



# **Year 10**

# **Curriculum Booklet**

# **2019-20**

**Page 2: Introduction**

**Page 6: Art**

**Page 9: Business**

**Page 11: Computing**

**Page 14: Design & Technology**

**Page 17: Drama**

**Page 19: English**

**Page 23: Geography**

**Page 26: History**

**Page 28: Languages**

**Page 31: Maths**

**Page 34: Music**

**Page 36: Physical Education & Sport**

**Page 39: Religious Studies**

**Page 41: Science**

## Introduction

This booklet is intended to give you an overview of the curriculum that we offer to Year 10. We hope that parents and students will find it helpful and that it will enable parents to support students in their learning at home.

You will notice that every subject is organised in slightly different ways. Some have a rotation of modules depending on the class you are in, other subjects cover the same topics at the same time with all students. Some qualifications may have assessments (coursework) to complete in class, others are 100% written paper.

### **Curriculum Statement. At oxford Spires Academy we:**

- Define the curriculum as meaning everything that we do that holistically impacts on a child's learning and development. This includes but is not limited to:
  - Formal classroom teaching
  - Super-curricular learning
  - Extra-curricular activities
  - Literacy, numeracy and other interventions
  - Behaviour for learning
  - Tutoring
  - Personal development
  - Leadership development
  - PSHE, citizenship & healthy lifestyles
  - Forming and maintaining good relationships with others
  - Self-regulation
  - Independent learning skills and attributes.
- Provide a broad and balanced curriculum that celebrates the value of each subject equally.
- Recognise that the curriculum is broader than examination specifications and encourage teachers to enrich students beyond the restrictions of the syllabus.
- Believe that the curriculum should enable all students to achieve their best whatever their ability on entry and career goals. This is achieved through a fully inclusive curriculum and individualised advice and guidance.
- Believe that the curriculum should motivate all students to want to learn and prepares students for their future.
- Believe that teacher subject knowledge, questioning skills and general expertise are crucial to good learning and that good professional development is every teacher's right and responsibility.
- Understand that students learn differently to each other and that their learning needs change over time and that the curriculum should be flexible enough to respond effectively to this.
- Understand that learning is different in different subjects and that faculties should have the freedom to develop learning activities that enable success in their subject area. This includes how they approach assessment, marking and feedback.
- Understand that deep learning takes place when students make connections between their learning in different subjects.
- Understand that knowledge and skills are intertwined. Knowledge underpins and enables the application of skill, and skills need to be developed to enable a student to gain knowledge. Our best teaching develops both.

- Understand that the learning process involves our five senses and that activities should capitalise on this by including a variety of tasks over time that utilise each sense. We further recognise that when learning involves more than one sense at the same time it is more likely to stick.
- Recognise that in any lesson students may have learning preferences on any of these continua, that their learning preference may change and that lessons should include aspects of all over time.
  - Working by self – working with others
  - Learning new material – building on previous learning
  - Options to choose from – procedures to follow
  - Goals to work towards – problems to solve (work away from)
  - Active learning – reflective learning

### **Independent working**

A major focus of our Academy Development Plan is teaching students how to take more ownership of their learning. Importantly, this includes how to deal with success and failure. We aim to get the balance right between giving helpful feedback that helps children improve their work while reducing stress and anxiety around exams. Our aim is to move towards an open, low-stakes form of feedback where individual assessments are reported back regularly, are helpful and meaningful.

We hope that parents will support this ethos by encouraging their children to ask teachers for feedback when they don't understand and to prepare for lessons by reading more widely about the topics they are studying. There is clear evidence to show that students who do this improve their grades. Making a revision schedule, starting revision early and sticking to the schedule is key to success. Similarly, students need to plan frequent rest breaks to keep the mind and body healthy during the exam period.

### **IMPORTANT CAVEATS**

#### ***Caveat 1 – Timing***

Each subject has set out their schedule for the year. You will see dates given for topics and assessments. Please note that individual teachers may change the length of time they spend on a topic depending on how quickly students understand it. We want teachers to have the flexibility to plan effectively for each class so please be assured that the teacher is making the right choice if they delay an assessment for another few weeks or bring it forward. They will always let students know in class and may also list the date on Show My Homework. Equally, subject leaders may review the curriculum and decide that a particular module should be replaced with another to better suit the needs of our classes.

#### ***Caveat 2 – Contact***

As we are providing additional information to parents via Go4Schools and through this booklet, some parents may wish to follow up with individual queries. Our starting point is that we have an open door policy and value parental interest. However, the rise in electronic communications can make teachers' lives difficult as they respond to frequent emails. Please remember that each teacher has, on average, 150 students that they interact with, including planning and marking work for each of them. We need to be realistic about how many emails they can respond to on a daily basis without detriment to their planning and workload. Also, students should increasingly take responsibility for their learning and be able to relay information from teacher to parent. Our hope is that this booklet and the feedback on Go4Schools will relay rich information to you on a regular basis.

## **Expressions used in Go4Schools**

We use Go4Schools website to record assessments and provide feedback to students and parents. Instructions for parents and students to log on are available on the academy website. Three times a year we will create a "Snapshot" of the grades achieved to date which serves as a traditional report.

All GCSE subjects now use the 1 – 9 system. Grade 4 is roughly equivalent to the old grade C and grade 7 is roughly equivalent to the old grade A. All GCSE subjects report the overall grade as a GCSE grade. In maths and languages you will also see a Pearson step. Pearson Edexcel is the exam board we use for GCSE languages and maths and our scheme of work uses their text books and assessment schemes. Steps range from 1-12 and demonstrate progress across all of the skill areas. Step 1 is the basic starting point assuming no prior knowledge of the language/maths concept and Step 12 represents the highest GCSE grade. Students' achievement in the steps may fluctuate across the year as they tackle new and different topics.

### ***On-Track***

At the start of Year 9 students will be asked to set a personal target for each subject. Their tutors will assist them with the help of Fischer Family Trust chance graphs. These graphs show how students who achieved the same Sats results in Year 6 went on to achieve at GCSE. Subject teachers will then have a discussion with students and modify the target by agreement before the first report is produced in December of Year 9. The targets can be modified after this in Year 10 and 11.

Teachers will give feedback, so far as they can reasonably tell, about progress towards the student's target. This can be found in the "On-track" section and the possible grades are:

"Consider a higher target": You have made such good progress that next year you should consider raising your target.

"On-track": Well done, you are on track to reach or exceed your target. Keep doing what you are doing.

"Just below target": You have fallen behind slightly but should be able to catch up soon providing you make the extra effort.

"Not meeting potential": You have fallen so far behind in your work that you will need to make serious changes in order to meet your target. You should consider your routines after school, the amount of time you spend revising and preparing for lessons, your attitude and effort in class. You may also wish to discuss your target with your teacher to see if it is still realistic.

### ***Effort & homework***

Teachers will also give feedback on how hard students have worked in class and on homework. They will receive a grade for effort in class, the quality of homework and how regularly homework is completed. A colour scale is used where Purple is for students with the best effort/homework in the class, green for those who meet the required standard. Amber is given to those whose effort is slightly below expected and these students will be expected to make a greater effort in the coming term. Students who receive a "Red" need to make a sudden and lasting change as they are falling way short of our expectations.

I'm sure you will want to congratulate your son/daughter if they are getting an effort level of Purple or Green for their class and homework. If they are getting Amber or Red please do discuss this with them and consider how they can improve this in the coming term.

## Self-Regulation

We aim to create an environment which allows students to take control over their learning and realise their future. Educational literature has demonstrated the positive impact of self-regulation on learning and progress (Zimmerman, 2000; Zimmerman & Bandura, 1994; Moos and Ringdal, 2012; Moffitt et al. 2011; Lawson et al. 2013; Stajkovic et al. 2018). We use Zimmerman's model of Self-Regulation as this provides a robust explanatory lens. Self-regulation is a skill which can be learnt and is taught through the pastoral programme and used by all teaching staff using the cycle as shown below:



Both long, medium and short term goals are set which provide direction for students. There are strategies that are used to help students learn in the class and at home which are linked to self-initiated rewards and consequences. These strategies range from effective revision strategies to controlling internal distractions like emotions which would reduce engagement and effort. Accurate reflection takes place to evaluate the plan and whether their thinking and behaviour is going to achieve their desired goal or not and then alter accordingly. This cycle would begin again with adjustments made and this would occur daily leading ultimately to students who have control over their learning inside and outside of the classroom.

We hope you find this booklet useful. If you have any feedback, suggestions or queries please contact Miss Fletcher by emailing [sfletcher@oxfordspiresacademy.org](mailto:sfletcher@oxfordspiresacademy.org)

## **Art**

### *Rationale*

The Art department regard our students as artists, not simply art students. There is a positive and purposeful atmosphere fostered within the department, which allows students to succeed and enjoy their studies. We encourage our students to be individual and experimental in order to engage with the world around them fully and take ownership of their own practice. We nurture resilience, risk-taking and an enquiring approach.

### *Our Ambition*

Art lessons provide students with the skills to equip them for life beyond the classroom. Extended projects support development of valuable key skills such as time-management, presentation skills, and attention to detail. During lessons students regularly receive and offer feedback for their own and others work, supported by teachers to provide relevant, clear and helpful information to enable all to refine their work and achieve their potential.

### *Art Concepts*

At Oxford Spires Academy we encourage KS4 Art students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design

### **Exam board and Course codes**

**GCSE Art & Design** – Edexcel (1AD0)

[Click here for specification \(online version only\)](#)

### **GCSE Art & Design**

Personal Investigation (Coursework 60%)

Externally Set Assignment (Exam 40%)

Art GCSE is split into 2 key components: Personal Investigation & Externally Set Assignment. These are both Portfolio units. There is a strong emphasis on independent study throughout the course. In Year 9 students develop knowledge of materials, techniques and processes through workshop style, teacher led sessions, and students are then required to develop such skills independently. In Year 10

students develop skills through 'Portraiture' and in Year 11 they respond more personally to their local environment through the topic 'My Oxford'. Towards the end of Year 10, once students have mastered a range of materials, they begin to lead and personalise their own projects towards their skills and interests. Those students making the most rapid progress will use their independent time effectively to research and prepare for practical lessons by self-selecting appropriate artists and medias.

### *Homework*

Homework is set weekly for KS4 and students are expected to spend a minimum of 2 hours on tasks. Homework is a key part of students GCSE, and enables students to extend their learning of skills and techniques from the lessons. Homework tasks are mostly made up of research of artists and their techniques, and preparation for the lessons ahead. The highest achieving students spend time in the Art department outside of lessons to experiment further and complete work started in lessons.

### **Useful resources**

London Galleries:

<https://www.tate.org.uk/art>

<https://www.nationalgallery.org.uk/paintings>

<https://www.saatchigallery.com/>

<https://www.npg.org.uk/>

<https://www.designmuseum.org>

Oxford Art Galleries:

<https://www.modernartoxford.org.uk/>

<https://www.ashmolean.org/home>

<https://www.prm.ox.ac.uk/>

### **Galleries in Oxford:**

Modern Art Oxford, The Ashmolean Museum, Pitt Rivers Museum, The Jam Factory, The Oxford Ceramics Gallery, The North Wall Arts Centre, Arts at the Old Fire Station, The Oxford Gallery, Christ Church Picture Gallery, Sarah Wiseman Gallery, Pembroke JCR Art Gallery, Aria Photography, Taurus Gallery, Sinolink Gallery, The China Shop, O3 Gallery, Story Museum, Aidan Meller Gallery.

There are many extra-curricular opportunities to get involved in through the OSA Art department. Most recently we have been involved in a 6 month long Film Project with Modern Art Oxford, created huge sculptures as part of the parade for Cowley Road Carnival, and visited London on 2 occasions with GCSE and A Level classes for gallery visits and talks from artists.

## Year 10 Art GCSE Timeline

Term 1 topic	<b>Term1 - Portraiture</b>
Assessments	<b>Practical:</b> Observational drawing of a facial feature. Develops skills in recording of ideas and creating refined responses
Term 2 topic	<b>Term 2 - Portraiture</b>
Assessments	<b>Practical and Written:</b> Artist presentation page, practical response, and artist analysis write up. Analytical skills combined with exploring, selecting and reviewing techniques and processes
Term 3 topic	<b>Term 3 - Portraiture</b>
Assessments	<b>Practical:</b> Grid drawing assessment. Developing skills in observation, recording and refining ideas
Term 4 topic	<b>Term 4 - Portraiture</b>
Assessments	<b>Practical and written:</b> René Magritte analysis and grid drawing. Analytical skills combined with recording ideas relevant to intentions related to the work of others
Term 5 topic	<b>Term 5 - Portraiture</b>
Assessments	<b>Practical:</b> End of year assessment. A final piece demonstrating your skills developed throughout the year.
Term 6 topic	<b>Term 6 - My Oxford</b>
Assessments	<b>Practical:</b> Observational perspective drawing of school building. Develops skills in recording of ideas and creating refined responses

## **Business: Exam board – OCR**

*[Click here for specification \(online version only\)](#)*

- Paper 1: Business activity, marketing and people (50%)
- Paper 2: Operations, finance and influences on business (50%)

### *Rationale*

The purpose of the Business GCSE curriculum is to help bring business to life and inspire learners to achieve their best. This qualification embeds and develops learning in education institutions in order to provide each individual learner with a qualification that would be relevant to their needs and wants. Business studies teaches students the ins and outs of the world of business, the aspect of planning and preparing for success. We have chosen to follow a specific scheme of work to allow students to see the main concepts of what creates a business. Through this careful planning, we aim and have succeeded in achieving inclusion through providing students with a GCSE course, not only to meet their needs, but ensure a vocational route is available for students to further develop at level 3 in Year 12. Students will develop their writing skills through extensive long answers and the writing of their coursework, both allowing them to grow their ICT skills. Homework will be set once a week to ensure that home learning is encouraging love and passion for the subject.

### *Our Ambition*

The topics are clearly and logically organised to equip learners with “skills and the confidence to explore how business situations will affect business decisions”. What students will gain from this subject is a qualification that will encourage them to make informed and reasonable choices about their career pathways as well as equipping them with financial and commercially aware life skills.

### *Business Concepts*

The GCSE course develops students in order to assist them in answering and sitting two exams at the end of Year 11. A flexible scheme of work allows teachers to teach the course over 3 years, with plenty of time to revise and focus on practise past papers. There are several key concepts. Some are listed below:

- a) Understanding business terminology
- b) Understanding business aims and objectives
- c) Understanding the different sizes of a business
- d) Investigating real businesses and the opportunities they come across
- e) Developing and applying quantitative skills

As this new specification is marked as 9-1, students are assessed regularly to ensure they understand the new marking system. The business department aims to test students after each sub topic and additionally at the end of the year concluding on all teaching that occurred that academic year

### **Useful Resources:**

- [www.ocr.org.uk/qualifications/qcse-business-j204-from-2017/](http://www.ocr.org.uk/qualifications/qcse-business-j204-from-2017/)
- [www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)
- *OCR GCSE 9-1 Business (third edition) Mike Schofield, Alan Williams- Hodder Education*
- <https://www.bbc.com/bitesize/subjects/zpsvr82>
- *OCR GCSE 9-1 Business Michael Schofield- my revision notes*

Term 1 topic	<b>Business 2: Operations, finance and influences on business (J204/02)</b>
Topic will consist of	Production processes, Quality of goods and services,

Term 2 topic	<b>Business 2: Operations, finance and influences on business (J204/02)</b>
Topic will consist of	Sales and customer services, consumer laws, business locations

Term 3 topic	<b>Business 2: Operations, finance and influences on business (J204/02)</b>
Topic will consist of	Role of suppliers, Role of finance, sources of finance,

Term 4 topic	<b>Business 2: Operations, finance and influences on business (J204/02)</b>
Topic will consist of	Break even, cash flows, business ethics,

Term 5 topic	<b>Business 2: Operations, finance and influences on business (J204/02)</b>
Topic will consist of	Business ethics continued, economic climates, globalisation

Term 6 topic	<b>Business 2: Operations, finance and influences on business (J204/02)</b>
Topic will consist of	Profit, Loss, Revenue, The interdependent nature of business

## **Computing: Exam board – OCR**

[Click here for specification \(online version only\)](#)

### *Rationale*

GCSE Computing is an academic course with a strong emphasis on procedural programming. The first programming language will be Python. Computer Science has links to many aspects of the broader curriculum including physics, mathematics, design and technology, as well as English, art and the humanities, but is now a mature science discipline in its own right. A core feature of Computer Science is Computational Thinking in which algorithms (or their equivalent forms) are planned, designed, implemented and tested; along with problem solving where the theoretical knowledge Computer Systems must be applied in the solution of contextual problems. The abstraction of real-world problems to models or programming concepts is amongst the most challenging, but integral component of Computer Science.

### *Our Ambition*

The course will briefly review aspects of Computer Systems hardware (1.1 CPU; 1.2 Memory, 1.3 Storage) and software (1.7 System Software and Operating Systems) covered in Year 9. The major thrust for Year 10 is to build the second major component of Networks and System Security. The data representation topics from Year 9 (binary, hexadecimal and characters) will be reviewed continuously in starter lesson activities. In Year 10 this will be added to in considering the representation of Sound and Images. File size calculations will be revisited too and the distinction between encryption and compression emphasised. Large data structures – 1D Arrays / Lists, string manipulation and basic file handling will be the focus whilst reviewing Year 9 coding principles such as iteration, selection and procedural programming. More attention will now be given to producing and maintaining ROBUST programs, as well as testing, documenting and code correcting methods.

### *Computing Concepts*

The first component of the course focusses on the theoretical background of computing, dealing with hardware, software and the legal and ethical issues of computing.

The second component focusses on computer related mathematics, programming techniques, standard algorithms and on the planning, design, development and testing of a programming project. Learners are expected to be able to read, understand, correct and write code extensively in this component. More time will be devoted to this component as it requires much longer for students to gain the level of experience required than the first component does.

### *Exam board and course code*

This year group is the final group to complete the course on the existing J276 specification in which the 20 hour coding project is still a mandatory requirement.

### *Exam components (papers) and weighting*

- OCR J277\*/1 - Computer systems (50%)
  - 80 Marks
  - 90 Minutes
- OCR J277\*/2 – Computation thinking, algorithms and programming (50%)
  - 80 Marks
  - 90 Minutes
- NON-EXAM ASSESSMENT (NEA) – Component 3
  - Mandatory 20-hour coding project that is submitted for completion verification.

### *Homework*

In order to fully cover all aspects of the course, some topics, mainly from Component 1, may be “flipped”. This will require learners to watch an appropriate video lesson and read up on the topic PRIOR to the next lesson. Lesson time will then be used to apply the knowledge to appropriate problems, giving the opportunity to self-assess, peer-assess in order to accelerate progress. Revision of year 9 topics through flipped learning will constitute an integral part of home learning.

Programming is a discipline and it requires many hours to gain mastery. Programming at home is required in order to achieve the required level of mastery. Most programs can be produced in the online platform [trinket.io](https://trinket.io) that requires only an internet connection and a modern browser. Essential coding skills must be mastered prior to attempting the 20-hour coding project at the end of the year and in year 11.

### *Useful resources*

#### ONLINE:

- [TEACH-ICT.COM](https://www.teach-ict.com) – The online computing textbook. The username for OSA students is OX42AU. The password will be emailed to all students.
- [BBC Bitesize GCSE OCR](https://www.bbc.com/bitesize/gcse/ocr) – Another excellent resource for home study.
- [Cambridge Computing MOOC](https://www.cambridge.org/mooc) – Highly recommended!
- [Trinket.io](https://trinket.io) – A cloud-based platform for creating, saving and sharing Python coding projects. Students create an account matching their stu12345 login name and password.
- [Craig N Dave](#) = The Entire Course in VIDEO format!

#### BOOKS:

- REVISE OCR GCSE(9-1) Computer Science REVISION GUIDE by Pearson Education ([Link](#)).
- Learn to program in Python - PG ONLINE by PM Heathcote ([Link](#))

Students will work in a digital One Note Workbook. Occasional written assessments and tasks will be used. When this is the case, these will be digitised and added to this workbook. It is imperative that students take pride in their workbooks – just as they do any paper-based school notebook – and keep this in good order and respond timeously to teacher advice/requests for work to be redone.

Additional information for text resources can be found on each students J276 Workbook Page.

## Computing Timeline

TERM	Component 1 – Computer Systems	Component 2 – Problem Solving and Programming
<b>1</b>	1.7 Computer Legislation 1.4 Basic Networking Hardware <i>Flipped Revision – 1.1 CPU</i>	<i>Flipped Revision – Basic coding; data types; selection (if); conditional iteration (while) and counting iteration (for)</i> 2.2.2 Year 9 Coding Clinic: <ul style="list-style-type: none"> <li>• Procedures</li> <li>• Selection - if</li> <li>• Iteration – for</li> <li>• Iteration - while</li> </ul> 2.2.7i Use of 1D Arrays: <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Traversal</li> <li>• Initialising</li> <li>• Updating</li> <li>• Common statistical algorithms</li> </ul> 2.1 Computational Thinking: Abstraction
<b>2</b>	2.6.2 Review binary and hexadecimal numbers. 2.6.3 Characters 2.6.4/5 Images and Sound <i>Flipped Revision – 1.2 MEMORY</i> <i>Flipped Revision – 1.3 STORAGE</i> <i>Flipped Revision – 1.7 OS Function</i>	<i>Flipped Revision – procedures and functions.</i> 2.3 Defensive Program Design Creating and Testing Modules.
<b>3</b>	Assessment of Computer Systems Topics. 1.4 Basic Networking Revision 1.6 Security File Calculations Compression vs Encryption Standard Algorithms: <ul style="list-style-type: none"> <li>• Run length Encoding</li> <li>• Shifting cipher</li> </ul>	<i>Flipped Revision – Basic coding; data types; selection (if); conditional iteration (while) and counting iteration (for)</i>  2.1.2 Searching Algorithms 2.1.3 Bubble Sort  Menu driven mini project
<b>4</b>	<i>Flipped Revision – security revision; file calculations revision</i>	<i>Flipped Revision – 1D Arrays; Strings; Tracing &amp; Correcting Code; Units of Data</i> Tracing and correcting code with Strings and 1D Arrays.
<b>5</b>	1.5 Network Protocols, Packet Switching and IP 4-layer stack Revision	Simple Text File Manipulation Load/Save Text Files Module Top Down vs Bottom Up Design Practice NEA Plan& Design
<b>6</b>	End of Year Test Corrective Teaching Component 1 & Component 2	NEA PROGRAMMING PROJECT <ul style="list-style-type: none"> <li>• Plan</li> <li>• Design</li> </ul>
<b>Summer Holiday Work</b>	Flipped -Social, Ethical and Environmental Concerns	1D Arrays & File Libraries Robust coding library 2D Array & csv File Library

## **Design & Technology Faculty**

### *Rationale*

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### *Our Ambition*

The Design and Technology Department aims to provide a safe learning environment where pupils can develop confidence, self-esteem and are encouraged to take risks. The curriculum is designed to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world through the application of mathematics and science to solve everyday problems.

### *Design & Technology Concepts*

All pupils are given the opportunity to develop a wide range of skills, whilst gaining valuable knowledge and positive values and attitudes in all the subjects within DT- Food, Textiles, Graphics, Resistant Material Technology and Systems & Control. Across this range of subjects pupils have the opportunity to develop their technological capability by:

- Analysing contexts to identify design opportunities
- Research and evaluation skills
- Communication skills, including designing and the use of CAD
- Iterative design and development of solutions
- Measuring, marking, cutting and shaping skills in a range of materials and using a range of tools and equipment including CAM.
- Joining and assembling skills.
- Finishing skills.
- Health & Safety; risk assessment.
- Numeracy; Literacy; Science; ICT skills.
- Other key life skills including team work skills, work related skills, environmental awareness skills and problem solving skills.
- Critical evaluation skills and techniques

### **GCSE Design & Technology: Exam board – Eduqas**

#### ***Click here for specification (online version only)***

- Coursework: Design & Make Task (50%)
- Written paper: Design & Technology in the 21<sup>st</sup> Century (50% )

Students will produce coursework which will consist of a design portfolio and a manufactured prototype. The students will exhibit their coursework (folio and prototype) for parents and teachers on the evening of the 20th April 2020). They will gain valuable feedback from this evening which will

enable them to objectively evaluate their work and submit their completed project on the 1<sup>st</sup> of April 2020.

Throughout the year core knowledge and understanding will be delivered and on the submission of coursework in depth revision will take place leading up to the external exam.

### Assessment:

50% Coursework - This will consist of a design portfolio containing;

- Identifying and investigating design opportunities
- Developing a design brief and specification
- Generating and developing design ideas
- Manufacturing a prototype
- Analysing and evaluating design decisions and prototypes

50% External exam – This will consist of knowledge and understanding of;

- Wood, Textiles, Metals, Plastics, Smart materials
- Design and technology and our world
- Electronic systems
- Mechanical components and devices
- Designing and making principles

Homework will be set once a week during the design and development stage and the content will complement pupils' studies at that time. Students will have one week to complete homework and return it to their subject teacher.

<b>Term 1</b>	4th Sept	9th Sept	16th Sept	23rd Sept	30th Sept	7th Oct	14th Oct	21st Oct
Clock project	Core materials	Applied design	Develop solution	Dovetails	Joining wood	Assembly	Theory: sources of energy	2D design
Assessment	Core clock construction; Ideas & development							
<b>Term 2</b>	4th Nov	11th Nov	18th Nov	25th Nov	2nd Dec	9th Dec	16th Dec	
Clock project	Manufacture clock				Complete clock	Analysis & evaluation	Theory: Manufacturing	
Assessment	Completed clock project							
<b>Term 3</b>	6th Jan	13th Jan	20th Jan	27th Jan	3rd Feb	10th Feb		
Tea Light project	Theory: Consumer	Applied design	Research	Development	Theory: Product Analysis	Manufacture		
Assessment	Design work							
<b>Term 4</b>	24th Feb	2nd March	9th March	16th March	23rd March	30th March		
Tea Light project	Manufacturing			Analysis & evaluation	Theory: Systems & control	Theory: Circuits & components		
Assessment	completed tea light project							
<b>Term 5</b>	20th April	27th April	4th May	11th May	18th May			
Electronics project	Manufacturing		Design packaging	2D design	Complete & evaluate			
Assessment	completed electronics project							
<b>Term 6</b>	1st June	8th June	15th June	22nd June	29th June	6th July	13th July	20th July
Topic	Design & make task							

## **Level 1 EAL Engineering**

***Click here for specification (online version only)***

Pupils will complete the following units towards their final qualification in this order:

1. Unit1 (introduction to working in Engineering.
2. Unit 2 (Introduction into machining materials).
3. Unit 3 (introduction into cutting, forming and assembling engineering materials)
4. Unit 19 (Introduction into cutting, joining and finishing wood).

## **EDUQAS Hospitality and catering**

***Click here for specification (online version only)***

Pupils will undertake unit 1 (The Hospitality and Catering industry). The unit will comprise of a written assessment and an online exam.

All pupils will cover the following areas to achieve success in Unit 1;

- LO1 - Understand the environment in which hospitality and catering providers operate.
- LO2 - Understand how hospitality and catering provision operates.
- LO3 - Understand how hospitality and catering provision meets health and safety requirements.
- LO4 - Know how food can cause ill health.
- LO5 - Be able to propose a hospitality and catering provision to meet specific requirements.

## **Drama: Exam board – Edexcel 1DRO**

*[Click here for specification \(online version only\)](#)*

- Coursework: Devising (40%) / Performance from text (20%)
- Written paper: Theatre makers in practice (40%)

### *Rationale*

The Year 10 Curriculum is designed to evenly distribute the work load of KS4 across the 2 years. Component 1 is completed in Year 10 (40% of the overall grade) – this allows students time to develop skills in exploration and develop a deeper understanding of practitioners. They will spend a significant amount of time devising a piece of original theatre and creating a supporting portfolio of evidence tracking the developing and demonstrating clear understanding of the process of creation.

### *Our Ambition*

The aim of the KS4 curriculum is to build performance skills and all students are expected to perform as an individual and as a member of an ensemble. At the heart of the curriculum is the ability to use vocal and physical skills to communicate character and situation and have a clear artistic intention and style/genre through using a range of theatrical conventions. We also strive for all students to make at least the expected progress and achieve their target grade.

### *Drama Concepts*

Students develop an understanding of the skills for using stimuli, exploration and practitioner influences to create drama. Creating realistic characters and emotion, it also helps students to build empathy for true to life characters and situations. The scheme actively engages learners in the process of developing dramatic works. It prepares students to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas to an audience from both text and stimuli. It also develops understanding and allows the application of performance skills which are key skills. Students must demonstrate their ability to:

- carry out research
- develop their own ideas
- collaborate with others
- rehearse, refine and amend their work in progress
- analyse and evaluate their own process of creating devised drama.

### *Homework*

In Drama lessons students will receive homework that relates directly to what they will be doing in future lessons. Homework will be set when appropriate to support classroom learning and ensure coursework deadlines are met. There is a clear expectation that students complete two lunchtime rehearsals per week or one after school rehearsal per week (roughly 60 minutes) – this is homework for Component 1 and Component 2 (*failure to attend will be met with sanctions*). Students will need to complete all homework tasks in order to make good progress and should always ask their teacher, in advance of the next lesson, if they have trouble with completing the task.

	<b>Term 1: Project 1</b>		
Topic	<b>Exploration Strategies – Under Pressure</b> (Preparation for Component 1) Looking at a range of exploration strategies to use to explore the stimuli for Component 1		
Assess	Working individually, in small groups and as a whole class, students will develop exploration skills and skills in completing written reflection in order to identify how their understanding develops and changes.		
	<b>Term 2: Project 2</b>		
Topic	<b>Practitioner Understanding</b> (Preparation for Component 1) Looking at Brecht, Frantic Assembly and Kneehigh in order for students to create a piece of original theatre with a clear practitioner influence for Component 1		
Assess	Working individually, in small groups and as a whole class, students will develop a deeper understanding of how a Theatre Practitioner shapes a final performance.		
	<b>Term 3, 4 and 5: Project 3 – COMPONENT 1 40% (REAL GCSE PERFORMANCE AND PORTFOLIO)</b>		
Topic	<b>Component 1</b> Working as an ensemble students create a piece of Original Theatre and a supporting written Portfolio of evidence charting the creatives process		
Assess	26 hours of Guided Learning Time + an additional 1-hour rehearsal per week Examined Performance – 26 <sup>th</sup> and 27 <sup>th</sup> March Draft Portfolio – 2 <sup>nd</sup> April Final Written Portfolio – 1 <sup>st</sup> May		
	Performance	Development Portfolio	Analysis Portfolio
	15	30	15
	<b>Term 5 – Project 3</b>		
Topic	<b>Monologues</b> (Component 2 – Style Performance) Presenting a 2-minute monologue from a published play		
Assess	Working individually, students will perform a scripted monologue. Students will be marked against the GCSE Criteria for Component 2 – Performance		
	Vocal and Physical Skills	Characterisation and Communication	Artistic Intention and Style
	<b>Term 6 – Project 4</b>		
Topic	<b>The Crucible by Arthur Miller</b> (Component 3 – Style Project) Practically exploring and providing a written evaluation and analysis – responding as an Actor, Designer and Director		
Assess	Working individually and in groups, students will start to practically explore The Crucible – developing a deeper understanding of the themes, sub plot and characters as an Actor, Director and Designer. Students will complete both practical work and written analysis and evaluation.		

## **English: Exam board -Edexcel**

**[Click here for English Language specification \(online version only\)](#)**

**[Click here for English Literature specification \(online version only\)](#)**

### **English Language:**

- Paper 1: Fiction & Imaginative writing - Unseen fiction extract 15%, Creative writing 25%
- Paper 2: Non-Fiction & Transactional writing – 20<sup>th</sup> & 21<sup>st</sup> Century Unseen texts 35%, Transactional writing 25%
- Speaking & listening

### **English Literature:**

- Paper 1: Shakespeare & post-1914 literature (An Inspector Calls)
- Paper 2: 19<sup>th</sup> Century novel & Pearson poetry anthology

### *Rationale*

The English curriculum aims to expose students to a wide range of literary and non-literary texts throughout the course of their education at OSA. The skills required for GCSE have been mapped down into the KS3 curriculum along with command words and question styles so that there is enough time to focus on the considerable content that has to be learnt in KS4. Students who continue in to the 6<sup>th</sup> Form are well prepared for the demands of the A-level course.

The GCSE does require confidence reading 19<sup>th</sup> Century texts so we have planned coverage of these from Yr 8, however, we are mindful of the dangers of a narrowing curriculum so maintain a wide selection of forms and media from contemporary and historical periods. This helps sustain student interest, excitement and engagement.

We believe that the construction of meaning when reading is a creative process so seek to promote creativity in teachers and students. Teachers are encouraged to try new approaches to teaching and learning and the creative work of our students is highly valued and celebrated.

Students are set in English based on KS2 data and these class groupings are reviewed regularly at department meetings; the Head of Faculty makes the final decision on all moves. Within each lesson, teachers aim to adapt approaches and activities to meet the needs of students. Homework is used to prepare, revise and redraft work in class.

The English classroom is the ideal space in which to celebrate the diversity of OSA: exploring different perspectives and discovering the cultural products of different times and places.

### *Our Ambition*

The ambitions of the English department are wide ranging and varied. We want all students to achieve the best grade they can in public examinations irrespective of prior attainment. We do not believe, however, that exam results are the only measure of a good education.

We want to develop our students' written and verbal communication skills so that they can express themselves with ease and confidence in their professional and personal lives. Through discussion and reading, we want students to listen to the thoughts and opinions of others so they become tolerant, empathic and compassionate members of society. We hope that our students enjoy their

English lessons and that many will continue their study of language and literature to higher levels. Even if students stop their formal English lessons at 16, the distilled human experience they encounter in prose, poetry and drama will continue to offer them joy, perspective, hope and comfort throughout their lives.

### *English Concepts*

In our experience, development in English is not simply linear and so we return to skills and develop these throughout the course of the KS3/4 curriculum. Close analysis requires a level of emotional intelligence and sensitivity to tone that develops throughout a student's time at secondary school. We do not repeat texts but plan units with clear thematic, contextual and formal links to build background knowledge.

Our dynamic and skilled teachers adapt content and approaches to suit the need of the learners in each class: this is based on subject and pedagogical knowledge. Students study many of the same key texts but decisions on original or abridged versions are made to facilitate engagement and support the best outcome for each child. As a department, we seek to create safe and supportive environments in which students are willing to take risks and strive to achieve. Assessment, both formative and summative, informs teacher planning for individual classes. Clear criteria and objectives for each unit of work allow teachers and students to chart progress and intervene where necessary.

The school's super-curricula opportunities clearly support speaking and listening skills (especially ESU and Mace debating) and writing (poetry and creative writing) for children of all ages and attainment levels.

<b>Term 1</b>	
Topic	An Inspector Calls

<b>Term 2</b>	
Topic	Pre 19 <sup>th</sup> Century text

<b>Term 3</b>	
Topic	19th Century unseen fiction extracts

<b>Term 4</b>	
Topic	Unseen poetry – Poetry anthology

<b>Term 5</b>	
Topic	Unseen poetry – Poetry anthology

<b>Term 6</b>	
Topic	Revision of literature texts; 20th & 21st Century unseen texts; Transactional writing

## KS4 English Reading List

<b>Pre 20th Century Classic Fiction</b>
Alexander Dumas, The Count of Monte Cristo
Charles Dickens, David Copperfield, Bleak House, Great Expectations, Hard Times
Charlotte Bronte, Jane Eyre
Daniel Defoe, Robinson Crusoe
Elizabeth Gaskell, North and South
Emily Bronte, Wuthering Heights
Evelyn Waugh, Brideshead Revisited
Frances Hodges Burnett, The Secret Garden
George Elliot, Middlemarch
Jane Austen, Emma, Northanger Abbey, Persuasion, Pride and Prejudice
Jonathan Swift, Gulliver's Travels
Louisa May Alcott, Little Women
Mark Twain, The Adventures of Huckleberry Finn
Sir Walter Scott, Ivanhoe

<b>Crime</b>
Agatha Christie, Murder on the Orient Express
Arthur Conan Doyle, The Hound of the Baskervilles
Daphne du Maurier, Rebecca
John Le Carre, Tinker, Tailor, Soldier, Spy
Peter Carey, The True History of the Kelly Gang
Raymond Chandler, The Big Sleep

<b>Horror</b>
Bram Stoker, Dracula
Henry James, The Turn of the Screw
Mary Shelley, Frankenstein
Oscar Wilde, The Picture of Dorian Gray
Robert Louis Stevenson, Dr Jekyll and Mr Hyde
Stephen King, The Shining
Wilkie Collins, The Woman in White

<b>Autobiographies and Biographies</b>
Anne Frank, The Diary of Anne Frank
Arthur Golden, Memoirs of a Geisha
Frank McCourt, Angela's Ashes
Juan Chang, Wild Swans
Maya Angelou, I Know Why the Caged Bird Sings
Nelson Mandela, A Long Walk to Freedom

<b>20th Century Classic Fiction</b>
Alice Walker, The Colour Purple
Carson McCullers, The Heart is a Lonely Hunter
Chinua Achebe, Things Fall Apart
E. M. Forester, Howard's End
Evelyn Waugh, Brideshead Revisited
F. Scott Fitzgerald, The Great Gatsby
Graham Greene, Brighton Rock
Harper Lee, To Kill A Mockingbird
J. D. Salinger, The Catcher in the Rye
Jack London, The Call of the Wild, White Fang
James Baldwin, Go tell it to the Mountain
John Updike, Rabbit, Run
Joseph Conrad, Heart of Darkness
Kingsley Amis, Lucky Jim
Muriel Spark, The Prime of Miss Jean Brodie
Sylvia Plath, The Bell Jar
Truman Capote, Breakfast at Tiffany's
William Golding, Lord of the Flies
Ernest Hemingway, A Farewell to Arms
James Joyce, A Portrait of the Artist as a Young Man

<b>War</b>
Erich Maria Remarque, All Quiet on the Western Front
John Hersey, Hiroshima
Joseph Heller, Catch 22
Leo Tolstoy, War and Peace
Michael Frayn, Spies
Pat Barker, Regeneration Trilogy (Regeneration, Eye in the Door, The Ghost Road)
Robert Graves, Goodbye to all That
Robert Harris, Enigma
Sebastian Faulks, Birdsong

<b>History</b>
Hilary Mantel, Wolf Hall
Michael Morpugo, Private Peaceful
Philippa Gregory, The Other Boleyn Girl
Tom Wolfe, The Right Stuff
Tracy Chivalier, The Girl with the Pearl Earring

<b>Poetry</b>
Epic Poems
Beowulf (Translated by Ted Hughes)
Homer, The Iliad & The Odyssey
John Milton, Paradise Lost
Samuel Taylor Coleridge, The Rime of the Ancient Mariner

<b>Fantasy and Science-Fiction</b>
Douglas Adams, The Hitchhikers Guide to the Galaxy
George Orwell, 1984
H.G. Wells, The Time Machine
Jack Finney, Invasion of the Body Snatchers
John Wyndham, The Day of the Triffids
J. R. R. Tolkein, The Lord of the Rings
Jules Verne, Journey to the Centre of the Earth, 20,000 Leagues under the Sea
Kazuo Ishiguro, Never Let Me Go
Lewis Carroll, Alice in Wonderland
Margaret Atwood, The Handmaid's Tale
Mervyn Peake, Gormenghast Trilogy (Titus Groan, Gormenghast & Titus Alone)
Michael Faber, Under the Skin
P. D. James, The Children of Men
Philip K. Dick, The Man in the High Castle
Philip Pullman, His Dark Materials Trilogy (Northern Lights, The Subtle Knife & The Amber Spyglass)
Robert Harris, Fatherland
Terry Pratchett, Dodger

<b>Collections by:</b>
Carol Ann Duffy
Seamus Heaney
Grace Nichols
Simon Armitage
John Agard
Stevie Smith
John Keats
Sylvia Plath
Lord Byron
Ted Hughes
Percy Bysshe Shelley
William Blake
Samuel Taylor Coleridge
William Wordsworth

<b>Modern and Contemporary Fiction</b>
Alex Garland, The Beach
Alice Sebold, Lovely Bones
Aravind Adiga, The White Tiger
Arundhati Roy, The God of Small Things
Charles Fraizer, Cold Mountain
Chuck Palahniuk, Fight Club
Cormac McCarthy, No Country for Old Men
DBC Pierre, Vernon God Little
Monica Ali, Brick Lane
Hunter S. Thompson, Fear and Loathing in Las Vegas
Iain Banks, The Crow Road, The Wasp Factory
Ian McEwan, Atonement, The Child in Time
J.M. Coetzee, Disgrace
Judy Blume, Are you there God? It's me Margaret
Ken Kesey, One Flew over the Cuckoo's Nest
Khalid Hosseini, Kite Runner
Thomas Keneally, The Chant of Jimmie Blacksmith
Tom Wolfe, The Bonfire of the Vanities
Toni Morrison, Beloved
William Boyd, Brazzaville Beach, Restless
Yann Martel, The Life of Pi
Zadie Smith, White Teeth
Jeffrey Eugenides, The Virgin Suicides
J. G. Ballard, Empire of the Sun
Mark Haddon, The Curious Incident of the Dog in the Night-time

<b>Politics</b>
George Orwell, Animal Farm
Niccolo Machiavelli, The Prince

<b>Short Stories Collections by:</b>
Edgar Allan Poe
Guy de Maupassant
Roald Dahl
Ernest Hemingway, Collected Short Stories
James Joyce, Dubliners
Neil Gaiman

## **Geography: Exam board – Eduqas Geography B**

*[Click here for specification \(online version only\)](#)*

### *Rationale*

Our pupils will have an extensive core of geographical knowledge and vocabulary, and will be able to communicate this in a variety of ways. They will have good spatial awareness, and be able to use a wide range of maps effectively to investigate places. Their experiences outside of the classroom will support their ability to carry out increasingly complex, independent geographical enquiry, ask their own relevant questions, make sense of geographical data, think critically about different views, and justify their own view in reaching conclusions.

### *Our Ambition*

At OSA our pupils will understand what it is to be a geographer. They will have a curiosity and fascination in finding out about the world and its people and will have developed an excellent knowledge of where places are and what they are like. Through a holistic understanding of the ways in which places are interdependent and interconnected, and how human and physical environments are interrelated they will develop a comprehensive understanding of the issues facing a diverse range of places and people, now and in the future. Our ambition is to inspire pupils' curiosity to learn more about the world around them.

### *Geography Concepts*

Geographical concepts include studying the interaction between physical and human processes and the formation and use of landscapes and environments. Pupils will use these skills to make connections, draw contrasts, analyse trends and interpret a range of sources of geographical information using maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Understanding of the methods of geographical enquiry in order to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length and consolidation and extension of knowledge of the world's major countries and gaining an awareness of increasingly complex geographical systems in the world.

### *Exam board and Course code*

Exam board: *Eduqas*

Specification: *Geography B*

### *Exam components and weighting*

- Paper 1: Investigation: Geographical Issues (40%)
- Paper 2: Problem Solving Geography (30%)
- Paper 3: Applied Fieldwork Enquiry (30%)

Theme 1 – Changing Places - Changing economies. This is the human geography topic. It includes urban and rural change, retail, leisure and development.

Theme 2 – Changing Environments. This is the physical geography topic. It includes rivers, coasts, weather and climate, and climate change.

Theme 3 – Environmental Challenges. This is the environmental geography topic. It includes ecosystems, water supply and desertification.

#### *Homework*

We have revision opportunities at lunchtimes, after school and one-off events throughout the year. Homework should take 1 hour and will be set weekly. Learning will be assessed through regular monitoring of homework and classwork.

#### *Additional information*

Students will follow one course and complete the same papers regardless of their ability at GCSE – there are no longer any tiered foundation or higher papers.

Ways to support your child at home include: Supporting homework through research and encouraging your child to look in a variety of places, make reference to place knowledge during discussions with your child and to foster an environment of interest in geography by watching geographical programmes about a variety of places and spaces.

*Links to the textbooks that support the course are as follows:*

My Revision Notes: WJEC Eduqas GCSE (9–1) Geography B  
ISBN: 9781471887376

WJEC Eduqas GCSE (9–1) Geography B Andy Leeder, Alan Brown, Bob Digby, Val Davis  
ISBN: 9781471857874

#### *Top Tips:*

What can I do to help myself towards success at GCSE?

- Hand work in on time!
- Use a revision guide to review content and learn knowledge.
- Use learning checklists to make sure you know, understand and can apply this to answer questions.
- Practise geographical skills – map reading and drawing graphs etc.
- Create mind maps of key case studies we have used.
- Make revision cards.
- Visit revision websites e.g. BBC Bitesize.
- Watch revision clips on YouTube/GeogTube
- Redraft and improve answers to questions completed in class.
- Read and mark model answers given by your teacher for specific questions.
- Attend Geography support sessions; lunchtime Tuesday in H8 or after-school Thursday in H7.
- Ask your teachers questions to help you understand difficult ideas.
- Know what your target grade is and what you need to do specifically to improve.

#### *Useful Resources:*

BBC Bitesize: <https://www.bbc.com/bitesize/examspecs/ztp2qty>

	<b>Term 1</b>
Topic	Weather and Climate
Assessment	Extended writing task

	<b>Term 2</b>
Topic	Biomes
Assessment	Continual exam question practice

	<b>Term 3</b>
Topic	Water
Assessment	Problem solving practice – Paper 2

	<b>Term 4</b>
Topic	Desertification
Assessment	Mock exam – Paper 1

	<b>Term 5</b>
Topic	Rivers
Assessment	Continual exam question practice

	<b>Term 6</b>
Topic	Coasts and Fieldwork
Assessment	Mock exam – Paper 3

## **History: Exam board – Eduqas**

*[Click here for specification \(online version only\)](#)*

- Paper 1: Studies in depth; Germany 1919-39 and Elizabethan Age 1558-1603 (50% of final GCSE)
- Paper 2: Studies in breadth; USA 1929-2000 and Crime and Punishment through time 500-present (50% of final GCSE)

### *Rationale*

Through Year 10 we cover the final two topics that make up the content of the GCSE course. This will be a breadth topic and a depth topic to provide a balanced and varied curriculum that is accessible to all students.

The breadth topic is the Development of the USA 1929-2000. A topic steeped in popular history including the Cold War, Civil Rights Movement, Hippies and Countercultures, to name but a few. This unit offers the student the chance to see a broader change over time whilst gaining details on popular historical figures and analysing their true impact. This topic is perfect in Year 10, as their skills improve, they are able to analyse events with greater depth particularly ones they are already familiar with which can provide great insight into the decades of developments they study.

The depth study is Elizabethan England 1558-1603. The students will explore the life and reign of Elizabeth I. They will encounter familiar themes that cross topics and media but realise that there is a greater depth to all they thought they knew. This topic provides a great range of focus from housing and fashion to conspiracy and executions. A fitting and engaging topic to finish the year.

### *Our Ambition*

Our aim is to create a curriculum that allows all students to achieve their utmost potential. Throughout these topics the students will be developing their skills, not only for exams but analytical ideas and skills they can take with them into any task. This will provide them with a solid foundation to develop themselves across the school and fulfils our aim, to provide engaging, challenging lessons, planned to the needs of the class which will allow each student to develop to the best of their potential. All the chosen topics have been selected for engagement, and covering a diverse range of topics, we look to develop the love of learning as each student progresses.

### *History Concepts*

Throughout the topics the students will be guided in how to write like a historian, analysing sources and evidence to construct their own arguments. This will be essential for their exam techniques and forms an integral part of their development. To help with this the students are introduced to sources and to the question types early on in each topic. We believe that the more familiar they are with the question types, and are able to associate the applicable skills, the easier it will be for them to achieve their potential. With this in mind we expect that the students try their best with every task and are then practiced in reflective processes to help improve their abilities going forwards.

To help with their enrichment the students are offered several trips in Year 10. There are a limited number of places on the residential trip to Berlin and a trip, for all year 10 GCSE history students, to the Tower of London for an Elizabethan experience. Both trips are designed to enhance and develop the experiential learning of the individuals.

*Homework* will be varied in nature and all students should be getting one piece of homework at least every two weeks. This could include key words, practice questions, watching videos, researching topics, short or long term projects which relate to the topics studied. The homework will be linked closely to their lessons and develop their learning of the topics and will be designed by the teacher to help their individual development.

	<b>Topic</b>	<b>Topic Key questions</b>
Term 1	Development of the USA 1929-2000	How has society changed through depression and war?
Term 2	Development of the USA 1929-2000	Who is the most significant for the civil rights movement?
Term 3	Development of the USA 1929-2000	What impact did the Cold War have on the world?
Term 4	Development of the USA 1929-2000 Elizabethan Age 1558-1603	How has society changed in the USA from 29-2000? Who was Elizabeth I?
Term 5	Elizabethan Age 1558-1603	What changes and laws helped her control?
Term 6	Elizabethan Age 1558-1603	What threats did she face to her throne?

## **Languages: Exam board – Edexcel**

*[Click here for French specification \(online version only\)](#)*

*[Click here for German specification \(online version only\)](#)*

*[Click here for Spanish specification \(online version only\)](#)*

- Paper 1: Listening and understanding (25%)
- Paper 2: Speaking (25%)
- Paper 3: Reading & understanding (25%)
- Paper 4: Writing (25%)

The Edexcel GCSE French, German and Spanish courses of Studio, Stimmt and Viva provide complete preparation for the new GCSE (9-1) language specifications. It is an expertly-developed course designed to help all students achieve their potential in GCSE (9-1) French, German or Spanish.

It is fully differentiated with parallel Higher and Foundation books. The course provides seamless progression from the Studio, Stimmt and Viva Key Stage 3 courses and sound grammatical progression. The carefully-constructed scheme of work ensures that grammar is introduced in a logical order and at the right pace for learners. Concepts are revisited and gradually combined with other concepts. The recycling of grammar helps students to grasp concepts and to use grammar independently across contexts. All four language skills are systematically developed through the course and there is a focus on skills such as translation, understanding authentic and literary texts and spontaneous speaking.

Throughout the course a focus on cultural content and on 'learning something new' helps to give students a sense of purpose and brings language learning to life.

Homework : is usually set twice in KS4 and should take around 30 minutes (but students should be looking over new vocabulary more regularly – ideally 10 minutes per day)

Task types to expect: online listening and/or reading exercises, online grammar exercises, online vocabulary tests, preparing written or spoken presentations, consolidation exercises in exercise book, checking, correcting, improving & redrafting work and research.

Parents can support their children throughout their language learning experience at OSA by encouraging them to use resources provided by their teachers and online resources on a regular basis. Some we would recommend are: Activelearn (all students have access and are provided with login and password details by our ICT department), Duolingo, YouTube "Easy French/German/Spanish", BBC bite size and any others that students themselves may find. Additionally, parents will be able to log into "Show my Homework" where the MFL teachers regularly post homework tasks and support materials.

All students will also be provided with relevant grammar and vocabulary sheets to support their progress through each module of work (there are 4-5 throughout each year). At the end of each module students will sit assessments in a combination of skills. They will take these when they have successfully completed a module so this will vary from class to class. To support your child to be well prepared for these assessments please encourage them to use all the resources provided and recommended.

We use the Pearson steps system to assess students. This is provided by the exam board and prepares students well for the GCSE syllabus.

Assessments are taken at the end of each of the five modules. You need to know EVERYTHING on the relevant vocab sheet, also all the practise writing tasks in your exercise book and all the grammar covered for that module. Also re-revise everything from the modules before as previously learnt work can come up combined with the new stuff.

Each assessment will test 2 skills (1 receptive & 1 productive) at the end of each module. Each class starts with module 1 and will progress through modules 2 – 5 at the right speed for each class. Lower sets will take longer to complete modules than higher sets for example.

Homework is set once a week and should take around 30 minutes (but students should be looking over new vocabulary more regularly – ideally 10 minutes per day)

Task types to expect: online listening and/or reading exercises, online grammar exercises, online vocabulary tests, preparing written or spoken presentations, consolidation exercises in exercise book, checking, correcting, improving & redrafting work and research.

The following are helpful strategies for revision in languages:

- ABSOLUTELY KEY = LITTLE AND OFTEN – you will NOT succeed if you leave this until a few days before the test. Starting early and developing good habits of doing some at least every other day will ensure you are able to learn the language properly. Even 10 minutes will make a difference as long as you start early enough.
- Cover the English, look at the French/German/Spanish and try to say what it means.
- When more confident you should do the same but covering the French/German/Spanish.
- For words/phrases you do not know say it out loud 20 times & then retest yourself. (you might benefit from singing/rapping the vocabulary)
- You should also practise doing the same but writing them (on a mini whiteboard/scrap paper etc) – 20 times is key!
- For sections you are struggling with you could write the language out on little cards (a different coloured card for each section can help the memory)
- Cards/vocab books can be taken around with you so that you can keep checking things and testing yourself – eg. on car journeys, whilst waiting for brothers/sisters at classes etc!
- Looking over written work you have done and corrected in your purple or green exercise books will also be very helpful.
- Make sure you know your verb endings and tenses inside out – especially all the irregular ones!
- You will also have the revision guide that you should have bought and also access to all the practise tasks in Active learn.

Each class will start Module 1 at the beginning of Year 10 and work through each module with the aim of completing all 8 by the end of Year 11. The rate of progress will depend on the particular set.

<b>French</b>	
Module 1	Identity & Culture: Who am I?
Module 2	Identity & Culture: Cultural life
Module 3	Identity & Culture: Daily life
Module 4	Local area, holiday & travel: Town, region & country
Module 5	Local area, holiday & travel: Holidays
Module 6	School: What school is like
Module 7	Future aspirations, study & work: Work
Module 8	International & global dimension: Bringing the world together

<b>German</b>	
Module 1	School: What school is like
Module 2	Identity & Culture: Cultural life
Module 3	Identity & Culture: Who am I?
Module 4	Identity & Culture: Daily life
Module 5	Local area, holiday & travel: Travel & tourist transactions
Module 6	Local area, holiday & travel: Holidays
Module 7	Future aspirations, study & work: Work
Module 8	International & global dimension: Bringing the world together

<b>Spanish</b>	
Module 1	Local area, holiday & travel: Holidays
Module 2	School: What school is like
Module 3	Identity & Culture: Daily life, who am I?
Module 4	Identity & Culture: Who am I? Cultural life
Module 5	Local area, holiday & travel: Travel & tourist transactions
Module 6	Identity & Culture: Daily life
Module 7	Future aspirations, study & work: Work
Module 8	International & global dimension: Environmental issues

## **Maths: Exam board – Edexcel**

*[Click here for specification \(online version only\)](#)*

- Paper 1 & paper 2: Non Calculator
- Paper 3: Calculator allowed

Each paper is worth 33.3% of the total mark and tests all of the areas below:

<b>Tier</b>	<b>Topic area</b>	<b>Weighting</b>
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

### *Rationale*

The curriculum for mathematics from years 7 to 11 (and beyond) has pedagogy at the heart of it. It is based on the creation of leading mathematics educational researchers and experienced teachers. The focus is about developing both deep knowledge and understanding of mathematics to enable students to have the confidence and fluency to use mathematical reasoning and solve problems. This not only develops their academic capability and exam success but also enhances transferable life skills such as logic, reasoning and proof. Homework is set (see details below) in order to further develop and enrich students thinking, practice skills they have learnt and to revise for assessment. Mathematics at Oxford Spires contributes significantly to literacy through the development of vocabulary and comprehension.

### *Our Ambition*

Fundamentally we want students to understand the mathematics they learn and develop a love for learning mathematics. Naturally we want them to achieve the highest possible GCSE results that will also provide them with greater choices and opportunities for their futures.

### *Maths Concepts*

The learning structure for our mathematics curriculum is based around some key principles:

- Fluency
- Mathematical reasoning
- Multiplicative reasoning
- Problem solving
- Progression
- CPA approach – Concrete – Pictorial – Abstract
- Relevance
- Modelling
- Reflection
- Linking

We aim to cater for students of all abilities through stretch, challenge and support. Our resources are structured to deliver engaging and accessible content across differentiated tiers supported by worked examples, key points, literacy and strategy hints.

#### *Success in maths:*

- Students should focus in the moment. Don't think too much about what is next, think about what is now.
- Success in maths comes from: excellent behaviour; doing your best every single lesson; being in every lesson, doing everything that your teacher instructs you to do; completing every homework set to the best of your ability; revising for every unit test (which your teacher will tell you when it will be at the end of every unit) and revising properly for end of year or external exams.

#### *Homework - My Maths:*

- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- School log in: ocs
- School password: addition
- Students will be given new personal log ins and passwords every September
- My Maths is used extensively for homework but other homeworks are set by many maths teachers
- Homework is set as appropriate to the set that students are in and timed to coincide with the pace of work

#### *Setting:*

- We set in every year group.
- We have a fluid approach to moving students up or down sets.
- Set changes may occur with no prior notice to students or parents.
- Maths teachers agree set changes between themselves with the final say from the Head of Maths.
- Setting is always done based on the departments view of what is in the best interest of the students.
- We do not move students up or down sets based on students' or parents' requests.
- Decisions are based on a variety and combination of measures: term 1 testing; unit test results; average of unit test results; end of year tests; effort; class work quality; homework effort, completion and quality; how well (or not) students are coping with the work etc. and occasionally due to behaviour.

#### *Schemes of work and assessment*

- These are differentiated for Years 7 and 8 at 3 levels: Lower, middle and higher tiers
- These are differentiated for Year 9, 10 and 11 at higher or foundation.
- Timing and pace of units depends on what teachers reasonably consider is appropriate for their groups – there is no calendar for when specific units will be covered. This is to allow for the building of confidence, fluency, problem-solving, reasoning and ultimately mastery.
- It is possible that not all units will be completed in lower and middle tiers and that additional units might be added for higher tiers. Some groups might not cover all of the units before the end of Year 11.
- Unit tests are conducted in class at the end of every unit.
- End of year and external tests are conducted as the school calendar and exam board directs.

**Topics covered from Year 9 to 11 (In class test at the end of each unit)**

Units 1 start in year 9 and students' normally progress to the final units before the end of year 11

<b>GCSE (9-1) Foundation</b>	<b>GCSE (9-1) Higher</b>
Unit 1 Number	Unit 1 Number
Unit 2 Algebra	Unit 2 Algebra
Unit 3 Graphs, tables and charts	Unit 3 Interpreting and representing data
Unit 4 Fractions and percentages	Unit 4 Fractions, ratio and proportion
Unit 5 Equations, inequalities and sequences	Unit 5 Angles and trigonometry
Unit 6 Angles	Unit 6 Graphs
Unit 7 Averages and range	Unit 7 Area and volume
Unit 8 Perimeter, area and volume 1	Unit 8 Transformation and constructions
Unit 9 Graphs	Unit 9 Equations and inequalities
Unit 10 Transformations	Unit 10 Probability
Unit 11 Ratio and proportion	Unit 11 Multiplicative reasoning
Unit 12 Right-angled triangles	Unit 12 Similarly and congruence
Unit 13 Probability	Unit 13 More trigonometry
Unit 14 Multiplicative reasoning	Unit 14 Further statistics
Unit 15 Constructions, loci and bearings	Unit 15 Equations and graphs
Unit 16 Quadratic equations and graphs	Unit 16 Circle theorems
Unit 17 Perimeter, area and volume 2	Unit 17 More algebra
Unit 18 Fractions, indices and standard form	Unit 18 Vectors and geometric proof
Unit 19 Congruence, similarity and vectors	Unit 19 Proportion and graphs
Unit 20 More algebra	

## **Music: Exam board – Edexcel 1MUO**

**[Click here for specification \(online version only\)](#)**

- Coursework: Performing (30%) / Composing (30%)
- Written paper: Appraising (40%)

### *Rationale*

The Year 10 Curriculum is designed to evenly distribute the work load of KS4 across the 2 years. Component 1 – Free Composition is completed in Year 10 (15% of the overall grade) – this allows students time to develop skills in exploration and develop a deeper understanding of composition. Spend a significant amount of time developing a deeper understanding of the four areas of study (eight set works).

### *Our Ambition*

The aim of the KS4 curriculum is to build Performing, Composing and Listening skills. At the heart of the Curriculum is the ability to understand the music of different cultures and religions, the relevance of music within our and other societies and embracing music as a way of communicating, celebrating and accepting others both socially, spiritually, morally and culturally. We strive for all students to make at least the expected progress and achieve their target grade.

### *Music Concepts*

Students develop an understanding of the skills for using musical elements and technology to create music. Work is actively differentiated and personalised, catering for the needs and interests of the students. Students explore in mixed ability groupings to allow them to share their instrumental and musical skills. The carefully crafted spiral curriculum allows students to revisit compositional and performance tasks, allowing them to consolidate prior understanding and develop their knowledge further. Listening and appraising is also taught in a similar structure; revisiting the basic concepts and elements of music repeatedly thus building skills and confidence. Music aims to provide a broad and balanced curriculum, measuring knowledge (listening and appraising) against skill (performing) and blending the two within compositional tasks.

### *Homework*

In Music lessons students will receive homework that relates directly to what they will be doing in future lessons. Homework will be set when appropriate to support classroom learning and ensure coursework deadlines are met. There is a clear expectation that students complete two rehearsals per week (roughly 60 minutes) – this is homework for Component 1 and Component 3. Students will need to complete all homework tasks in order to make good progress and should always ask their teacher, in advance of the next lesson, if they have trouble with completing the task.

<b>Term 1 – Project</b>			
Topic	Performance (Component 1 – Style Performance) Solo performance on main instrument Deadline: 18 <sup>th</sup> October		
Assessment	Working as a soloist, students will present a piece of music. Students will be marked against the GCSE Criteria for Component 1 – Performance		
	Technique	Expression & Interpretation	Accuracy & fluency

<b>Term 2 – Project 2</b>			
Topic	Performance (Component 1 – Style Performance) Ensemble performance (groups of 2, 3, 4 etc.) Deadline: 13 <sup>th</sup> December		
Assessment	Working as an ensemble, students will present a piece of music. Students will be marked against the GCSE Criteria for Component 1 – Performance		
	Technique	Expression & Interpretation	Accuracy & fluency
<b>Term 3 – Project 3</b>			
Topic	Appraising (Component 3 – Listening) Students will complete an intensive introduction to the set works, focussing on exam style questions and technique		
Assessment	Working individually and in groups, students will respond to given component 3 style questions. They will be expected to listen and appraise, and refine their melodic and rhythmic dictation skills.		
<b>Term 4 – Project 4</b>			
Topic	Composition (Component 2 – Draft Submission) Creating a composition between 2 & 4 minutes, based on one of the four areas of study Deadline: April 1 <sup>st</sup>		
Assessment	Working individually, students will start to explore compositional techniques and styles, whilst consolidating DAW techniques. Students will be marked against the GCSE Criteria for Component 2 – Composition		
	Developing Musical Ideas	Demonstrating Technical Control	Musical Coherence
	Students will complete a draft submission which will be returned, final submission date will be Monday 4 <sup>th</sup> November (Year 11). Any refinements are to be worked on independently in homework time.		
<b>Term 5 – Project 5</b>			
Topic	Composition (Component 2 – Style Composition) Creating a composition between 2 & 4 minutes, based on a set brief Deadline: 19 <sup>th</sup> June		
Assessment	Working individually, students will start to explore compositional techniques and styles, whilst consolidating DAW techniques. Students will be marked against the GCSE Criteria for Component 2 – Composition		
	Developing Musical Ideas	Demonstrating Technical Control	Musical Coherence
<b>Term 6 – Project 6</b>			
Topic	Appraising (Component 3 – Listening) Students will complete an intensive introduction to the set works, focussing on exam style questions and technique		
Assess	Working individually and in groups, students will respond to given component 3 style questions. They will be expected to listen and appraise, and refine their melodic and rhythmic dictation skills.		

## **Physical Education & Sport**

### *Rationale*

Physical Education and Sport in Key Stage 4 at Oxford Spires Academy offers the chance to progress in key sports and build on their life-time love of sport and physical activity. With a focus on life-long participation, students have the opportunity to opt to follow specific sports across the term, learning more detailed physical components alongside the recreational side of physical activity. New concepts on health and fitness are embedded in Key Stage Four with those studying GCSE and BTEC Sport given additional curriculum time through PE to learn the Analysis and Evaluation components of Sport.

The curriculum will build into the Inter House Sport calendar, offering the depth of competition for those who wish to take particular sports a level beyond participation. This inclusive approach to the curricular and extra curricular provision of Physical Education and Sport places “Sport for All” at the heart of all we do.

For those who wish to take their education of Sport and PE to the next level, the offer of GCSE PE and BTEC Sport ensures a differentiated approach for assessment and qualification in the subject, both of which give the opportunity for entry onto 6<sup>th</sup> form Sport courses at OSA.

### *Our Ambition*

Our ambition is for a large percentage of the year group to opt for the qualification subjects (GCSE and BTEC) in PE and Sport to enhance their provision and depth of the subject, whilst recognising that for many, recreational sport and physical activity will be key to success later in life. This balance provides our students with bespoke opportunities to achieve their ambitions in our subject.

### *Physical Education Concepts*

With guidance from the PE staff, students can opt in to GCSE or BTEC Sport. This is designed for those who have a real love for the subject and maybe wish to take their journey in sport into the 6<sup>th</sup> form and beyond. Specialist staff will deliver all the key concepts of Anatomy and Physiology and Social Cultural Concepts of Sport and Physical Activity, with curriculum time designed to support the development of the practical aspects of the course. “Sport for All” ensures all students (on GCSE/BTEC pathways or core PE) have every opportunity to fulfil their potential in Sport and Physical Education at Oxford Spires.

## **GCSE Physical Education: Exam board – AQA GCSE**

### ***Click here for GCSE specification (online version only)***

- Paper 1: The human body & movement in physical activity and sport (30%)
- Paper 2: Socio-Cultural influences and well-being in physical activity and sport (30%)
- Non-exam assessment: Practical performance in physical activity and sport (40%)

Those students who opt to follow PE as a GCSE in addition to their core Physical Education will receive additional time with the department, working towards their full course GCSE in Physical Education (AQA). This course is aimed at students who wish to develop their knowledge of the theory underpinning sports performance, with particular focus on Anatomy and Physiology and Socio-Cultural Influences on Sport and Performance. This course is an essential requirement to those wishing to follow sport in the 6th form.

## GCSE Schedule

Term 1	
Paper 1	Effects of Exercise
Paper 2	Commercialisation of Sport

Term 2	
Paper 1	Fitness Testing
Paper 2	Commercialisation of Sport

Term 3	
Paper 1	Methods of Training
Paper 2	Technology and Sport

Term 4	
Paper 1	Methods of Training
Paper 2	Ethical Issues in Sport

Term 5	
Paper 1	Principles of Training
Paper 2	Health and Fitness

Term 6	
Paper 1	Principles of Training
Paper 2	Sports Nutrition

## **Level 1/2 First Award in Sport (BTEC): Exam Board – Pearson Edexcel**

### ***Click here for BTEC specification (online version only)***

- Unit 1: Fitness for Sport and Exercise (25%) – externally assessed examination
- Unit 2: Practical Performance in Sport (25%)
- Unit 3: Applying the Principles of Personal Training (25%) – synoptic assessment
- Unit 6: Leading Sports Performers (25%)

For students who suit primarily coursework and practical-based assessment, the Level 1/2 First Award in Sport offers an alternative curriculum for qualification. Each unit is closely linked with the other 3 and students are expected to be able to transfer their knowledge between each unit leading up to the final examination (online assessment) in unit 1. This course is ideal for students who are interested in taking their PE further with options to continue studying level 3 Sport in the 6<sup>th</sup> form.

## BTEC Schedule

	<b>Term 1</b>
Unit 3	Applying the Principles of Training: Learning Aim A – Designing a Training Programme
	<b>Term 2</b>
Unit 3	Applying the Principles of Training: Learning Aim B – Effects on the Body during Fitness Training
	<b>Term 3</b>
Unit 3	Applying the Principles of Training: Learning Aim C – Implement a Personal training programme
	<b>Term 4</b>
Unit 3	Applying the Principles of Training: Learning Aim D – Review a Personal training programme
	<b>Term 5</b>
Unit 6	Leading Sports Activities: Learning Aim A – The Attributes of Successful Sports Leadership
	<b>Term 6</b>
Unit 6	Leading Sports Activities: Learning Aim B – Undertake the planning and leading of Successful Sports activities

## **Religious studies: Exam board - Eduqas**

***Click here for specification (online version only)***

### *Rationale*

The Year 10 curriculum has been designed to develop students understanding of two world religions as well also finding sense of meaning to the world around them. It is based on the Eduqas GCSE.

Students will study Philosophy and Ethics. In Year 10 students will study an ethics unit called Human Rights. They will then study Christian beliefs, teachings and practices

### *Our Ambition*

The RE department's vision is to encourage critical thinkers that can engage with sensitive and difficult issues in a way that will provide a positive contribution to society. They will be encouraged to develop excellent speaking skills that will enable them to put across their thoughts and opinions in a constructive way that will help them with their future careers.

Students will be supported by doing 'talking mocks' and these will be based in the Conference Centre in exam conditions but their teacher will guide them through the wording of the exam questions to support their exam technique.

### *Religious Education Concepts*

During Year 10 students are given the both knowledge and skills they can continue to develop into their GCSE curriculum. They will produce essays using the skills they will need for their GCSE RE exam.

Paper 1: Religious, philosophical and ethical studies in the modern world (50%)

- Paper 2: Study of Christianity (25%)
- Paper 3: Study of a world faith (Islam) (25%) or Study of a world faith (Buddhism) (25%)

For paper 1 students will study:

- Issues of Relationships
- Issues of Life and death
- Issues of Good and Evil
- Issues of Human Rights

## **Reading list**

### *Non-Fiction*

Buddhism: A Very Short Introduction by Damien Keown

Call Me by My True Names by Thich Nhat Hanh

Christianity: A Very Short Introduction by Linda Woodhead

Islam: A Student's Approach to World by Victor W Watton

The God delusion by Richard Dawkins

The Philosopher at the End of the Universe by Mark Rowlands

The Reality of God and the problem of Evil by Brian Davies

The God delusion by Richard Dawkins

*Fiction*

Brave New World (1932) by Aldous Huxley  
Crime and Punishment (1866) by Fyodor Dostoyevsky  
Siddhartha (1922) by Hermann Hesse  
The Brothers Karamazov by Fyodor Dostoyevsky  
The Great Divorce by CS Lewis  
The Screwtape letters by CS Lewis

<b>Term 1</b>	
Topic	Issues of Life and Death
Assessment	Exam questions

<b>Term 2</b>	
Topic	Issues of Life and Death
Assessment	Talking mock – Issues of Life and Death

<b>Term 3</b>	
Topic	Christian beliefs
Assessment	Exam questions

<b>Term 4</b>	
Topic	Christian beliefs
Assessment	Talking mock Christian beliefs

<b>Term 5</b>	
Topic	Christian Practices
Assessment	Talking mock Christian practices

<b>Term 6</b>	
Topic	Revision, end of year exam and PSHE – Health and Relationships education
Assessment	End of year exam

## **Science: Exam board – AQA**

### *Rationale*

Our curriculum in KS4 is designed to promote independent thought, memory and recall. In each module we have a revision skills and recall lesson half way through. The purpose of this is to promote the importance of recall in science given the large amount of content there is to learn across the three disciplines and also to explicitly teach the pupils methods for committing information and ideas to memory.

We aim to teach lessons that engage pupils in the science content and that pupils find enjoyable and rewarding. We also aim to build strong and positive rapport with the pupils. We reason that if pupils feel positive and engaged with both the subject and the teacher, while being challenged and supported in independent thought and explicitly taught revision and recall skills that they will be successful academically.

The order of the topics has been chosen so to be progressive from one topic to the next and to ensure that pupils have the foundations in each discipline to build harder content on top of. In some instances, large topics are split in two and returned to later in curriculum.

### *Our Ambition*

Our ambition is for the pupils to develop an interest in science and a methodical and analytical method for approaching problems. We also intend for them to gain the study skills required to make a success of science at GCSE and in any further study they undertake.

### *Science Concepts*

The science curriculum is topic based throughout KS4. Our teaching style aims to force pupils to think for themselves by focusing on inquiry, open questioning and investigation. We intend to challenge the most able through extension and further questions often asking them to justify, explain or design. We also intend to support those who need it through one on one support, scaffolding and through building confidence with appropriate questioning. There is the opportunity for pupils to be involved in house science during the final term of the year which gives pupils the opportunity to work as a team, improve their practical skills as well as their ability to present to an audience.

### *Exam components (papers) and weighting*

#### *Biology*

[Click here for Biology specification \(online version only\)](#)

Paper 1: Topics 1-4: Cell Biology; Organisation; Infection & response; Bioenergetics (50%)

Paper 2: Topics 5-7: Homeostasis & response; Inheritance, variation & evolution; Ecology (50%)

#### *Chemistry*

[Click here for Chemistry specification \(online version only\)](#)

Paper 1: Topics 1-5: Atomic structure & the periodic table; Bonding, structure, & the properties of matter; Quantitative chemistry; Chemical changes; Energy changes (50%)

Paper 2: Topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, chemistry of the atmosphere; Using resources (50%)

## Physics

[Click here for Physics specification \(online version only\)](#)

Paper 1: Topics 1-4: Energy; Electricity; Particle model of matter; Atomic structure (50%)

Paper 2: Topics 5-8: Forces; Waves; Magnetism & electromagnetism; Space physics (50%)

[Click here for Combined Science specification \(online version only\)](#)

## *Homework*

Pupils should expect weekly homework with variety in the tasks set.

## *Useful resources*

[www.bbc.co.uk/bitesize/levels/z98jmp3](http://www.bbc.co.uk/bitesize/levels/z98jmp3)

[www.senecalearning.com](http://www.senecalearning.com)

## *Biology textbook:*

<https://global.oup.com/education/product/9780198359371/?region=uk>

<https://www.cgpbooks.co.uk/secondary-books/gcse/science/biology/batb42-grade-9-1-gcse-biology-for-aqa-student-b>

## *Chemistry textbook:*

<https://global.oup.com/education/product/9780198359395/?region=uk>

<https://www.cgpbooks.co.uk/secondary-books/gcse/science/chemistry/catb42-grade-9-1-gcse-chemistry-for-aqa-student>

## *Physics textbook:*

<https://global.oup.com/education/product/9780198359388/?region=uk>

<https://www.cgpbooks.co.uk/secondary-books/gcse/science/physics/patb42-grade-9-1-gcse-physics-for-aqa-student-b>

<b>Term 1</b>		4th Sept	9th Sept	16th Sept	23rd Sept	30th Sept	7th Oct	14th Oct	21st Oct	
Triple	Biology	Infection & Response					Bioenergetics			
	Chemistry	Chemical Changes								
	Physics	Forces & Motion								
Combined	Biology	Infection & Response							Bioenergetics	
	Chemistry	Chemical Changes								
	Physics	Forces & Motion								
<b>Term 2</b>		4th Nov	11th Nov	18th Nov	25th Nov	2nd Dec	9th Dec	16th Dec		
Triple	Biology	Bioenergetics	Transport & Health							
	Chemistry	Energy Changes		Rates & Equilibrium						
	Physics	Waves								
Combined	Biology	Bioenergetics					Transport & Health			
	Chemistry	Chemical Changes		Energy Changes			Rates & Equilibrium			
	Physics	Forces & Motion		Waves						
<b>Term 3</b>		6th Jan	13th Jan	20th Jan	27th Jan	3rd Feb	10th Feb			
Triple	Biology	Homeostasis								
	Chemistry	Organic Chemistry			Chemical Analysis		Quantitative Chemistry			
	Physics	Waves		Electricity						
Combined	Biology	Transport & Health					Homeostasis			
	Chemistry	Rates & Equilibrium			Organic Chemistry					
	Physics	Waves			Electricity					
<b>Term 4</b>		24th Feb	2nd March	9th March	16th March	23rd March	30th March			
Triple	Biology	Variation & Inheritance					Ecosystems			
	Chemistry	Quantitative Chemistry			The Atmosphere					
	Physics	Electricity					Radioactivity			
Combined	Biology	Homeostasis								
	Chemistry	Organic Chemistry		Chemical Analysis			Structure & Bonding			
	Physics	Electricity								
<b>Term 5</b>		20th April	27th April	4th May	11th May	18th May				
Triple	Biology	Ecosystems				Evolution				
	Chemistry	The Atmosphere			Using Resources					
	Physics	Radioactivity								
Combined	Biology	Homeostasis		Variation & Inheritance						
	Chemistry	Structure & Bonding	Revision							
	Physics	Electricity	Radioactivity							
<b>Term 6</b>		1st June	8th June	15th June	22nd June	29th June	6th July	13th July	20th July	
Triple	Biology	Evolution				Ecosystems				
	Chemistry	Using Resources								
	Physics	Radioactivity			Particle model of matter					
Combined	Biology	Variation & Inheritance				Practical				
	Chemistry	Revision	Structure & Bonding							
	Physics	Radioactivity								

