



Year 10

Curriculum Booklet

2020-21

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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.

Responsive Curriculum:

We understand that students have experienced some significant disruption to their learning over the last year. We have adopted a responsive approach to ensure that all our students are able to enjoy learning and experience success in all their lessons and wider aspects of school life.

A new timetable was published on Monday 08 March, as part of this all KS4 students continue to have access to specialist rooms and practical lessons. Each faculty team reviewed and adapted their planning to ensure that any missed opportunities for learning from lockdown are addressed.

In response to the disruption to learning caused by lockdown we have put in place the following:

- Targeted students will receive tutoring sessions over the Easter period which will help to accelerate learning.
- National Tutoring Programme for English and Maths which is supporting learning for in-class assessments.
- Tutor sessions, academic mentoring, and workshops to strengthen our student's knowledge and understanding and support effective revision and recall.
- A strong focus on reading comprehension and specialist subject vocabulary.
- Careers interviews and careers support.
- Each faculty has reviewed and developed their planning to ensure that any missed opportunities for learning from lockdown are addressed.
- Additional tutoring, mentoring and support. If students are not making expected progress, they will be given extra help in sessions before and after school.
- Continued use of Teams to support home learning.
- Enrichment opportunities - promoted via Teams posts.
- A new programme of in-school activities will be starting from 19th April.

Responsive Teaching:

Teachers follow a responsive teaching model which includes:

- Shared lesson goals and expectations.
- Reviews of previous learning.
- Deconstruction and modelling of new skills.
- High expectations for all.
- Scaffolding to support all students to achieve challenging objectives.
- Independent silent practice to develop and embed skills and knowledge.
- Feedback to adapt and personalise learning.

Ongoing and regular assessment for learning allows teachers to personalise and adapt the delivery of learning for their students. In lessons there is a focus on vocabulary and reading comprehension, alongside regular revisiting of themes to consolidate understanding. Feedback is an essential element of responsive teaching.

Students should expect feedback in a number of forms:

- Spoken feedback – research shows that this is a highly effective way to support individual progress.
- Whole class feedback – based on the strengths and areas for development of work completed.
- Quizzes/online tests – this provides an effective and immediate form of feedback for students.

It is our policy for teachers to build in time for students to act on feedback through green pen response. The work students do in response to feedback is essential to their progress.

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 textbooks 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.

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 am 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 Mrs Fletcher by emailing sfletcher@spires.anthemtrust.uk

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 GCSE specification \(online version only\)](#)

BTEC Tech Award Art and Design Practice – Edexcel (Qualification Number: 603/3073/9)

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

The Art and Design BTEC course is made up of 3 components. Two internally assessed components (60%) and one externally set assignment (40%).

Component titles	Assessment type	GLH (Guided Learning hours)	% of Qualification
1. Generating Ideas in Art and Design	Internal	36	30
2. Develop Practical Skills in Art and Design	Internal	36	30
3. Responding to a Client Brief	External (Synoptic)	48	40

The Pearson BTEC Award in Art and Design Practice is for learners who wish to acquire knowledge and technical skills through vocational contexts by studying the knowledge, skills and processes related to investigating, exploring and creating art and design work as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

Content:

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover:

- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes
- development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs
- processes that underpin effective ways of working in art and design practice, such as generating ideas, prototyping, development, review and refinement
- attitudes that are considered most important in art and design practice, including planning, organisation and communication.

This award complements the learning in GCSE qualifications, such as the GCSE in Design and Technology, through developing and applying art and design practice skills to commercial opportunities and by enabling learners to apply knowledge and skills in a practical way through project work, such as developing ideas and creating art and design outcomes for specific audiences. Art teaches students life skills – they undertake research and investigation, problem solving, confidence building, visual awareness, ability to develop ideas, initiative and cultural understanding. The study of Art helps students develop transferable skills that they can take into any career or job. Art and Design will be required for particular careers in such fields as advertising, marketing, design, architecture, publishing and the media, where the subject is directly applicable.

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/BTEC 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.

Art GCSE Scheme

Term 1 topic	Natural Forms
Assessments	Practical: Observational drawing of a natural form. Develops skills in recording of ideas and creating refined responses
Term 2 topic	Natural Forms
Assessments	Practical and Written: Artist presentation page, practical response, and artist analysis write up. Analytical skills combined with exploring, selecting and reviewing techniques and processes
Term 3 topic	Natural forms
Assessments	Practical and written: Georgia O’Keeffe analysis and shell grid drawing. Analytical skills combined with recording ideas relevant to intentions related to the work of others
Term 4 topic	Natural Forms
Assessments	Practical: Ceramic sculpture assessment. Developing skills in recording and refining ideas, demonstrating critical understanding of design and using 3d building techniques with clay and relating this to Artist styles and techniques.
Term 5 topic	Natural Forms
Assessments	Practical: Observational impasto painting of a still life. Develops skills in recording of ideas and creating refined responses
Term 6 topic	Natural Forms
Assessments	Practical: End of year assessment. A final piece demonstrating your skills developed throughout the year.

Art BTEC Scheme

Year 1			
Term	Components	Content	Assessments
Term 1	The first year of the course will be a foundation year building students’ knowledge, experience and practice across a wide range of Art and Design disciplines. We will consider the requirements of components 1 & 2 to prepare for independent assessments.	Contextual References in Art & Design - Fine Art outcomes	Observational drawing assessment
Term 2		2D Visual communication - Graphic Design & illustration	Written review of advertising of graphic design work, for example, an advertising campaign.
Term 3		3D Visual communication – Design Crafts – Sculpture & Ceramics	Problem solving task using 3D materials.
Term 4		Textiles	Design task – timed response to client brief.
Term 5		Photography	Independent photoshoot task.
Term 6		Printmaking	Sharing practice task – create a tutorial for a printmaking technique.

Business: Exam board – OCR

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

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

Rationale

The purpose of the Business GCSE and BTEC curriculum is to help bring business to life and inspire learners to achieve their best. These qualifications embed and develop 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 level 2 BTEC and 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

GCSE Business:

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.

BTEC Business:

This robust qualification has been carefully designed around teacher led assessments as well as allowing students to understand skills that are essential to the vocational industry. BTEC Firsts will support students to progress further into higher education and prepare them for the outside world. They will develop skills “that will link to the business sector, employment opportunities, admin, marketing, finance, HR and sales and customer services”.

Business Concepts

GCSE Business:

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. In Year 9, we aim to offer a one off ‘revision technique’ session to support them in their home learning and revision.

BTEC Business:

The course is designed to adapt to learners' needs. Through pass, merit and distinction tasks (distinction is the more challenging criteria), students attempt and reach the recommended criteria necessary to achieve the grade. Progression here can be demonstrated through verbal and written feedback, allowing students of all abilities to access exams and coursework assignments. Through a timetabled submission and handout schedule the business department will ensure that students' needs are being met, and lessons are being differentiated to support and develop student's abilities.

GCSE Business

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

Term 1 topic	Business 1: business activity, marketing and people (J204/01)
Topic will consist of	The role of business enterprise and entrepreneurship, Business planning, Revenue; costs; profit and loss

Term 2 topic	Business 1: business activity, marketing and people (J204/01)
Topic will consist of	Business ownership, Business aims and objectives, Stakeholders in a business

Term 3 topic	Business 1: business activity, marketing and people (J204/01)
Topic will consist of	Business growth, The role of marketing, Market research,

Term 4 topic	Business 1: business activity, marketing and people (J204/01)
Topic will consist of	Market segmentation, The marketing mix

Term 5 topic	Business 1: business activity, marketing and people (J204/01)
Topic will consist of	The Marketing mix continued

Term 6 topic	Business 1: business activity, marketing and people (J204/01)
Topic consist of	The role of human resources, Organisational structures and different ways of working

BTEC Business

Term 1	
Term 1 topic	Unit 1- Enterprise in the Business world
Topic will consist of	Students will begin to understand how trends and the current business environment may impact on a business

Term 2	
Term 2 topic	Unit 1- Enterprise in the Business world
Topic will consist of	Students will begin to understand how to plan an idea for a new business

Term 3	
Term 3 topic	Unit 1- Enterprise in the Business world
Topic will consist of	Here students will learn skills and develop and understanding in order to present a business model for a business start-up

Term 4	
Term 4 topic	Unit 3: Promoting a brand
Topic will consist of	Here students are given a scenario and will understand how to explore the use of branding and the promotional mix in business

Term 5	
Term 5 topic	Unit 3: Promoting a brand
Topic will consist of	Here students will compare different branding strategies used in real life businesses and complete learning aim A of their coursework

Term 6	
Term 6 topic	Unit 3: Promoting a brand
Topic will consist of	Students will learn how to develop and promote a marketing campaign for their brand applying branding methods with supporting evidence

Homework will be set once a week and will need to be completed to the best of your ability. Students may pop into the department at any time for assistance with homework.

Useful Resources:

- www.ocr.org.uk/qualifications/qcse-business-j204-from-2017/
- 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*

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

Students should become confident in being able to correctly explain the workings of a computer system, both in terms of hardware and software. Learners should also gain confidence to solve problems, applying the techniques they have been taught in order to generate algorithmic solutions, either for python implementation (or for application by a person following the solution). Learners should be confident in reading, interpreting and correcting algorithms in a variety of forms including pseudocode, flowcharts and python. The discrete mathematical constructs for the binary, hexadecimal and denary number systems, as well as Boolean algebra, should be firmly entrenched by the end of Year 9.

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

Presently the course holds the code OCR J276*. A draft scheme for J277 which entails the removal of the Programming Project from the specification, but instead featuring this as a COMPONENT B in the second course component (see below).

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
 - Section A – Theoretical Content
 - Section B – Programming Skills Content (to a project-like scenario)

Both components will be taught and assessed simultaneously throughout the year.

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.

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 that requires only an internet connection and a modern browser.

Useful resources

ONLINE:

- [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](#) – Another excellent resource for home study.
- [Cambridge Computing MOOC](#) – Highly recommended!
- [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
1	1.1 The CPU & The Execution Cycle & Embedded Systems Introduction to LMC Assembler.	2.1.1 Simple Algorithm Concepts 2.2.1 Core Programming Skills – data types; variables; comments; casting; input; output; operators * MICRO CODING PROJECT1
2	2.6.2 Binary Numbers including Addition and Shifts 2.4 Boolean Algebra 2.4 Modulo Arithmetic	2.1.1 Abstraction and Procedural Programming. 2.1.4 Top down coding (procedural abstraction) * MICRO CODING PROJECT2
3	1.2 Memory (RAM and ROM) 2.6.2 Hexadecimal Number System	2.2.2 Programming Constructs – sequencing, selection and iteration. 2.1.4 Interpreting, correcting and tracing algorithms that use selection. 2.2.2 Programming with the if -family instruction * MICRO CODING PROJECT3
4	1.3 Storage – Disks, and Virtual Memory, Characteristics of storage. File Size calculations.	2.2.2 Conditional Iteration Tracing and Correcting Iteration * MICRO CODING PROJECT4
5	1.7 System Software and Operating Systems Revision	2.2.2 Counting iteration and Nested loops Revision
6	End of Year Test Corrective Teaching Component 1 & Component 2	MINI PROGRAMMING PROJECT <ul style="list-style-type: none"> • Plan • Design • Develop • Test & Evaluate
Extension Content	LMC (Little Man Computer)	Strings 1D Arrays & Lists

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 teamwork 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 21st Century (50%)

The three projects over Year 9 are designed to deliver core knowledge, understanding and an in depth focus on a selected area in a fun and exciting way.

The projects are: Trendy Wall Mirror, Fibre optic lamp and Security

Core knowledge and understanding: Wood, Textiles, Metals, Plastics, Smart materials, Design and Technology and our world, Electronic systems, Mechanical components and devices, Designing and making principles

Assessment:

Students will be assessed on their application of knowledge and understanding through project work, design work and its communication. They will be graded on each project and cover:

- Design work, communication and creativity
- Safe working practices
- Using tools and equipment independently
- Practical outcome
- End of year exam

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.

Term 1	4th Sept	9th Sept	16th Sept	23rd Sept	30th Sept	7th Oct	14th Oct	21st Oct
Wall mirror project	Core materials	mortice & tenon	Iterative design	Develop solution	Scale drawing	Product analysis	2 CAD design	
Assessment	Assessment of design work & early product							

Term 2	4th Nov	11th Nov	18th Nov	25th Nov	2nd Dec	9th Dec	16th Dec
Wall mirror project	Manufacture product			Industrial practices	Complete product		Evaluation
Assessment	Assessment						

Term 3	6th Jan	13th Jan	20th Jan	27th Jan	3rd Feb	10th Feb
Fibre Optic project	Systems & control	Produce working circuit	Research products	Specification	Ideas	Development
Assessment	Assessment of design work & early product					

Term 4	24th Feb	2nd March	9th March	16th March	23rd March	30th March
Fibre Optic project	Manufacture product				Evaluation	
Assessment	Assessment of finished product					

Term 5	20th April	27th April	4th May	11th May	18th May
Security Project	Mechanisms	Research locks	Manufacture box		
Assessment	Assessment of manufacturing				

Term 6	1st June	8th June	15th June	22nd June	29th June	6th July	13th July	20th July
Security Project	Ideas for locking solutions		Complete manufacture	Evaluation		Smart materials	Mathematics	
Assessment	Assessment of finished product							

Level 1 EAL Engineering

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

Students will be given the opportunity to develop their engineering capability by producing a wooden tool tray containing a sliding bevel, junior hacksaw, small cross pein hammer, odd leg callipers and screwdriver.

The project is designed to allow pupils to develop the necessary knowledge and skills to successfully accomplish the core and selected units, which they will start in Year 10.

Pupils will develop skills and knowledge of: Workshop practices; Health and Safety in the workplace and legislation; Reading working drawings; Scale; Joining woods; Heat treatments; Forging; Turning processes; Milling processes; Drilling; Joining metals; Using jigs; Using marking out tools; Using hand tools for waste removal; Thread cutting; Fabrication; Developments; Finishing materials

Assessment:

- Safe working practices
- Using tools and equipment independently
- Practical outcome

	Topic
Term 1	Dovetailed Toolbox
Term 2	Sliding Bevel
Term 3	Junior Hacksaw
Term 4	Screwdriver
Term 5	Cross Pein Hammer
Term 6	Odd Leg Calipers

EDUQAS Hospitality and catering

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

Rationale

The Hospitality and Catering sector includes all businesses that provide food, beverages, and or accommodation services. This includes restaurant, hotels, pubs, and bars. It also includes airlines, tourist attractions, sports venues, increasingly important to their success.

Accordingly, to the British hospitality association, hospitality and catering it is Britain's fourth largest workforce within the country.

This structure of this course has been designed in a way as to develop learners' knowledge and understanding related to a range of hospitality and catering providers.

They will learn how they operate and what they have to take into account to be successful. They will understand the key issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving. They will need to be organised and show good time management, planning and communication in their practical assessment.

Our Ambition

Hospitality and Food Technology provides students with 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 and a world where transferrable skills are key to success.

Hospitality & Catering Concepts

During the course students will develop a good foundation of knowledge, understanding and skills that are required by the Hospitality and Catering industries. You will learn about the different parts of the hospitality and catering. You will be able to develop your understanding of different job roles, catering establishments and the various aspects in relation to Hospitality within the workplace. You will learn about front of house operations, needs and requirements of your customers and the nutrition and issues related to food preparation and food safety. You also develop your skills when designing, preparing and cooking a wide variety of dishes which meet set design briefs through project based learning and this is linked to the coursework unit worth 60%.

This qualification is an award in Hospitality and Catering and it is equivalent to a GCSE if you achieve a Level 2 pass or higher. The breakdown of the course and the grades are shown below.

Unit 1 5569UB 40%	The Hospitality and Catering industry (Written Exam)		1 Paper 1 hour 30 minutes 90 Marks
Unit 2 5569U2 60%	Hospitality and Catering in Action (Coursework) Deadline-December 17th 2019		Controlled assessment 9 hours Task 1- 3 hours plan four nutritional dishes that meet the requirements of the brief. Task 2- 2 hours Select and plan the production of 2 dishes that could be included on the menu (Main/ Dessert) Task 3- 4 hours prepare, cook and present the two dishes.
	Term 1 September-December	Term 2 January- April	Term 3 May- July
Year 9	Nutrition Poor nutrition Special diets Cooking methods Health and safety	Environmental issues Analysing a brief Customer needs Planning my meals Designing a menu	Developing knowledge and skills to a set brief

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 9 Curriculum is designed to act as a bridging year between KS3 & KS4. The focus is on the revisiting of skills covered in KS3 and developing skills and experience needed for Component 1 – Devising, Component 2 – Scripted Performance and Component 3 – The Crucible. Allowing students to take part in ‘mock’ assessments. We focus on the development of more advanced techniques and terminology in preparation for the GCSE curriculum

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.

	Term 1 and 2 – Project 1		
Topic	Gender (Component 2 – Style Performance) Girls Like That by Evan Placey or Bouncers by John Godber		
Assessme	Working as an ensemble, students will perform a scripted section of Drama. Students will be marked against the GCSE Criteria for Component 2 – Performance		
	Vocal and Physical Skills	Characterisation and Communication	Artistic Intention and Style

	Term 3 and 4 – Project 2		
Topic	Making Faces (Component 1 – Style Performance) Creating a piece of original drama from a given stimulus		
Assessment	Working as an ensemble, students will devise and perform a piece of original drama. Students will be marked against the GCSE Criteria for Component 1 – Devising		
	Vocal and Physical Skills	Characterisation and Communication	Artistic Intention and Style
	Students will also complete 3 of the 6 questions for the Portfolio		

	Term 5 – Project 3		
Topic	Monologues (Component 2 – Style Performance) Presenting a 2-minute monologue from a published play		
Assessme	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

	Term 6 – Project 4		
Topic	The Crucible by Arthur Miller (Component 3 – Style Project) Practically exploring and providing a written evaluation and analysis – responding as an Actor, Designer and Director		
Assessment	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 – 20th & 21st Century Unseen texts 35%, Transactional writing 25%
- Speaking & listening

English Literature:

- Paper 1: Shakespeare & post-1914 literature (An Inspector Calls)
- Paper 2: 19th 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 into the 6th Form are well prepared for the demands of the A-level course.

The GCSE does require confidence reading 19th Century texts, so we have planned coverage of these, 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.

Term 1	
Topic	Novel: My Swordhand is Singing / Stone Cold / To Kill a Mockingbird/ Lord of the Flies / Numbers
Assessment	Reading: Comparison of presentation of character from different parts of the text.
Term 2	
Topic	War poetry
Assessment	Reading: Comparison of two poems, one 'seen' and one unseen.
	Ghost stories
	Writing: Ghost story Writing
Term 3	
Topic	Shakespeare: Macbeth.
Assessment	Reading: Analysis of character, theme and stagecraft in specific scenes.
Term 4	
Topic	Media: Freedom Writers.
Assessment	Reading: Use of presentational devices.
Term 5	
Topic	Frankenstein
Assessment	Speaking and Listening: Hot-seating characters or another role-play. Reading assessment: Unseen extract analysis with GCSE questions.
Term 6	
Topic	Pre-GCSE Text: Of Mice and Men.
Assessment	Writing and Literature assessment: diary entry/letter by a character.

KS4 English Reading List

Pre 20th Century Classic Fiction
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

Crime
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

Horror
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

Autobiographies and Biographies
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

20th Century Classic Fiction
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

War
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

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

Poetry
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

Fantasy and Science-Fiction
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. Tolkien, 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 Carrol, 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

Collections by:
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

Modern and Contemporary Fiction
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

Politics
George Orwell, Animal Farm
Niccolo Machiavelli, The Prince

Short Stories Collections by:
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.

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 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.

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>

Term 1	
Topic	Asia
Assessment	Problem Solving Practice – Paper 2
Term 2	
Topic	Antarctica
Assessment	Online assessment
Term 3	
Topic	Middle East
Assessment	Continual exam question practice
Term 4	
Topic	Bangladesh
Assessment	Problem Solving Practice – Paper 2
Term 5	
Topic	Japan
Assessment	Continual exam question practice
Term 6	
Topic	Philippines
Assessment	End of year mock exam

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 9 we cover two of the four topics that make up 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. This will be accompanied by meaningful homework designed by their teachers to build upon their learning in lessons.

The breadth topic is Crime and Punishment through time covering C. 500 to present. This gives the students a range of topics for them to enjoy and also allows them to develop their understanding of continuity and change as we move through the centuries. It provides an excellent starting point for developing their skills as it has many elements, they will be familiar with and many they will not, allowing them to build upon their previous learning and linking it to something new.

The depth study focuses on Germany 1919-39. With this topic the students can access previous knowledge and build a detailed understanding of the significant impact that actions and events can have on the world. The focus on the lives of the German people creates a lens into the rationality behind electing one of history's most notorious figures and proves itself truly fascinating as the machinations of the Nazis comes to light.

Our Ambition

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. 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.

History Concepts

Throughout the topics the students will be guided in how to write like a historian. 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 the question types early on in the course. 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 trained in reflective processes to help improve going forwards.

To help with their enrichment the students are offered several trips in Year 9. These are currently a trip to The Ashmolean and also to the London Dungeons. These are tailored specifically to the Crime and Punishment topic and will help the students develop their understanding and appreciation of the topic concepts, whilst also providing them with an experience they will hopefully enjoy.

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.

	Topic	Topic Key questions
Term 1	Crime and Punishment: Causes of crime Enforcing law and order	What have been the main causes of crime over time? How has the responsibility of enforcing law and order changed over time?
Term 2	Crime and Punishment: Methods of combating crime Methods of punishment Attitudes to crime and punishment	How effective have methods of combating crime been over time? How have methods of punishment changed over time? Why have attitudes to crime and punishment changed over time?
Term 3	Crime and Punishment: Attitudes to crime and punishment Local study - Whitechapel	Why have attitudes to crime and punishment changed over time? Why has Whitechapel been important for change in crime and punishment?
Term 4	Germany 1919-39 Weimar Germany Rise of the Nazi Party	What problems did Germany face after WW1? How did the Nazis grow in popularity?
Term 5	Germany 1919-39 Life in Nazi Germany	What was life like under Nazi rule? How did life improve for some Germans?
Term 6	Germany 1919-39 The Police State and persecution in Nazi Germany	What was life like for minorities in Nazi Germany? How was opposition controlled?

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%)

Studio, Stimmt and Viva are fully differentiated 11–14 French, German, and Spanish courses in three stages – *Book 1* for Year 7, *Book 2* for Year 8 and *Book 3* for Year 9. *Books 1* and *2* are suitable for use on their own as a two-year Key Stage 3 course and this is how we use them.

The course has been written to reflect the world pupils live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young French, German, or Spanish people of their own age on topics that interest and stimulate them. They are introduced to young French, German and Spanish people and given insight into the everyday life and culture of France, Germany or Spain and other French/German/Spanish-speaking countries, encouraging intercultural understanding.

At the same time, *Studio Stimmt and Viva* ensure that pupils are taught the language learning skills and strategies that they need to become independent language learners.

The four elements of the Key Stage 3 Programmes of Study (Key concepts, Key processes, Range and content and Curriculum opportunities) and the five strands of progression in the Key Stage 3 Framework for languages are fully integrated into the course. In addition, pupils have the chance to experience cross-curricular studies and are given regular opportunities to develop and practise the personal, learning and thinking skills required to operate as independent enquirers, creative thinkers, reflective learners, team workers, self-managers, and effective participators.

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.

French modules

	Vert (Foundation)	Rouge (Higher)
Module 1 Ma vie sociale d' ado	Describing yourself	Talking about Facebook
	Using the verbs <i>avoir</i> and <i>être</i>	Using present tense verbs
	Talking about Facebook	Giving your opinion about someone
	Using present tense verbs	Using direct object pronouns
	Inviting someone out	Arranging to go out
	Using the verb <i>aller</i>	Using the near future tense
	Describing a date	Describing a date
	Using the perfect tense	Using the perfect tense
	Describing a music event	Describing a music event
	Using <i>on</i> in the perfect tense	Using three tenses
	Finding out about music festivals around the world	Finding out about music festivals around the world

	Giving a two-minute presentation: taking part in a 'blind date' speed-dating event in French	Taking part in a 'blind date' speed-dating event in French
		Presenting yourself in three minutes
		Imagining being at a music festival
		Writing a 150-word report for a music magazine

		Vert (Foundation)	Rouge (Higher)
Module 2 Bien dans sa peau		Learning the parts of the body	Learning the parts of the body
		Using <i>à</i> + the definite article	Using <i>à</i> + the definite article
		Learning about sport	Learning about sport
		Using <i>il faut</i>	Using <i>il faut</i>
		Talking about healthy eating	Learning about healthy eating
		Using <i>du, de la</i> and <i>des</i>	Using the future tense
		Making plans to get fit	Making plans to get fit
		Using the near future tense	Practising the future tense
		Describing levels of fitness	Describing levels of fitness
		Using two tenses together	Using three tenses together
		Learning about French sportsmen and women	Talking about teenage health issues
			Deciding to adopt a healthier lifestyle
			Writing a 150-word blog entry

		Vert (Foundation)	Rouge (Higher)
Module 3 À l' horizon		Discussing your future	Describing jobs
		Using the near future tense	Using masculine and feminine nouns
		Learning languages	Learning languages
		Using <i>on peut</i>	Using modal verbs
		Talking about your job	Saying what you used to do
		More practice with common irregular verbs	Using the imperfect tense
		Describing what your job involves	Discussing your future and your past
		Asking questions	Practising the future and imperfect tenses
		Talking about your ambitions	Talking about your job
		Using masculine and feminine nouns	Using different tenses together
		Investigating unusual jobs	Investigating jobs using languages
		Giving a two-minute podcast about a job and their ambitions for the future	Talking about their career path, experience, and future hopes
			Giving a three-minute podcast

		Vert (Foundation)	Rouge (Higher)
Module 4 Spécial vacances	Discussing holidays	Discussing holidays	Discussing holidays
	Asking questions using question words	Asking questions using inversion	Asking questions using inversion
	Imagining adventure holidays	Imagining adventure holidays	Imagining adventure holidays
	Using <i>je voudrais</i> + infinitive	Using the conditional	Using the conditional
	Talking about what you take with you on holiday	Talking about what you take with you on holiday	Talking about what you take with you on holiday
	Using reflexive verbs	Using reflexive verbs	Using reflexive verbs
	Describing holiday disasters	Describing what happened on holiday	Describing what happened on holiday
	Using perfect tense verbs	Combining different tenses	Combining different tenses
	Visiting a tourist attraction	Visiting a tourist attraction	Visiting a tourist attraction
	More practice with the perfect tense	Using emphatic pronouns	Using emphatic pronouns
	Debating the idea of 'open school' in the holidays	Debating the idea of 'open school' in the holidays	Debating the idea of 'open school' in the holidays
	Writing a 100-word blog entry on your dream holiday	Writing a 150-word blog entry on your dream holiday	Writing a 150-word blog entry on your dream holiday

		Vert (Foundation)	Rouge (Higher)
Module 5 Moi dans le monde	Discussing what you are allowed to do	Discussing what you are allowed to do	Discussing what you are allowed to do
	Using <i>j'ai le droit de</i> + infinitive	Using expressions with <i>avoir</i>	Using expressions with <i>avoir</i>
	Explaining what's important to you	Explaining what's important to you	Explaining what's important to you
	Using <i>mon, ma</i> and <i>mes</i>	Using direct object pronouns	Using direct object pronouns
	Talking about things you buy	Talking about things you buy	Talking about things you buy
	Using three tenses together	Using <i>si</i> in complex sentences	Using <i>si</i> in complex sentences
	Describing what makes you happy	Describing what makes you happy	Describing what makes you happy
	Using infinitives to mean '-ing'	Using complex structures	Using complex structures
	Learning about human rights issues	Learning about human rights issues	Learning about human rights issues
	Giving a short video presentation to convince a French reality TV producer that are right for his show	Talking about what is important to them, what concerns them and what makes them happy	Talking about what is important to them, what concerns them and what makes them happy
		Giving a three-minute video presentation	Giving a three-minute video presentation

German modules

Module 1 Vorbilder	Talking about role models
	Using the present tense
	Talking about experiences
	Using the perfect tense
	Learning parts of the body
	Using imperatives
	Talking about overcoming misfortune
	More on using the perfect tense
	Explaining how a role model inspires you
	Writing with accuracy
	Understanding a person's achievements
	Tackling a longer reading text

Module 3 Meine Ambitionen	Discussing crazy ambitions
	Using the conditional
	Talking about reasons for doing jobs
	Using <i>um ... zu</i> (in order to)
	Discussing what you would like to be or do
	Using correct word order (verb second)
	Talking about working in a ski resort
	Using <i>in</i> and <i>auf</i> with the accusative and dative cases
	Understanding and responding to a range of texts
	Describing an artist and painting in detail
	Finding out about an amazing job
	Applying for a dream job

Module 2 Musik	Talking about types of music
	Using subject and direct object pronouns
	Talking about playing or singing in a band
	Using <i>seit</i> (for / since)
	Discussing different bands
	Making comparisons
	Describing a music festival
	Using separable verbs in the perfect tense
	Interviewing at a music festival
	Asking and answering questions spontaneously
	Understanding formal and informal register
	Recognising key features of written text types
	Getting to know a well-known German band
	Writing lyrics for a song or rap
	Researching German-speaking bands
	Creating a profile for a new band

Module 4 Die Kindheit	Talking about your childhood
	Using <i>als</i> to mean 'when' in the past
	Talking about childhood activities
	Using the imperfect of modal verbs
	Comparing primary school and secondary school
	Using the superlative
	Talking about Grimms' fairy tales
	The imperfect tense
	Writing a story in your own words
	Using a dictionary
	Telling stories
	Understanding detail in longer texts
	Discussing childhood memories
	Creating a 'baby book'

Module 5 Rechte und Pflichten	Talking about age limits	Describing small changes that make a big difference
	Word order with conjunctions	Developing ideas and justifying opinions
	Discussing what is most important to us	Discussing what is important for happiness
	More practice of word order after <i>weil</i>	Reading and responding to authentic and literary texts
	Comparing life now and in the past	Exploring world records and unusual facts
	Understanding and using past, present, and future tenses	Creating a collection of interesting records
	Discussing how we can make a difference	Exploring countries in detail
	Using <i>um ... zu</i> (in order to)	Creating your perfect country

Spanish modules

		Verde (Foundation)	Rojo (Higher)
Module 1 Somos así	Talking about things you like	Talking about things you like	Talking about things you like
	Using <i>gustar</i> with nouns in the present tense	Using irregular verbs in the present tense	Using irregular verbs in the present tense
	Talking about your week	Talking about your week	Talking about your week
	Using regular verbs in the present tense	Using regular verbs in the present tense	Using regular verbs in the present tense
	Talking about films	Talking about films	Talking about films
	Using the verb <i>ir</i> in the present tense	Using the near future tense	Using the near future tense
	Talking about birthday celebrations	Talking about a birthday	Talking about a birthday
	Using the near future tense	Using the preterite	Using the preterite
	Understanding longer, spoken texts	Talking about life as a celebrity	Talking about life as a celebrity
	Using the four Ws when listening	Using three tenses together	Using three tenses together
	Reading about films	Understanding descriptions of days out	Understanding descriptions of days out
	Understanding authentic texts	Using the four Ws when listening	Using the four Ws when listening
	Writing a rap	Reading about film stars and films	Reading about film stars and films
	Using rhyme and rhythm in Spanish	Understanding challenging texts	Understanding challenging texts
		Writing a rap	Writing a rap
	Using rhyme and rhythm in Spanish	Using rhyme and rhythm in Spanish	

		Verde (Foundation)	Rojo (Higher)
Module 2 ¡Orientate!	Saying what you have to do at work	Saying what you have to do at work	Saying what you have to do at work
	Using <i>tener que</i>	Using <i>tener que</i>	Using <i>tener que</i>
	Saying what job you would like to do	Saying what job you would like to do	Saying what job you would like to do
	Using correct adjective agreement	Using correct adjectival agreement	Using correct adjectival agreement
	Saying what you did at work yesterday	Talking about your future	Talking about your future
	Using the preterite tense of regular verbs	More practice with the near future tense	More practice with the near future tense
	Describing your job	Describing your job	Describing your job
	Using the present and the preterite together	More practice using three tenses	More practice using three tenses
	Checking for accuracy and looking up new words	Checking for accuracy and looking up new words	Checking for accuracy and looking up new words
	Using reference materials	Using reference materials	Using reference materials
	Coping with authentic texts	Coping with authentic texts	Coping with authentic texts
	Skimming and scanning a text	Skimming and scanning a text	Skimming and scanning a text
	Creating a funny character	Performing a funny monologue	Performing a funny monologue
	Performing a comic monologue	Using three tenses together	Using three tenses together

	Verde (Foundation)	Rojo (Higher)
Module 3 En Forma	Talking about diet	Talking about diet
	Using negatives	Using direct object pronouns
	Talking about an active lifestyle	Talking about an active lifestyle
	Using stem-changing verbs	Using stem-changing verbs
	Talking about your daily routine	Talking about your daily routine
	Using reflexive verbs	Using reflexive verbs
	Talking about ailments	Talking about getting fit
	Using different verbs to describe illness	Using <i>se debe/no se debe</i>
	Talking about getting fit	Talking about ailments
	Using <i>se debe / no se debe</i>	Using <i>me duele(n)</i>
	Giving a presentation about your lifestyle	Giving a presentation about fitness and routine
	Creating interesting sentences	Using complex sentence
	Understanding Spanish idioms	Understanding Spanish idioms
	Reading Spanish songs and poems	Reading poems in Spanish
	Teaching a dance routine	Teaching a dance routine
	Revising the imperative	Revising the imperative

	Verde (Foundation)	Rojo (Higher)
Module 4 Jóvenes en acción	Talking about children's lives	Talking about children's rights
	Using the 'he/she' form of verbs	Using the verb <i>poder</i>
	Talking about children's rights	Talking about fair trade
	Using the verb <i>poder</i>	Expressing your point of view
	Talking about journeys to school	Talking about recycling
	Using the comparative	Using <i>se debería</i>
	Talking about environmental issues	Talking about how a town has changed
	Using the 'we' form of verbs	Using the imperfect tense
	Writing about raising money for charity	Reading about world issues
	Looking up verbs in a dictionary	Working out meaning using common sense and context
	Reading about world issues	Understanding a Peruvian folk tale
	Using questions and general knowledge	Writing a story for young children
	Understanding a Peruvian folk tale	
	Writing a story for young children	

	Verde (Foundation)	Rojo (Higher)
Module 5 Una aventura en Madrid	Meeting and greeting people	Meeting and greeting people
	Using expressions with <i>tener</i>	Using expressions with <i>tener</i>
	Talking about a treasure hunt	Talking about a treasure hunt
	Using the superlative	Using the superlative
	Describing a day trip	Discussing buying souvenirs
	Using the preterite tense of irregular verbs	Using the comparative
	Discussing buying souvenirs	Saying what you will do
	Using <i>tú</i> and <i>usted</i>	Using the future tense
	Discussing the final day of a visit	Making yourself understood
	Using three tenses	Saying the right thing in different situations
	Making yourself understood	Reading authentic texts about Madrid
	Saying the right thing in different situations	Accessing harder texts
	Reading authentic texts about Madrid	Creating a virtual treasure hunt
	Using strategies to access harder texts	Using question forms
	Giving information about tourist attractions	
Recording an audio commentary for a bus tour		

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:

Tier	Topic area	Weighting
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. Do not 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
- 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

GCSE (9-1) Foundation	GCSE (9-1) Higher
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 9 Curriculum is designed to act as a bridging year between KS3 & KS4. The focus is on the revisiting of skills covered in KS3 and developing skills and experience needed for Component 1 – Performing, Component 2 – Composing and Component 3 – Appraising. Allowing students to take part in ‘mock’ assessments. We focus on the development of more advanced techniques and terminology in preparation for the GCSE curriculum.

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 also 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.

	Term 1 – Project 1		
Topic	Performance (Component 1 – Style Performance) Solo performance on main instrument Deadline: 18 th October		
Assesseme	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

	Term 2 – Project 2		
Topic	Performance (Component 1 – Style Performance) Ensemble performance (groups of 2, 3, 4 etc.) Deadline: 13 th 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

	Terms 3 & 4 – Project 3		
Topic	Composition (Component 3 – Style Composition) Creating a suite of 6 short compositions based on the elements of music Deadline: 1 st April		
Assessment	Working independently, students will create compositions based on Time, Expression & Dynamics, Texture, Instrumentation, Pitch (melody and harmony) and Structure. Students will be marked against the GCSE Criteria for Component 2 – Composition		
	Developing Musical Ideas	Demonstrating Technical Control	Musical Coherence

	Terms 5 & 6 – Project 4		
Topic	Composition (Component 2 – Style Composition) Creating a composition between 2 & 4 minutes, based on one of the four areas of study Deadline: 19 th 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

	Term 6 – Project 5		
Topic	Appraising (Component 3 – Listening) Students will complete an intensive introduction to the set works, focussing on exam style questions and technique		
Assessm	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 4 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 6th 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 into 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 6th 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%)

The aim of the Key Stage 4 PE curriculum is to create a habit of sport and exercise which students can take into their adult lives. To support this ethos, students gain the opportunity to select their desired sporting programme. Students will opt to specialise in particular sports from Key Stage 3, with the addition of trampolining, volleyball, table tennis, Zumba, fitness (both fitness training and use of the Oxford Spires Fitness Suite), dodgeball and handball. Many students will be able to follow a personalised fitness programme provided by our partners, Oxford Spires Sport and Fitness (Fusion) in our new, state of the art fitness suite.

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.

Term 1	Paper 1	Skeletal System
	paper 2	Skill Acquisition Part 1 - Skill and Ability

Term 2	Paper 1	Skeletal System
	paper 2	Skill Acquisition Part 2 - Goal Setting

Term 3	Paper 1	Muscular System
	paper 2	Skill Acquisition Part 3 - Guidance

Term 4	Paper 1	Respiratory System
	paper 2	Skill Acquisition Part 4 - Arousal Theories

Term 5	Paper 1	Circulatory System
	paper 2	Socio-Cultural Influences Part 1 - Participation in Sport

Term 6	Paper 1	Circulatory System
	paper 2	Socio-Cultural Influences Part 2 - Barriers to Participation

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 6th form.

BTEC Schedule

Term 1	
Unit 3	Applying the Principles of Training: Learning Aim A – Designing a Training Programme

Term 2	
Unit 3	Applying the Principles of Training: Learning Aim B – Effects on the Body during Fitness Training

Term 3	
Unit 3	Applying the Principles of Training: Learning Aim C – Implement a Personal training programme

Term 4	
Unit 3	Applying the Principles of Training: Learning Aim D – Review a Personal training programme

Term 5	
Unit 6	Leading Sports Activities: Learning Aim A – The Attributes of Successful Sports Leadership

Term 6	
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 9 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 9 students will study an ethics unit called Human Rights. They will then study Christian beliefs, teachings, and practices. In the final term of Year 9 they will study the statutory requirement for PSHE Relationships education.

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 9 students are given 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

	Term 1
Topic	Issues of human rights

	Term 2
Topic	Issues of human rights Assessment and Christian beliefs

	Term 3
Topic	Christian beliefs

	Term 4
Topic	Christian practices

	Term 5
Topic	Christian practices and revision for end of year exam

	Term 6
Topic	PSHE – Health and Relationships Education

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 skill and recall lesson halfway 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 syllabus – online 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 syllabus – online 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 syllabus – online 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: Trilogy syllabus \(online only\)](#)

Homework

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

Useful resources

www.bbc.co.uk/bitesize/levels/z98jmp3

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>

Term 1	4th Sept	9th Sept	16th Sept	23rd Sept	30th Sept	7th Oct	14th Oct	21st Oct
Biology	Plants & Ecology							
Chemistry	Further Chemical reactions							
Physics	Space							

Term 2	4th Nov	11th Nov	18th Nov	25th Nov	2nd Dec	9th Dec	16th Dec
Biology	Genetics						
Chemistry	Forensics						
Physics	Electricity & Magnetism						

Term 3	6th Jan	13th Jan	20th Jan	27th Jan	3rd Feb	10th Feb
Biology	Revision		Practical		End of KS3	Practical
Chemistry						
Physics						

Term 4	24th Feb	2nd March	9th March	16th March	23rd March	30th March
Biology	Cells					
Chemistry	Atomic structure & Periodic table					
Physics	Forces					

Term 5	20th April	27th April	4th May	11th May	18th May
Biology	Cells				
Chemistry	Structure & Bonding				
Physics	Energy				

Term 6	1st June	8th June	15th June	22nd June	29th June	6th July	13th July	20th July
Biology	Transport & Health							
Chemistry	Structure & Bonding							
Physics	Energy				Electricity at home			