledge / skills / understanding developed in this course:

- Students will:**
- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy;
 - express and develop thoughts and ideas spontaneously and fluently;
 - listen to and understand clearly articulated, standard speech at near normal speed;
 - deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts;
 - acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts;
 - develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken;
 - make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge;
 - develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment;
 - develop language strategies, including repair strategies.

Key Areas of Study:

Term 1 and Term 2	Term 3	Term 4 and Term 5	Term 6
<ul style="list-style-type: none"> ● Consolidation of GCSE Theme 1 (Identity and Culture) from Year 9 through using GCSE exam style questions in the skills of listening, speaking, reading, writing and translation. ● Introduction of Theme 2 (Local area, Holiday and Travel); Holidays ● Giving an account of a holiday in the past, present and future tenses; ● role play practice; at the tourist office and complaints with accommodation. 	<ul style="list-style-type: none"> ● Theme 2 (continued); Local area ● description of home town and surrounding area; ● shopping role plays; ● asking for and giving directions. 	<p>Theme 3: School</p> <ul style="list-style-type: none"> ● Description of school facilities and subjects; ● opinions on school rules; ● importance of extracurricular activities; ● description of Primary school; ● plans for Education post-16; <p>Cross over with Theme 4 (Future aspirations, study and work):</p> <ul style="list-style-type: none"> ● opinions of the importance of languages; ● opinions about University and plans for a gap year. 	<ul style="list-style-type: none"> ● Consolidation of Themes 1, 2 and 3. ● End of Year assessment. ● Students will be given detailed feedback on their exam and use this to plan revision into year 11.

Assessment Tasks:

- Fortnightly vocabulary tests using the GCSE vocabulary booklets linked to the above topics.
- Work is continually assessed, with dialogue between pupils and teacher. Both written and oral feedback is provided and opportunities are given for students to respond to the feedback to make progress.
- There will be four assessment points throughout the year with at least two skills being assessed each time, using GCSE style questions and the corresponding mark schemes.
- All skills are summatively assessed in an end of year examination (listening, speaking, reading, writing and translation)

Home activities that will help support college work:

- supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards.
- Fostering a positive and inquisitive attitude towards target language Speaking Countries.
- watching programmes in the Target Language with English subtitles or listening to songs in the Target language.
- To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above.
- To discuss current affairs so that the pupils have ideas and opinions in their first language, which can be translated into the Target Language.
- Access to CGP Spanish Edexcel 9-1 revision guides.

Subject: Sport (BTEC)	Subject Leader: Mrs Myall	Year: 10
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Main knowledge / skills / understanding developed in this course:

- This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, practical sports performance and sports leadership.
- Students will learn how to administer fitness tests, design a personal fitness training programme and complete a fitness programme.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 1 Fitness for Sport and Exercise <ul style="list-style-type: none"> ● Components of physical fitness ● Components of skill-related fitness ● Exercise intensity and how it can be determined ● The basic principles of training (FITT) ● Additional principles of training ● 	Explore different fitness training methods. <ul style="list-style-type: none"> ● Requirements for each of the following fitness training methods ● Fitness training methods ● 	Investigate fitness testing to determine fitness levels. <ul style="list-style-type: none"> ● Fitness test methods for components of fitness ● Importance of fitness testing to sports performers and coaches ● Requirements for administration of each fitness test ● Interpretation of fitness test results 	Unit 3 Applying the Principles of Personal Training <ul style="list-style-type: none"> ● Design a personal fitness training programme ● Personal information to aid training programme design 	<ul style="list-style-type: none"> ● Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training 	<ul style="list-style-type: none"> ● Implement a self-designed personal fitness training programme to achieve own goals and objectives ● Review a personal fitness training programme

Assessment Tasks:

- Unit 1 is an externally assessed computer based exam.
- Unit 3 is a coursework based unit. Students must adhere to hand in deadlines

Home activities that will help support college work:

- Past papers
- Applying knowledge of fitness to training and physical activity

Subject: Worldview Studies - Edexcel GCSE Religious Studies	Subject Leader: Miss Lambert	Year: 10
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Main knowledge / skills / understanding developed in this course:
 The skills used are detailed below. Literacy skills are also developed through written tasks focused around exam questions. This course continues to build on the social, moral, spiritual and cultural education of pupils by studying the influence that religion has on people, cultures and personal, ethical beliefs, in relation to current events.

Key Areas of Study:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit of Work:	Christian Beliefs	Marriage and the Family	Living the Christian Life	Matters of Life and Death	Muslim Beliefs	Crime and Punishment
Topics:	The Trinity, creation, Incarnation, salvation, eschatology, the problem of evil and solutions to the problem of evil.	Marriage, sexual relationships, families, the local parish, contraception, divorce, equality, gender prejudice and discrimination.	Christian worship, sacraments, prayer, pilgrimage, Christian celebrations, future of the Church, local church, worldwide Church.	Origins of the universe, sanctity of life, value of human life, abortion, life after death, arguments against life after death, euthanasia.	The six beliefs, nature of Allah, risalah, Qur'an, holy books, malaikah, al Qadr, akhirah.	Justice, crime, good, evil and punishment, aims of punishment, forgiveness, treatment of criminals, death penalty.

Skills:

AO1 Demonstrate knowledge and understanding of religion and belief, including:

- Beliefs, practices and sources of authority
- Influence on individuals, communities and societies
- Similarities and differences within and/or between religions and beliefs

AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.
 Key skills; Understanding, Explanation, Analysis, Synthesis, Evaluation.

Assessment Tasks:

Summative assessment is as follows;

- Assessment one is a section of a GCSE paper on Christian beliefs.
- Assessment two is a section of a GCSE paper on Marriage and the Family.
- Assessment three is a section of a GCSE paper on Living the Christian Life.
- The final assessment will be a mock GCSE paper for Edexcel Paper 1 Christianity.

Formative and peer-assessment tasks;

- Peer-assessment is based on practice exam questions using the mark scheme and model answers, with teacher guidance.
- Targeted and live marking is used, with 'improvement lessons' built in to the curriculum schedule.

Home activities that will help support college work:

- Watching or reading the news and discussing any religious items in the news will help extend thinking.
- Any visit to major cities, or abroad, may include some of the experiences we will be discussing in lessons.
- We subscribe to a website called Kerboodle which provides information, activities and videos to support the GCSE course.
- Pupils are also given the opportunity to purchase revision guides.