Malet Lambert

TRADITIONAL VALUES • CONTEMPORARY ASPIRATIONS • CREATIVE CURIOSITY

Curriculum Guide 2023/24

Year 10

Curriculum Guide 2023/24

Year 10 Subjects

Art & Design

GCSE

Component 1 - Portfolio - 60% of GCSE

Component 2 - Externally set task - 40% of GCSE

Continuous assessment is used throughout the year on and within each topic

Year 10

Autumn	Spring	Summer
Component 1 - Portfolio Students are introduced to the formal assessment objectives and focus on producing a project from a teacher issued theme or brief, recording observations, producing artist research and generating ideas, which show development and refinement to final realisation.		Component 1 - Portfolio Students begin work on a second, more ambitious, project from a teacher issued theme or brief. The focus is repeating the framework assessment process demonstrating greater skills, knowledge and understanding.

Skills

Students learn a wide range of skills over the two-year course. They learn how to use primary sources to produce images from direct observation as well as reproducing 2D secondary source material. Students have a greater opportunity to use a wide range of materials and techniques in a controlled and deliberate manner in order to achieve specific intentions. They become increasingly analytical both in regards to the work of professionals and themselves/their peers. Students also gain independence through following personal choices and developing/ refining work in a personalised and creative way.

SMSC and British Values

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

Business

GCSE

This course is assessed by way of two formal written exams at the end of year 11.

Year 10

Autumn	Spring	Summer
Unit 1 – Investigating small business Students will understand the dynamic nature of business by considering how and why business ideas come about. They explore the impact of risk and reward on business activity and investigate the role of entrepreneurship	Students focus on making a business idea happen. They will examine how a business identifies aims and objectives and they will calculate key financial aspects of putting a business idea into practice	Students will understand external influences on a business and the ways in which businesses respond to these influences. External influences are factors outside of a business's control. They will study stakeholders, technology, legislation and the economy
Students explore how new and small business spot opportunities by understanding the customer needs and using market research. They will also examine the importance of understanding the competition	Students consider the range of factors that will influence whether a small business is successful or not. This will include looking at the ownership of the business, the choice of location, the marketing mix and how elements of the marketing mix must work together. They will also look at the role and importance of a business plan.	Unit 2 – Building a business Students study the range of factors that a business needs to look at when it is growing. This includes methods of achieving growth , as well as how and why a business changes its aims and objectives as it grows. The will also explore the impact of globalisation, and the ethical and environmental factors that a business must consider

Skills

Students will develop in interest in business and what businesses do. They will need to be able to organise themselves, their time and their work. They will need to be able to work towards and within set deadlines. They will develop the skills needed to present their work in an organised and professional manner. They will need to be able to work both independently and collaboratively on various tasks. They will need to develop good research skills using a variety of sources as well as analyse and evaluate the results of their research. They should be able to gain an understanding of how businesses are structured and how they operate on a daily basis. They will need to use their analytical skills when looking at the financial side of a business and be able to identify trends within the data as well as explain the causes of these trends.

SMSC and British Values

Spiritual development within Business involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in business with regards to how business activities impact on employees, customers and the environment. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Business involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and studying existing businesses in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to real life businesses in order to make valid judgments. Students spend a large proportion of the course investigating the impact of a businesses action upon society and the local community in which they operate. Students also draw upon their own knowledge to distinguish between what is right and wrong. As part of GCSE Business, students have a willingness to express their views on ethical issues relating to employment law and how businesses treat, protect and remunerate their employees

Social development within Business involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Business involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. Students are encouraged to explore the impact of UK businesses centralising processes and call centres overseas from the point of view of the impact both in the UK and in the countries where new jobs are created. Students also have the opportunity to look at how organisations work by visiting businesses to see how they operate on a daily basis. Students also benefit from visits to school by business people, to enhance their knowledge and skills.

Examples of Spiritual, Moral, Social and Cultural Education in Business Studies include:

Pupils looking at the moral issues associated with business promotion and advertising and considering what the "correct" conduct is for a business to undertake

Pupils considering the impact that various businesses both local and national and international will have upon their local areas and communities

Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates.

Pupils evaluate the impact of trying to meet the needs of different stakeholders, especially where those needs conflict on a daily basis

Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate as well as the social and political pressures that affect the daily operations of businesses

Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society

Pupils considering the costs and benefits to society and the wider community as a result of business decisions

Pupils look at the impact of changes in technology on the levels of employment within different business sectors

Pupils consider the impact of businesses on the environment around them

Pupils study and evaluate the legislation framework that all business most operate within, focusing primarily on the rights and responsibilities of employees in the workplace

Computer Science

GCSE

Year 10

AUTUMN	SPRING	SUMMER
1.1 System Architecture	1.3 Networks & Topologies	1.5 System Software
1.2 Memory & Storage	1.4 Network Security	1.6 legal & Ethical
		2.1 Algorithms

Skills

- Understand the purpose of the CPU within a computer, and the parts that allow it to process data.
- Identify different types of memory and storage that can be used to store data. Be able to select an appropriate storage device for specific scenarios.
- Understand the different ways that computers can be connected to share data and resources, and the hardware that supports them.
- Identify different types of threats to systems and suggest solutions to prevent or solve issues caused by the threats.
- Explain the purpose of different types of software and how specific software can be used to maintain computers.
- Understand the ways that computers impact society.
- Understand how different legislation impacts how we use computers.

SMSC and British Values

In KS3 SMSC is addressed through a range of units each year. Each year has a dedicated online safety unit which covers appropriate content to ensure students develop safe practices for using technology and the internet. Through-out a students time in KS3 they will learn about specific computing related legislation, and how technology is changing communities, and society as a whole. There will be opportunities to discuss and working collaboratively in person and using technology to develop socially.

In GCSE Computer Science, SMSC is addressed in the Legal & Ethical unit. Students will learn about, and discuss a wide range of topics surrounding how computers impact society, moral implications of the use of technology, and how technology is changing communities around the world. Topics discussed include: technology's impact on communication, the moral and ethical implications of artificial intelligence, and the technology's impact on community both in the real world and online. Students study computing related legislation including the Copyright, Designs, and Patent Act, The Data Protection Act (2018), and The Computer Misuse Act, and how to use computers legally and responsibly.

Creative iMedia

Cambridge National Certificate

Year 10

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Understand the purpose and properties of digital graphics Learners are taught why digital graphics are used, how digital graphics are used and the different types of digital graphics. Learners are also taught about the properties of digital graphics including pixels, resolution and compression	Be able to create a digital graphic Learns are taught how to source assets for use in digital graphics and how to create assets. Learners are also taught how to create graphics using a range of digital tools e.g. cropping and colour adjustment	Be able to plan a multipage website Learners will be taught how to interpret client requirements for a multipage website, how to understand target audience requirements for a multipage website and how to produce a work plan for the creation of a multipage website. They will also be taught how to create a wide range of planning documents suitable for the development of a website
Be able to plan the creation of a digital graphic Learns are taught how to produce pre-production documents to plan the creation of the digital graphic including visualisations and work plans	Be able to review a digital graphic Learners are taught how to review a digital graphic against a client brief and how to identify areas for improvement	Be able to create a multipage website using multimedia components. Learners will be taught how to create suitable folder structures to organise and save web pages, how to source and import assets, how to create a suitable master page and use a range of tools and techniques in web authoring software to create a multipage website
	Understand the properties and features of multipage websites Learners will be taught the purpose and component features of multipage websites in the public domain, the devices used to access web pages and the methods of internet connection	Learners will be taught how to review a multipage website against a specific brief and identify areas for improvement and further development of a multipage website

Skills

Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding materials and techniques; encouraging independence and creativity and providing task that engage with most taxing aspects of the National Curriculum

SMSC and British Values

Learners will study spiritual issues developing knowledge and understanding of how creative media has changed the way people interact with technology in their daily lives (including communication, shopping, gaming, entertainment, education and training, social networking etc.).

Learners will study moral issues learning about appropriate uses of software, malicious use of software and the damage it can cause, and the safe and responsible use of ICT used within creative media.

Learners will study ethical issues learning about the ethical implications of the electronic storage and transmission of personal information and how creative media can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements

Learners will study social issues including social issues that can affect users of ICT, including the use and abuse of personal and private data, cyber bullying, etc.

Learners will study legislative issues including the main aspects of legislation relating to creative media: copyright design and patents acts and other legislation as it applies to the use of ICT in creative media, e.g. the computer misuse act and data protection .

Learners will study economic issues including learning about making informed decisions about the choice, implementation, and use of creative media depending upon cost and the efficient management of money and resources.

Learners will study cultural issues helping learners to appreciate that creative media contributes to the development of our culture and to our highly technological future and how learners need to show cultural awareness of their audience when communicating with creative media.

Design & Technology

GCSE

Course Breakdown:

Non-Exam Assessment Portfolio (Iterative Design Challenge), worth 50%

Externally Set Exam (Principles of Design & Technology), 2 hour paper, worth 50%

Year 10

Autumn	Spring	Summer
Pupils will be introduced to the Design & Technology course and will begin developing both their skills and knowledge throughout the course of year 10. Pupils will begin exploring core theory topics as well as developing understanding of the material areas of timbers and polymers, including classifications, types, environmental impacts, and manufacturing processes. Pupils will also learn through practical experience in the workshop, building skills in use of a variety of equipment and machinery, as well as developing an understanding of materials and their suitability.	Pupils theory learning will continue, including in class assessments to build exam skills and familiarity with exam question structures and command words. Pupils will continue to develop their materials learning looking at metals and textiles, including classifications, types, environmental impacts, and manufacturing processes.	In the summer term pupils will **begin their non-exam assessment** when the OCR exam board releases the design briefs for the unit. Pupils will begin exploring a chosen context, identify design problems and will begin investigating potential solutions, before beginning existing product research and exploration of primary user needs and wants. Theory learning continues with regular retrieval practice of key topics previously learnt. In class assessments are used to build pupils exam skills and familiarity with exam style questions.

Skills

Pupils will learn a wide range of skills and knowledge over the first year of the Design & Technology course. They will begin to explore principles of design and technology to develop core theory knowledge, understanding how designers may develop solutions to design problems, how these may affect primary users and stakeholders, as well as wider environmental impacts of design choices. Additionally, pupils will explore materials and their uses, exploring practical skills to support their understanding of materials and manufacturing processes, as well as developing technical hand drawing and rendering skills and CAD (computer aided design) skills, to support designing and manufacturing processes.

SMSC and British Values

Pupils studying Design & Technology develop an understanding of the role of the designer and consider the impact of design proposals on primary users, stakeholders and wider society. Renewable and non-renewable materials and their sources are explored, as well as smart, new and emerging materials and new technologies, to look at the suitability and environmental impacts of our design and consumer choices.

Pupils are required to show an understanding of the importance of health and safety in the workshop environment.

D&T Engineering Design

OCR Cambridge National

Course Breakdown:

R038: Externally Assessed Exam, (Principles of Engineering Design) worth 40%

R039: Non-Exam Assessment, (Communicating Designs) worth 30%

R040: Non-Exam Assessment, (Design Evaluation and Modelling) worth 30%

Year 10

Autumn	Spring	Summer
Pupils are introduced to the 3 units of work they will cover throughout the course, (two NEA coursework units and one externally set exam). Pupils will then begin working on the **R039** (Communicating Designs) unit of coursework, with a brief issued by the exam board. They will begin developing skills in freehand sketching and various technical drawing methods, which they will then independently apply to their coursework.	Pupils will continue their **R039** unit of work, further exploring their design solution and developing skills in the use of CAD (computer aided design) to produce realistic design renders and exploded views. Pupils will also be developing core theory knowledge for the **R038** (Principles of Engineering Design) externally set exam. Topics will range from materials and manufacturing methods, to production scales, and sustainability and life cycle analysis, offering pupils a broad understanding of the manufacturing and product development world.	Pupils will complete their **R039** unit of coursework and continue their **R038** learning. In June the OCR exam board will release the new briefs for the **R040** (Design Evaluation and Modelling) unit of coursework. Pupils will be introduced to this unit and begin their studies to support their progression.

Skills

Through research and activities, learners will understand how consumer requirements and market opportunities inform design briefs and design specifications, in the development of new products. Pupils will understand the overall design process through study of the design cycle, existing product and life cycle analysis, study of new and improved materials and manufacturing processes, and how these and other factors influence a design solution.
Pupils will build design skills, developing product ideas to meet the needs of clients and consumers, understanding the design principles of form, function and fitness for purpose. They will gain an

understanding of the role that designers and product developers have, and the impact and responsibility they have on society.

SMSC and British Values

Pupils studying Engineering Design are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.
Pupils will consider the influence of ethical trading and the consumers' role in social and environmentally sustainable design. Students will gain an understanding of the moral and environmental issues associated with design and understand what is meant by the recycling of materials, waste reduction, Fair Trade resources, and life cycle analysis.

Health and Safety

It is important that pupils also understand that the health and safety of both consumers and the work force is important.
Pupils will gain awareness of safety in terms of function, and will be aware of consumer rights, symbols and legislation, and manufacturing processes.
Pupils will produce risk assessments for practical tasks, in relation to the correct and safe use of tools and equipment.

D&T Food Preparation and Nutrition

GCSE

Year 10

Students learn the practice and theory of food preparation and nutrition including: nutrition and health, food science, food safety, food choice and food provenance.

<table>
<tr><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td rowspan="2">Pupils will learn the definitions of macronutrients and micro nutrients and consider the effects of excess or deficient intake. Typical practical investigations to support learning include; deboning chicken to make fajitas, filleting fish for fish pie, healthy muffin adaptations and Mediterranean tarts.
Food science investigations focus on the functional properties of food. Pupils will examine the use of fats in pastry, flavourings, colourings, coagulants, methods of aeration, shortening and emulsifying agents – to name a few.
Pupils have an opportunity to practise designing dishes to suit a variety of nutritional needs and present their creations in show stopping –restaurant style.
The term will end with a Mock written exam. Reviewing the knowledge obtained.</td><td>A Mock NEA 2 (Practical investigation project)
Pupils will investigate a given scenario. Their learning journey will include; menu analysis and questionnaire development. A costing and detailed time plan. Development of practical skills (3 dishes), sensory analysis, nutritional profile and a detailed conclusion and evaluation.</td><td>A Mock NEA1 (Food Science investigation ‘walk-through)
Pupils have an opportunity to practise writing a report in response to a Food Science based question. Their investigations will include; research, hypothesis, practical developments and evaluative response.</td></tr>
<tr><td>The study of a variety of environmental issues linked to food waste, will typically involve recipes including; chicken stock and jambalaya.
Food science tasks investigate protein denaturation and pupils turn their hands to making lemon tarts and a variety of sauce making techniques, focusing on gelatinisation, thickeners and gels.
Pupils learn how to make fresh pasta and showcase their skills making a complex lasagne.</td><td>Pupils learn about Food safety and food spoilage, including moulds, yeasts and enzymes.
Practical tasks focus on gluten formation (bread making), raising agents (cake making) They explore how and why food is cooked (the transfer of heat via convection, conduction and radiation).</td></tr>
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Skills

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.
Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science

- Food safety
- Food choice
- Food provenance.

Skills

Pupils will demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment

- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

SMSC and British Values

Students studying Food Preparation and Nutrition are required to understand the impact of food choices on society and also identify social and cultural needs, trends and economic factors and developments in technologies- all of which can influence food product design and consumer decisions.

Students should show awareness of dietary needs and environmentally sustainable choices. They should understand the moral and ethical issues associated with food production . Including, waste reduction, Organic farming and Fair Trade.

D&T Textiles

GCSE

Course Breakdown:

Component 1 - consisting of a portfolio of coursework, worth 60%

Component 2 - externally set assignment, worth 40%, culminating in a 10 hour practical exam

Year 10

Autumn	Spring	Summer
Pupils will begin the **Component 1** unit of the course by producing a creative exploration in relation to a given design brief. Pupils will learn and develop their work through practical experience and analysis of sources that inform their creative intentions. Intentions should be expressed through use of drawings, research, design ideas, and creative textile experiments, to show the journey and refinement of work. Pupils will gain an understanding of the assessment objectives that their work will cover.	**Component 1** continues with the development of a final outcome. Pupils will use the skills and knowledge they have gained to make design choices and create their response, utilising a range of textile techniques, processes and equipment.	Pupils will begin their second, sustained project in relation to a design brief, for their portfolio of work for **Component 1**. This project will allow pupils to show greater skills and make additional design choices in order to show further development and refinement of ideas. This will prepare them for their exam unit in year 11, developing more independence with a broader range of processes.

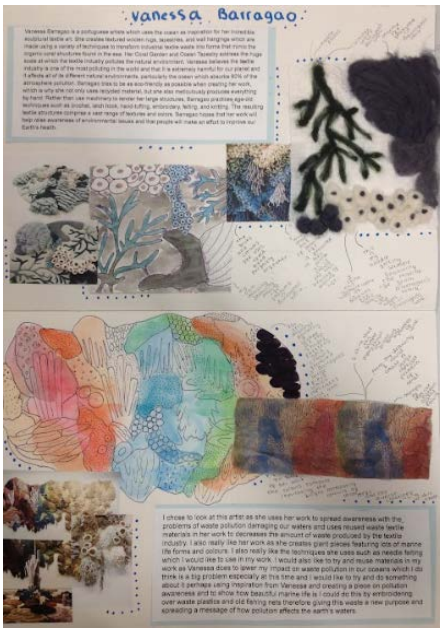
Skills

Pupils will learn a wide range of skills over the first year of the Textiles course. They will explore how to respond to a design brief and develop creative ideas, as well as using skills in researching and analysis to draw inspiration from existing designer's work. Ideas will be refined as work progresses through experimenting with media, materials, techniques and processes, including observational drawings and sketches, design ideas, annotations to record thoughts, and samples using a variety of Textiles processes and techniques. Practical processes explored will include dying and printing techniques, machine and hand sewing, and felting methods.

SMSC and British Values

Pupils studying Textiles develop an understanding of the role of the designer and consider the impact of design proposals on society. Work from a variety of cultures, existing designers, and artists are studied, as well as fashion trends, to influence and inspire design work.

Pupils are required to show an understanding of the importance of health and safety in the Textiles workshop.



Drama

GCSE

Year 10

AUTUMN	SPRING	SUMMER
Theatre Practitioners and Noughts & Crosses	**Mock Component 2 & Mock Component 1**	**Component 1**
In the first half-term, pupils are introduced to the work of three influential and renowned theatre practitioners: Steven Berkoff, Bertolt Brecht and Frantic Assembly. Pupils practically explore a range of their techniques and participate in practical work from the practitioner's own body of work. Pupils will create their own short performances based on the techniques they have learned. This will inform their practitioner knowledge for Component 1: Devising Theatre In the second half-term, pupils read the component 3 set text, and explore the play practically, playing a range of characters and exploring the playwright's intentions	Pupils will work on a practice component 2, in which they will perform from a published play text. For the purpose of their mock rehearse and perform scenes from Noughts & Crosses Pupils will complete a practice component 1, in which they will devise a play from scratch, based upon a stimulus. They will work in groups to come up with an original and imaginative performance in the style of Steven Berkoff, Bertolt Brecht & Frantic Assembly.	During the summer term of Year 10, GCSE pupils will start work on their final Component 1 performance. This will be based on a stimulus specified by the exam board. Pupils will work in small groups to develop a performance in the style of Steven Berkoff, Bertolt Brecht or Frantic Assembly
Component 3 Theory Lessons Throughout the year, pupils will spend 1 lesson per fortnight focusing on the Component 3 written examination. They will read the play Noughts & Crosses and be able to critically respond to it. They will develop their understanding of technical theatre and of working as a theatre designer. They will be able to apply this understanding through written responses.		

Skills

Pupils will develop skills in Year 10, including the following

- An understanding of the ideology and methodology of established theatre practitioners
- A practical application of devising skills
- Ability to interpret a set text from the point of view of actor and designer
- The ability to analyse and evaluate live theatre
- Structuring Component 3 responses, using analytical and creative thinking

SMSC and British Values

In drama, we support pupils to:

- Develop their skills in: collaboration, communication, concentration, confidence and creativity
- Develop their emotional intelligence and empathy skills
- Develop their independence and self-management skills
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the school community and beyond
- Develop their appreciation of and respect for their own and other cultures, through the exploration of drama from different genres and culture

English Language and English Literature

GCSE

Year 10

Autumn	Spring	Summer
They will spend 10 weeks studying the novel *The Strange Case of Dr Jekyll and Mr Hyde/ A Christmas Carol*. The second half term will be spent covering the cluster of poems for their Literature exam. Year 10 will also cover the English Language skills needed for Paper 1.	For the first half term, pupils will focus on the skills needed to complete their English Language Paper 2 exam. Pupils will continue with their exploration of the poetry anthology for the final half term. Pupils will be taught the necessary skills for the unseen poetry section in their Literature exam. The language paper two, writing section, will be taught for two hours a week.	This term pupils will be taught *Romeo and Juliet* for three hours a week. Skills needed for the Language Paper 2, section B, will be revised one hour a week along with Unseen Poetry. During this term, pupils will also complete their Speaking and Listening task for their English Language GCSE.

Skills

Students will work to enhance the P.E.E.D (Point, Evidence, Explain and Develop) skills when reading and analysing fiction and non-fiction texts in both English Language and English Literature. Students will be able to identify language devices used by writers and the effects these have on the reader as well as the relevance of structure, themes, characters and events in texts. Students will also work on enhancing their writing skills by understanding how to vary vocabulary, sentence structures, use of devices and spelling, punctuation, grammar and overall structure of a text.

SMSC and British Values

Both English Language and English Literature encourage students to develop self-esteem, self-knowledge and confidence through empathy with characters and themes. The study of a selection of poetry, several of which are from other cultures, promote self-respect and respect for others as well as showing students how they can contribute to the lives of others.

Geography

GCSE

Year 10

AUTUMN		SPRING	
Unit 1 **Weather hazards and climate change** An overview of the global circulation of atmosphere and climate change over time. A detailed study of tropical cyclones in the Philippines and in the USA. A detailed study of droughts in Namibia and California.	**Unit 2** **Global development** This covers an overview of the causes and consequences of uneven global development and a detailed case study of challenges that affect a Tanzania.	**Unit 3** **Changing landscapes of the UK (inc rivers and coasts)** This topic is an overview of the distribution and characteristics of the UK's changing landscapes and detailed studies of coastal landscapes and processes and river landscapes and processes.	**Unit 4** **Changing cities** This covers an overview of global urban processes and trends and detailed case studies of Leeds and a Mexico City
SUMMER			
Unit 5 **Physical fieldwork** The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments required for this qualification and to apply their geographical knowledge, understanding and skills to these environments. The physical environment is a the coastal landscape of Hornsea.			

Skills

Students are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. These skills may be assessed across any of the examined papers.

- Atlas and map skills
- Graphical skills
- Data and information research skills
- Investigative skills
- Cartographic skills
- Numerical skills
- Statistical skills

SMSC and British Values

Spiritual development within Geography involves students being encouraged to explore sexism, racism and discrimination through the discussion of development and inequality. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in Geography with regards to how governmental or industrial activities impact on residents, employees and the environment. Students are encouraged to explore these concepts and challenge actions that should be taken. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Geography involves students being required to evaluate, comment upon and discuss various moral issues relating to physical processes and human practices. They will do this through the use of observations, gathering of information and studying these processes in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to controversial issues in order to make valid judgments. Students spend a large proportion of the course investigating social, economic and environmental impacts and come up with solutions on how they can be managed sustainably. Students also draw upon their own knowledge to distinguish between what is right and wrong.

Social development within Geography involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact the human and physical world. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Geography involves students being given the chance to look at the changes within society and how they may impact on different cultures. Students are encouraged to explore the impact of migration within the UK and elsewhere in the world and the impact this has on culture.

History

GCSE

Year 10

Autumn	Spring	Summer
The American West c.1835-c.1895 A period study of 60 years in the unfolding narrative (story) of the American West. **Big Story of Migration** Reasons for migration 1830s - 40s Dangers of Oregon Trail California Gold Rush Homestead Act & railroads Exodusters & Landrushes **Case Study 1: Farmers/Homesteaders** Problems for farming 1830s - 40s Solutions 1860s Inventions and technology **Case Study 2: Cattle Industry** Impact of American Civil War Importance of individuals in the growth of the cattle industry Reasons for industry decline Changing role of cowboys Ranchers vs Homesteaders **Case Study 3: Law & Order** Crime in early mining towns Sheriffs and Marshals Impact of Civil War on crime Billy the Kid - Lincoln County War Wyatt Earp & the gunfight at the OK Corral Johnson County War **Big Story of the Destruction of the way of life of Plains Indians** Beliefs, survival & buffalo 1830s Government policy, acts & treaties 1st Fort Laramie Treaty 1851 Impact of migration and gold Reservations & Indians Wars 2nd Fort Laramie Treaty 1868	**Medicine in Britain, c1250 - present and The British sector of the Western Front, 1914 - 1918: injuries, treatment and trenches** A thematic study covering approx. 850 years of medical history, investigating the nature and process of change. The key themes of beliefs about causes of disease; treatments; preventions; and hospitals & care are studied and compared across four periods of time. **Medieval Medicine, 1250-1500** Role of the Catholic Church Ancient ideas: Hippocrates, Galen Four humours, miasma & God Bloodletting & purging Religious treatments Physicians & barber surgeons Apothecaries Wise women & herbal remedies The Church and hospital care **Case Study:** The Black Death 1348 **Medical Renaissance, 1500-1700** Continuity in ideas about cause of disease: miasma, God & four humours Changes: A scientific approach by Thomas Sydenham Decline in control of the Church Importance of the printing press Work of the Royal Society Continued bloodletting, purging & religious treatments Improvements in medical training for physicians, surgeons &	**Industrial Medicine, 1700-1900** Continued belief in miasma Pasteur's Germ theory Koch's work on microbes Hospital improvements - Florence Nightingale Surgical improvements - anaesthetics and antiseptics Vaccinations Public Health Act 1875 **Case Studies:** Edward Jenner & smallpox vaccination John Snow & cholera **Modern Medicine, 1900-present** DNA and genetics - further understanding cause of disease Impact of lifestyle factors on health Technology and new methods of diagnosis Impact of NHS - improved access to care and treatments High tech surgery in hospitals Advances in medicines: magic bullets and antibiotics Government intervention - mass vaccinations & lifestyle campaigns **Case Studies:** Fleming, Florey & Chain - penicillin development Fight against lung cancer **British Sector of the Western Front: The historic environment** **Skills focus**: **Knowledge, selection & use of sources for historical enquiries** Context of war: key battles (Ypres, Somme, Arras & Cambrai) Trench system, mines and tunnels Impact of terrain on treatment Ill health in the trenches Wounds from rifles and shrapnel

Battle of the Little Bighorn 1876 Extermination of the buffalo Dawes Act 1887 Wounded Knee Massacre 1890 **<u>January: Mock Exam - AMERICAN WEST</u>**	apothecaries Influence of Vesalius & his book **Case Studies:** The Great Plague of London 1665 William Harvey - the circulatory system	Wound infection & gas attacks Work of RAMC & FANY Evacuation system - field hospitals and casualty clearing stations New techniques and treatments Thomas Splint, X-rays, blood transfusions, plastic surgery

Mathematics

GCSE

Year 10

Autumn	Spring	Summer
Unit 1 : Ratio and Proportion Simplifying and dividing into a ratio Convert from ratio to fractions Unitary Method Best Buys Exchange rates Direct and inverse proportion Proportion formulas Proportion graphs **Unit 2: Statistics** Representing data Further Averages Pie charts Scatter graphs Cumulative Frequency Box Plots Histograms	**Unit 3: Quadratics** Quadratic graphs Significant points Solving Quadratic equations Completing the square Quadratic formula Graphical simultaneous equations Gradient of a curv **Unit 4: Perimeter, Area and Volume** Perimeter and Area of Triangles, Parallelograms, Trapeziums and Compound shapes Area and Circumference of Circles Arc length and area of a sector Volume and surface areas of prisms Volume and surface areas of Pyramids, cones and spheres Density Circle Theorems Equation of a circle	**Unit 5: Geometry and Measures** Transformations Centre of enlargement (positive, fractional and negative) Congruence and similar shapes Vector notation Pythagoras theorem Trigonometry Sine and cosine rule Area of a triangle formula Trigonometrical graphs **Unit 6: Similarity** Scales and maps Constructing triangles Constructions Loci Congruent triangles Similar shapes including length, area and volume

Skills

Students will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language Students will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

SMSC and British Values

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

MFL - French

GCSE

Year 10

The AQA GCSE French specification is divided into three main subject areas, called themes.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment.

Each Theme is divided into four topics, making a total of twelve topics to study during the course. The exam is divided up according to the four Language Skills: **Listening, Speaking, Reading and Writing.** Each one of these has its own separate exam, in the form of an end-of-course paper.

Listening: 25%

Reading: 25%

Speaking: 25%

Writing: 25%

During the first week of the Y10 course, pupils will follow an intense revision programme of KS3 language skills to prepare them for the GCSE specification.

Autumn Term		
Theme 1: Identity and culture		
Unit	**Topics**	**Grammatical features**
Unit 1: Me, my family and friends	Describing self and family Describing how family members get on Talking about future relationships	Reflexive verbs Direct object pronouns Future tense Use of adjectives
Unit 2: Technology in everyday life	Talking about the uses of social media Discussing the pros and cons of social media Discussing the uses, benefits and dangers of mobile technology	Building on speaking and writing skills High frequency language Present tense Subjunctive tense Common irregular verbs in the three main tenses
Unit 3: Free time activities	Describing free-time activities in the past Talking about leisure activities Discussing different cuisines and eating out Exploring world food and eating habits Talking about the sports you love	Developing sentences with more structure Complex negatives The past (perfect) tense Higher level opinions Emphatic pronouns Demonstrative pronouns

	Discussing new sports and taking risks	
Unit 4: Customs and traditions	Understanding how Christmas is celebrated in France Discussing what tradition means to you	Reflexive verbs in the past Perfect infinitive

Spring Term		
Theme 2: Local, national, international and global areas of interest		
Unit	**Topic areas**	**Grammatical features**
Unit 5: Home, town, neighbourhood and region	Describing your home Describing your ideal home Describing what a town is like and what there is to see/do Describing a region	Revising key topic words in listening and reading tasks. Building longer sentences Negative phrases Conditional tense with regular and irregular verbs Prepositions Revision of comparatives and negatives
Unit 6: Social issues	Describing charity work Understanding the importance of charities Comparing old and new health habits Describing health resolutions	Using verbal context with listening Using questions to form answers Imperfect tense Expressions of quantity Pluperfect tense
Unit 7: Global issues	Discussing environmental problems and their solutions Discussing global issues Discussing inequality and poverty	Making use of social and cultural context when listening Agreeing and disagreeing in a discussion Si clauses + pressent tense Si clauses+ future tense Verbs of possibility Subjunctive tense

Assessment

Pupils will be assessed throughout the course in all four skill areas: Listening, reading, speaking and writing. These assessments will be from a range of topic areas and will be in the formation of informal tasks such as listening & reading questions, role-plays, photo cards, translations and extended writing opportunities to prepare them for their final terminal examinations.

Pupils will have the opportunities to sit mock examinations in both years 10 and 11 as part of their GCSE French course. Pupils will have discussions with their French teacher to whether they enter their mock and final examinations at either foundation or higher tier. Pupils must choose the same tier for all skills areas.

Skills in Y10

Pupils on this GCSE course will develop a secure knowledge of how the language works and acquire a resilient attitude to the skills below in order to enhance their competence in language learning allowing them to flourish into young linguistics.

Pupils will acquire the following skills as part of their GCSE French course:

- Reading skills
- Learning new vocabulary
- Writing

- Translation skills
- Building grammar knowledge
- Listening skills
- Dealing with authentic texts
- Speaking skills

SMSC and British Values

- Current views on up to date topic areas that form part of their daily life.
- Attitudes towards others.
- Respect for one another's opinions.
- Religions, customs & traditions.
- Respectful of other French speaking countries and their eating habits.
- An open attitude to global issues and sensitive topics.

MFL - Spanish

GCSE

Year 10

The AQA GCSE Spanish specification is divided into three main subject areas, called themes.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Each Theme is divided into four topics, making a total of twelve topics to study during the course. The exam is divided up according to the four Language Skills: **Listening, Speaking, Reading and Writing.** Each one of these has its own separate exam, in the form of an end-of-course paper.

Listening: 25%

Reading: 25%

Speaking: 25%

Writing: 25%

During the first week of the Y10 course, pupils will follow an intense revision programme of KS3 language skills to prepare them for the GCSE specification.

Autumn Term		
Theme 1: Identity and culture		
Unit	**Topics**	**Grammatical features**
Unit 1: Me, my family and friends	Describing self and family Describing how family members get on Talking about future relationships	Reflexive verbs Direct object pronouns Future tense Use of adjectives
Unit 2: Technology in everyday life	Talking about the uses of social media Discussing the pros and cons of social media Discussing the uses, benefits and dangers of mobile technology	Building on speaking and writing skills High frequency language Present tense Subjunctive tense Common irregular verbs in the three main tenses
Unit 3: Free time activities	Describing free-time activities in the past Talking about leisure activities Discussing different cuisines and eating out Exploring world food and eating habits Talking about the sports you love Discussing new sports and taking risks	Developing sentences with more structure Complex negatives The past (preterite) tense Higher level opinions Emphatic pronouns Demonstrative pronouns

Unit 4: Customs and traditions	Understanding how Christmas is celebrated in Spain Discussing what tradition means to you	Reflexive verbs in the past Perfect infinitive

Spring Term		
Theme 2: Local, national, international and global areas of interest		
Unit	**Topic areas**	**Grammatical features**
Unit 5: Home, town, neighbourhood and region	Describing your home Describing your ideal home Describing what a town is like and what there is to see/do Describing a region/Spanish regions	Revising key topic words in listening and reading tasks Building longer sentences Negative phrases Conditional tense with regular and irregular verbs Prepositions Revision of comparatives and negatives
Unit 6: Social issues	Describing charity work Understanding the importance of charities Comparing old and new health habits Describing health resolutions	Using verbal context with listening Using questions to form answers Imperfect tense Expressions of quantity Pluperfect tense
Unit 7: Global issues	Discussing environmental problems and their solutions Discussing global issues Discussing inequality and poverty	Making use of social and cultural context when listening Agreeing and disagreeing in a discussion Si clauses + present tense Si clauses+ future tense Verbs of possibility Subjunctive tense

Assessment

Pupils will be assessed throughout the course in all four skill areas: Listening, reading, speaking and writing. These assessments will be from a range of topic areas and will be in the formation of informal tasks such as listening & reading questions, role-plays, photo cards, translations and extended writing opportunities to prepare them for their final terminal examinations.

Pupils will have the opportunities to sit mock examinations in both years 10 and 11 as part of their GCSE Spanish course. Pupils will have discussions with their Spanish teacher to whether they enter their mock and final examinations at either foundation or higher tier. Pupils must choose the same tier for all skills areas.

Skills in Y10

Pupils on this GCSE course will develop a secure knowledge of how the language works and acquire a resilient attitude to the skills below in order to enhance their competence in language learning allowing them to flourish into young linguistics.

Pupils will acquire the following skills as part of their GCSE Spanish course:

- Reading skills
- Learning new vocabulary
- Writing
- Translation skills

- Building grammar knowledge
- Listening skills
- Dealing with authentic texts
- Speaking skills

SMSC and British Values

- Current views on up to date topic areas that form part of their daily life.
- Attitudes towards others.
- Respect for one another's opinions.
- Religions, customs & traditions.
- Respectful of other Spanish speaking countries and their eating habits.
- An open attitude to global issues and sensitive topics.

Music

GCSE

Year 10

AUTUMN	SPRING	SUMMER
Getting up to Speed with Theory The first half term will be devoted to music theory. This will include: ● Treble, Bass and Alto clef ● Keys and key signatures ● Degrees of the scale ● Chords ● Cadences ● Time signatures ● Simple and Compound time **AOS1: Musical Forms and Devices** During the second half term, pupils will be introduced to Area of Study 1. This will include: ● Musical forms and devices of the Baroque period ● Musical forms and devices of the Classical Period ● Musical forms and devices of the Romantic period ● An introduction to Set Work 1: Badinerie by J.S. Bach	**AOS3: Film Music** This term will be used to introduce pupils to AOS3. Pupils will: Explore devices used in film music Look at extended answer techniques required for the listening and appraising exam, in relation to questions about specific pieces of film music Explore composing techniques commonly used in film music Begin work on their free composition	**AOS2: Music for Ensemble** Pupils will explore the elements of sonority and texture through the analysis of musical ensembles. This will include: ● Chamber music ensembles ● Blues and Jazz ensembles ● Musical Theatre ensembles ● Popular music ensembles Pupils will also use this term to complete their free composition.
Throughout Year 10, pupils will work with their instrumental/singing teacher to improve their performance skills on their instrument/voice. Instrumental/singing teachers will be made aware of the performance criteria for the Music GCSE and will guide pupils in preparing for these. Elements of performance will also be incorporated into classroom lessons. There will be informal performance assessments scheduled throughout the year, in order to check on progress in this area of the course, and provide timely feedback to pupils.		

Skills

- Performance techniques on chosen instrument/voice
- Knowledge of music theory to support performance, composition, and musical analysis
- Composition techniques and knowledge of compositional devices and musical structure
- Exam technique in relation to extended answer questions and melodic and rhythmic dictation

SMSC and British Values

In music, we support pupils to:

- Develop their self-knowledge, self-esteem, and self-confidence
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures, through the exploration of music from around the world
- Develop respect for other people

Personal, Social, Health & Economic Education (PSHE), Relationships and Sex Education (RSE)

From September 2020-2021 PSHE will be a timetabled lesson, delivered once a week at KS3 and once a fortnight at KS4. Lessons will allow students to synthesise what they have learnt across the subjects and develop the skills needed to put this learning into practise outside of, or beyond, school. We will focus on six main topics: identity and equality, relationships and sex education, safety offline and online, careers, health and wellbeing, and contributing to the community. This work will allow students to take ownership of their own identity or decision-making, and empower them to become leaders within the school or their local and national communities.

Units taught in Year 10

Students in Year 10 have one lesson a fortnight. As such, they focus on three key units. Additional lessons will focus on the themes of Identity and Diversity, the Community, and Health and Wellbeing as and when they are appropriate for the students. For example, there will be a Health and Wellbeing lesson before mock exams that focuses on managing pressure. We will include lessons involving Identity and Diversity to respond to an item or situation locally and nationally where appropriate.

AUTUMN	SPRING	SUMMER
Safety Online and Offline How can we manage the risks around us (grooming, exploitation, fraud) and critically analysing what we see online, particularly when it comes to maintaining boundaries between public, professional and private lives.	**Relationships and Sex Education** The signs of healthy and unhealthy relationships, particularly where they are sexual, and the importance of contraception.	**Careers** What could our careers look like and what are our options post-16? What can we expect in Year 11?

Main skills developed in Year 10

- Acquisition of information on a range of health issues that are relevant to age, maturity and understanding
- The development of emotional and social skills, including skills for learning, achieving, managing change and looking after health

- The exploration and clarification of values and beliefs, including respect, morality and an understanding of cultural diversity
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing relevant and specific vocabulary
- Talking and listening with peers
- Organising views into structured pieces of writing

How parents can help to support their child's learning

- Encourage discussions about local and national issues with your child.
- Encourage your child to think and talk about their options post-16 and what they might like to do in the future
- Talk to your child about your job and career path to show them how many different options there are

Photography

GCSE

Component 1 - Portfolio - 60% of GCSE

Component 2 - Externally set task - 40% of GCSE

Continuous assessment is used throughout the year on and within each topic.

Year 10

Autumn	Spring	Summer
Component 1 - Portfolio project 1 (coursework) - For the first term students will spend time developing some of the basic knowledge, skills and techniques associated with photography. This will be undertaken by working through a series of practical and theoretical experiments and workshops. A necessary expectation will be for students to extend class work independently.	Component 1 - Portfolio project 1 (coursework) - Students are introduced to the formal assessment objectives and focus on developing a project from initial brief through to research, ideas, development and refinement to final piece realisation.	

Skills

Students will produce practical and critical / contextual work in one or more areas (s) including theme based photography such as: portrait, landscape - working from natural or built up environments, still-life - working from natural or manufactured objects, documentary photography - photo-journalism, narrative photography, reportage, fine art photography, experimental imagery, photographic installation, or new media such as computer manipulated photography.

SMSC and British Values

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

Physical Education

GCSE

Year 10

Theory topics covered in Year 10

Physical factors affecting performance

- Location of Bones
- Functions of Skeleton
- Types of Joints/Components
- Types of Movement
- Location of Muscles
- Lever Systems
- Planes & Axes
- Cardiovascular System
- Respiratory System
- Aerobic/Anaerobic Exercise
- Effects of Exercise
- Components of Fitness/Tests
- Principles/Types of Training
- Prevention of Injuries

Practical Skills developed and assessed during Year 10 & 11

- Football
- Rugby League
- Badminton
- Table Tennis
- Athletics
- Netball

(Pupils can also be assessed in sports / activities that they participate in outside of school if they are on the approved list.

https://www.ocr.org.uk/Images/234827-gcse-guide-to-non-exam-assessment.pdf

Religious Studies

GCSE

Skills

The Religious Studies GCSE course will measure how pupils have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of religion and beliefs 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

Year 10

Autumn	Spring	Summer
Theme A: Relationships and Families -Contrasting Christians -Attitudes to sex -Sex before marriage -Sexuality -Contraception -Marriage -Divorce and remarriage -Families -Gender equality	Theme B: Religion and Life -Origins of the universe - religious -Origins of the universe - science -Origins of human life -Value of the world -Use and abuse of environment -Sanctity of life -Value of life -Abortion -Death and afterlife - Buddhist Pollution -Use and abuse of animals -Animal testing - Pro-life and pro-choice -Euthanisia -Death and the afterlife - Christian	Buddhist beliefs -Dharma -Dependent arising -Three marks - Dukkha, Anicca, Anatta -Diversity in Buddha Dharma Theme D: Religion, Peace and Conflict - The meaning and significance of peace, justice, forgiveness and reconciliation - Violence and violent protest - Terrorism - Reasons for war, inc. religion
Christian Beliefs -Nature of God -The Trinity -Creation -Impact of Crucifixion -Resurrection of Jesus -Ascension -Afterlife and judgment -Role of Jesus in salvation -Jesus - Son of God -Heaven, Hell and purgatory	Buddhist beliefs -Buddha -Four Sights -Buddha's enlightenment -Four Noble Truths	Theme D: Religion, Peace & Conflict - Just War theory - Holy War - Pacifism - Nuclear weapons and WMD - Peace-making and the role of individuals - Religious responses to victims of war

-Sin -Salvation		

Science - Combined

GCSE

Year 10

Continuous assessment is used throughout the year on and within each topic.

Autumn	Spring	Summer
Organisation Pupils will study different food tests and the role of enzymes in digestion of various food groups. Pupils will study in detail investigations into osmosis and active transport	**Bioenergetics** Pupils will look at plant tissues and organs and the process of photosynthesis. Pupils will investigate the effect of light intensity on the rate of photosynthesis and explain the role of limiting reactants.	**Homeostasis and response** Pupils will find out how the body keeps its internal conditions constant by studying the mechanisms that control blood glucose and body temperature. They will also learn about the nervous system, the endocrine system and how hormones affect fertility.
Structure and Bonding Pupils will build on their knowledge of atomic structure to describe how elements bond together and the structures they form. This will focus on ionic, covalent and metallic structures. Pupils will also explain their respective properties.	**Energy Changes, Reversible reactions and Equilibrium** Pupils look at the energy changes that take place in exothermic and endothermic reactions. Pupils will represent these reactions as energy profiles and carry out bond energy calculations.	**Nuclear Physics** Pupils will look at the development of the model of the atom, focusing on the work of Ernest Rutherford. Pupils will then study the types of radioactive decay and their respective properties. Pupils will look at background radiation and calculate half life
Electrical Circuits Pupils will build upon their knowledge of electrical circuits to include more complex circuits and calculations. They will investigate the resistance of a wire and study how resistance varies across a range of components such as LDRs and thermistors.	**Energy** Pupils will find out about the different energy stores and learn how to calculate thermal, gravitational potential, kinetic and elastic potential energy. They will also determine the specific heat capacity of a substance.	**Particle Model** Pupils will look in depth at density and how density can be investigated for regular and irregular shaped objects. Pupils will also study latent heat theory.
	Chemistry of the Atmosphere Pupils will build upon their KS3 knowledge to explain how the Earth's atmosphere formed and how it has changed over time. They will consider the causes and effects of global warming and analyse data to	**Organic Chemistry** Pupils will learn about organic molecules in crude oils. Pupils will define hydrocarbons and alkanes and explain how fractional distillation can be used to separate these. Pupils will go on to look at

	spot trends.	the use of different fractions.

Skills

Pupils will continue to build on the key knowledge gained through Years 7-9 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in a variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world and evaluate a range of key scientific issues such as medical research and the use of nuclear energy.

SMSC and British Values

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

Science - Biology

GCSE

Year 10

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Organisation Pupils will study different food tests and the role of enzymes in digestion of various food groups. Pupils will study in detail investigations into osmosis and active transport	**Bioenergetics** Pupils will look at plant tissues and organs and the process of photosynthesis. Pupils will investigate the effect of light intensity on the rate of photosynthesis and explain the role of limiting reactants. Pupils will go on to look at aerobic and anaerobic respiration and their response to exercise.	**Homeostasis and Response** Pupils will find out how the body keeps its internal conditions constant by studying the mechanisms that control blood glucose and body temperature. They will also learn about the nervous system and the endocrine system and how hormones can affect fertility. They will go on to study the brain and the eye.

Skills

Pupils will continue to build on the key knowledge gained through Years 7-9 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in a variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world and evaluate a range of key scientific issues such as medical research.

SMSC and British Values

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

Science - Chemistry

GCSE

Year 10

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
Structure and Bonding Pupils will build on their knowledge of atomic structure to describe how elements bond together and the structures they form. This will focus on ionic, covalent and metallic structures and explaining their respective properties. They will go on to study nanoparticles and their uses.	**Energy Changes** Pupils study the energy changes that take place in exothermic and endothermic reactions. Pupils will represent these reactions as energy profiles and predict if a reaction is exothermic or endothermic from these as well as bond energy calculations. Pupils will go on to look at explaining dynamic equilibrium and Le Chateliers principle	**Chemistry of the Atmosphere** Pupils will build upon their KS3 knowledge to explain how the Earth's atmosphere formed and how it has changed over time. They will consider the causes and effects of global warming and analyse data to spot trends.
Rates of Reaction Pupils will study how the rate of reaction can be investigated using different methods. Pupils will use results to calculate the average rate of reaction and explain why the rate of reaction changes over time. Pupils will also investigate factors which increase the rate of reaction and explain this using knowledge of collision theory	**Chemical Changes** Pupils will look at the reactivity series of metals and explain how this links to displacement in a chemical reaction. Pupils will then go onto to look at identifying and defining acids and their reactions with metals, bases and alkalis to produce soluble salts. Pupils will then look at how electrolysis can be used to separate ionic compounds such as salts	**Organic Chemistry** Pupils will learn about organic molecules in crude oils. Pupils will define hydrocarbons and alkanes and explain how fractional distillation can be used to separate these. Pupils will go on to look at the use of different fractions and how cracking can be used to increase supply

Skills

Pupils will continue to build on the key knowledge gained through Years 7-9 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in a variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world and evaluate a range of key scientific issues such as the use of nanotechnology.

SMSC and British Values

In chemistry spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how limestone quarrying affects local communities and how this could be changed in the future. Students learn about and debate the use of nanotechnology in industry and the use of carbon based fuels and their impact on global climate change. Students learn and discuss issues surrounding the use of oil products and their disposal particularly in the UK and the impact on landfill and oil sources. Students learn which public institutions and laws are used to regulate scientific activities and their efficacy. How different faiths and communities view the use of the earth's resources is also included as part of chemistry 1 topics. The development of alternative fuels in terms of technology, cost, economics and community impact is debated. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in chemistry.

Science - Physics

GCSE

Year 10

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
Electrical Circuits Pupils will build upon their knowledge of electrical circuits to include more complex circuits and calculations. They will investigate the resistance of a wire and study how resistance varies across a range of components such as LDRs and thermistors. Pupils will go on to look at alternating and direct current and how to wire a plug. They will go on to study static electricity and electrostatic fields.	Energy Pupils will find out about the different energy stores and learn how to calculate thermal, gravitational potential, kinetic and elastic energy. They will also determine the specific heat capacity of a substance. Finally, they will carry out an investigation into thermal energy transfer using different types of insulation. **Nuclear Physics** Pupils will look at the development of the model of the atom, focusing on the work of Ernest Rutherford. Pupils will then study the types of radioactive decay and their respective properties. Pupils will look at background radiation and calculate half-life. Pupils will also evaluate the processes of nuclear fission and fusion.	**Particle Model** Pupils will look in depth at density and how density can be investigated for regular and irregular shaped objects. Pupils will also study latent heat theory. In addition, pupils will study the relationship between volume and gas pressure.

Skills

Pupils will continue to build on the key knowledge gained through Years 7-9 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in a variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world evaluate a range of key scientific issues such as the use of nuclear energy.

SMSC and British Values

In physics spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how generating electricity affects the environment and how this could be changed in the future. Students learn about the use of nuclear fission as a method for generating electricity and the pros and cons relating to this choice. Students learn about the efficiency of electrical appliances and why it is necessary to have devices, which are more efficient. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in physics.

Sociology

GCSE

Year 10

Autumn	Spring	Summer
Pupils will learn - Sociological Concepts Debates within sociology including conflict versus consensus How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world the contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber referencing both their view of the world and their contribution to the development of the discipline Different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topics listed below and key arguments (identified through reading and responding to extracts from key sociological texts) The interrelationship between the core areas of sociology How to use sociological research methods as outlined in the topics and how they apply in the specified contexts ie families, education, crime and deviance, social stratification. key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.	Pupils will learn- The Sociology of Families Differing views of the functions of families Parsons functionalist perspectives on primary socialisation and the stabilisation of adult personalities. How family forms differ in the UK and within a global context. The work of Rapoports on family diversity. Different views of conjugal role relationships. The feminist perspective of Oakley on the idea of the conventional family. Changing relationships within families. How relationships within families have changed over time. The theory of the symmetrical family and the principles of stratified diffusion developed from the functionalist perspective of Wilmott and Young. Different criticism of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with kinship networks, the status and role of women within families, marital breakdown, dysfunctional families). The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard feminist critique of families. Changes in the pattern of divroce in Britain since 1945 and the consequences of divorce for family members and structures.	Pupils will learn - The Sociology of Education Different views of the role and functions of education. The functionalist perspective of Durkhiem on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles. Different views of the correspondence principles on the relationship between education and capitalism were developed from a Marxist perspective of Bowles and Gintis. Factors affecting educational achievement. The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. Processes within schools affecting educational achievement. The work of Ball on teacher expectations and Willis on the creation of counter school cultures.

SMSC and British Values

Sociology provides a platform for students to develop and understanding and invaluable insight into the development of contemporary spiritual, moral, social and culture issues. Throughout the course students will acquire a sense of how society treats its members and be able to assess how SMSC has developed within society.

Sociology promotes students Spiritual Development and understanding by:

- Helping students develop a sense of self knowledge including an awareness and understanding of their own beliefs, values, norms and identity.
- Developing empathy with others and an understanding that humans deal with different situations differently. They will be able to identify their unique potential and explore other people's unique identities.
- Encouraging students to understand their own strengths and areas of improvement through WWW and EBI, students will also be expected to reflect on their own work through self-evaluation and target setting.

- Giving students the opportunity to choose topics that they find interesting and express their own views on the different sociological views we study.
- Respect for other beliefs, emotions and identities will be crucial to success within Sociology.
- Enabling students to explore their own thoughts, ideas and opinions about the topics we cover. Whilst enabling students to relate their ideas with a wider societal context and within society.
- Expecting that Students will develop holistically within the subject and to create synoptic links throughout the topics studied.
- Inspiring students through resources, up to date studies, a variety of teaching styles and opportunity for extra-curricular and cross-curricular activities to take place. Giving students the opportunity to ask life's fundamental questions for example Why do I like certain things? What is right and wrong? What creates our norms and values?

Sociology promotes students' Moral Development and understanding by:

- Developing decision making skills and encouraging students to think about consequences to certain actions. Promoting students' understanding of basic moral principles, norms and values.
- Challenging discrimination on the basis of race, religion, gender, age, sexual orientation, disability and class. Encouraging respect for others and their views.
- Ensuring that students take responsibility for their actions.
- Challenge student assumptions, stereotypes and prejudices.
- Considering the morals and ethical impact of sociological research on the wider community.

Sociology promotes students' Social Development and understanding by:

- Encouraging students to relate positively to one another and work effectively within teams, discussions, class presentations, sharing good practice and problem solving tasks. These tasks develop interpersonal skills and encourage students to work collaboratively. Following the expectations and routines set out within the Malet Lambert behaviour system, teacher's will have high expectations of students to do their best and in return the staff will also ensure that nothing more could be done to aid success within the classroom.
- Creating students to take responsibility for their own learning through extended learning projects, independent task booklets and extended reading tasks.
- Creating a sense of community both within the classroom as a whole with common inclusive values so that everyone is equal no matter what their ethnicity, gender, ability, sexual orientation and religion is. Creating a classroom climate that stimulates excitement and engagement. Celebrating success of good work through written and oral feedback, effort celebration and making progress displays, and the use of examples within lessons.
- Organising extra-curricular activities which support learning
- Discussing the skills and personal qualities needed to be a positive citizen.
- Raising student aspirations within the subject.

Sociology promotes students' Cultural Development and understanding by:

- Discussing different cultural traditions and how definitions of concepts such as Gender are different within different cultures.
- Enabling students to acquire knowledge and insight into the values, influences, norms, beliefs and expectations of their own culture alongside other cultures.
- Giving students an opportunity to appreciate the diversity and richness of other cultures.

Discuss the value of being a global citizen and explore contemporary argues about globalisation and a global culture.

Sports Studies

Cambridge Nationals

Topics covered in Year 10

R185: Performance and leadership in sports activities
In this unit, pupils will learn how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader, they will have the opportunity to plan, deliver and review safe and effective sporting activity sessions. They also have the opportunity to develop a range of transferable skills.

Pupils will work both independently and as part of a team, including communicating with teammates as well as being in front of an audience when they perform. They will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. They will also deal with rapidly changing conditions and situations.

Practical Skills developed and assessed during Year 10 & 11

- Football
- Rugby League
- Athletics
- Netball

(Pupils can also be assessed in sports / activities that they participate in outside of school if they are on the approved list.

https://www.ocr.org.uk/Images/234827-gcse-guide-to-non-exam-assessment.pdf

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