



Year 10

Curriculum Booklet

2021-22

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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.

Curriculum Statement

Context

Oxford Spires Academy serves the entire City of Oxford though most students come from the nearby area. The academy serves a comprehensive intake with approx. 43% students from the middle, 26% lower and 22% higher prior attainment bands. 60% of students are from a wide range of ethnic minority groups the largest of which are Pakistani (12%) followed by Black-African (11%) and other white (8%). For 40% of students, English is an additional language. This is more than double the national average of 17%. 37% of students are disadvantaged which is higher than the national proportion of 17%. 19% receive additional support for SEND which is also higher than the national 12.5%. Many students have complex needs, for example half of all SEND students and 42% of EAL students are also disadvantaged.

Intent

Our motto at Oxford Spires Academy is “Be the best you can be.” Our commitment to inclusion and equality means we aim to raise the aspirations of all students, regardless of background, by holding the same high expectations of everyone in our community to achieve their best.

We plan our ambitious curriculum to fulfil and go beyond the requirements of the National Curriculum and examination syllabi to meet the needs of students within our context. All students will have equal access to a wide range of subjects and opportunities. This will enable them to learn the knowledge and skills they will need to ensure they are well prepared for the next phase of their education or employment and life in modern Britain. It will take account of students’ aspirations, the local, national and global job markets so that students become confident, thoughtful, successful and satisfied adults that contribute to the economy, society and the communities that they live in.

Many students arrive at the academy without having reached the standard of being “secondary ready.” We intend to identify those students before joining the academy and through a programme of intervention in the summer holiday and during year 7 aim for them to catch up with their peers. We recognise the challenge that covid has placed on students and that some of these students may need additional support for more than a year.

In addition to having secure knowledge from a broad and balanced curriculum, all students will develop secure speaking, reading, writing and numeracy skills and social, moral, spiritual and cultural awareness. They will be digitally literate to enable them to access, evaluate, organise and utilise information from the internet thereby developing their ability to work independently, including when they cannot access the school site. These themes, alongside British values, will be developed

across all subjects as they are the foundation of a child's experience at school. For example, in Key Stage 3 we aim to increase students' cultural capital and improve confidence and communication by extending arts provision to include drama. This continues in Key Stage Four with additional options to study dance, media and photography.

We intend to enrich students' experience of the world and develop cultural capital through a broad extra and super-curricular offer. We intend the House System to provide a framework for creating smaller communities within the academy community and play a particular role in developing challenge, confidence, commitment, self-regulation and leadership. We intend that this offer will particularly support disadvantaged students who join the academy with less cultural and social capital than their peers.

Our Academy is uniquely placed for students to interact with other students from very different backgrounds. The curriculum is therefore enriched to address equality issues both in the taught curriculum and through extra-curricular activities. We intend our students to be world leaders in recognising and challenging the inequalities in the world and to eradicate any prejudices that exist together as a community. Our PSHE programme is planned to be effective in maintaining harmony and respect in our community and keeping students safe. We intend for all students to be able to work in a safe environment free from harassment or violence from others and to practise the OSA value to #BeKind in all situations.

We intend to meet the needs of our most able students by extending their depth of understanding in the concepts we teach and increasingly take on leadership roles and self-directed research. It is our intent that teachers will receive sufficient advice and guidance from leaders to enable them to provide the individual support SEND students need to follow the same curriculum as their peers and aim for similar outcomes. We intend that students who are disadvantaged should achieve as well as their peers from similar starting points and move on to similar destinations when they leave the academy.

We intend for our students to reach the government's targets for 75% of students to study EBacc GCSEs in 2022 and 90% by 2025. We recognise the impact covid has had and that students will need greater confidence and to have support identifying and remedying gaps in their knowledge, particularly in languages, to be able to achieve these goals.

Independent working

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

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

IMPORTANT CAVEATS

Caveat 1 – Timing

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

Caveat 2 – Contact

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

Expressions used in Go4Schools

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

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

On-Track

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

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

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

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

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

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

Effort & homework

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

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

Year 10 Overview:

Subject	Lessons per week	Notes
English	4	
Maths	4	
Science	6	Triple Scientists complete the extra work in normal classroom time.
RE	1	
PE	2	
Option A	2	
Option B	2	
Option C	2	
Option D	2	

Option A	Option B
Art Design & Technology French History Hospitality & Catering Music	Dance Design & Technology Geography German History Hospitality & Catering Media Spanish
Option C	Option D
Art Design & Technology Drama Geography History Hospitality & Catering Media Sport	Art Computing Drama Engineering Geography History Media Music

We hope you find this booklet useful. If you have any feedback, suggestions or queries please contact Mr Dixon by emailing mdixon@spires.anthemtrust.uk

Art (Edexcel)

Rationale

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

Our Ambition

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

Art Concepts

At Oxford Spires Academy we encourage KS4 Art students to:

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

Exam board and Course codes

GCSE Art & Design – Edexcel (1AD0) [Click here for specification \(online version only\)](#)

GCSE Art & Design

Personal Investigation (Coursework 60%)

Externally Set Assignment (Exam 40%)

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

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

Homework

Homework is set weekly for KS4 and students are expected to spend a minimum of 2 hours on tasks. Homework is a key part of students GCSE / 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.

Feedback

Students will receive continuous verbal feedback in lessons through their teacher and also peer evaluation through groups 'crits'. Sketchbooks will be taken in every 2 weeks for written feedback and assessment against criteria.

British Values

We encourage our students to be creative, open-minded and independent individuals, respectful of themselves and others in our school, our local community and beyond.

Democracy: Art and Design at Oxford Spires supports British Values through encouraging students to debate topics of interest, express themselves and their views and make meaningful contributions.

Rule of law: The Art Department upholds the Academy's clear positive behaviour policy. We have high expectations in the classroom and students are supported to distinguish right from wrong.

Individual liberty: We encourage students to have the freedom to make choices knowing that they are in a safe and supportive environment. Students are encouraged to challenge themselves, develop confidence and individuality and maintain a growth mindset.

Mutual respect and tolerance of those with different faiths and beliefs:

We actively teach mutual respect during collaborative work, peer evaluation of work and group 'crits'. We help them to develop an understanding of, and respect for, their own and other cultures through our projects and the wide range of artists we use as inspiration.

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. We have been involved in Film Projects 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.

Timeline

Term 1	
Topic	Term 1 - Portraiture
Assessment	Artist presentation page, practical response, and artist analysis write up. Analytical skills combined with exploring, selecting and reviewing techniques and processes

Term 2	
Topic	Term 2 - Portraiture
Assessment	Practical: A final piece demonstrating your inspiration and application of skills.

Term 3	
Topic	Term 3 - Portraiture
Assessment	Practical: Grid drawing assessment. Developing skills in observation, recording and refining ideas

Term 4	
Topic	Term 4 - Portraiture
Assessment	Practical and written: René Magritte analysis and grid drawing. Analytical skills combined with recording ideas relevant to intentions related to the work of others

Term 5	
Topic	Term 5 - Portraiture
Assessment	Practical: End of year assessment. A final piece demonstrating your skills developed throughout the year.

Term 6	
Topic	Term 6 - My Oxford
Assessment	Practical: Observational perspective drawing of school building. Develops skills in recording of ideas and creating refined responses

Computing (OCR)

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

Rationale

GCSE Computing is an academic course with a strong emphasis on procedural programming. As with most schools in the OCR, python has been selected as a first programming language. The theoretical aspect of the course in year 10 aims to create a clear model of understanding for how computer systems work, and the role played by software, with an emphasis on the operating system. Networking and Network Security is also covered. In addition, the binary data representation of integers, characters, images and sound, as well as elementary Boolean algebra, provide a framework around which learners are to develop “the process for success” software development cycle. In summary this cycle is to plan (the algorithm), develop (implement these in python), test those solutions for rigor and efficiency, and ultimately evaluate their success. Gaining mastery of the three programming constructs of sequencing, selection, and iteration, as well as procedural abstraction is the core problem solving goal of the year 10 curriculum at Oxford Spires Academy, culminating with a working understanding of 1D Arrays and elementary string handling. The problem-solving process will be embedded within a number of exercise set, culminating in a micro-project at the end of the year.

Ambition

Students should gain a thorough knowledge of the construction of computer system hardware and system software and how these systems store and process data. In addition, networking and security concepts should be reasonably established by the end of year 10.

In terms of algorithms and problem-solving students should be confident in applying abstraction, the use of subroutines, the 3 coding constructs as well as processing 1D Arrays and strings. Finally, by the end of year 10, students should understand and be able to document the complete software development cycle including planning, designing, developing, debugging and testing of more substantial programs.

Concepts

- Computer Systems (hardware & software)
- Networking and Network Security
- Data Representation of Numbers, Characters, Images and Sound
- Programming fundamentals including the coding constructs of sequencing; selection and iteration
- Additional coding constructs such as using subroutines, 1D Arrays and Strings.
- Gain proficiency in algorithmic thinking expressing or understanding the ocr reference pseudocode language, Python 3 or flowcharts.
- The ability to solve and discuss all the aspects of a project-like/substantial problem.

Exam components (papers) and weighting

Paper 1 : 90 Minutes – 80 Marks – Written (50%)

Computer Systems, Networking & Data Representation

Paper 2 : 90 Minutes – 80 Marks – Written (50%)

Part A: Algorithms & Programming – 50 Marks

Part B: Project Like problem Solving -30 Marks

NEA : Non-Exam Assessment – 20 Hour Programming Project

Experience gained from the project is assessed in section B of paper 2.

The project is not submitted but must be signed off as having been completed.

Homework

Students are expected to revise the days lesson and complete unfinished prior to the next week's lesson. This revision and work completion should take roughly 30 minutes per lesson.

In addition, homework tasks may also be set but these will not exceed 3 hours work in a fortnight.

Useful resources

www.teach-ict.com – An online textbook. Login details supplied to students.

www.classoos.com – Digital Textbook – login using school office 365 account

<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk> - BBC Bitesize.

www.quizlet.com – A digital flashcard platform. A fun way to learn key terminology.

www.trinket.io – A cloud based coding platform allowing for coding in python.

https://snakify.org/join_class/aholmes/oxfordspiresacademy.org/ - A library on python programming with real problems to solve!

Students should have a computer system capable of natively running ONE IDE such as:

- <https://www.jetbrains.com/pycharm> (Community Edition)
- <https://thonny.org/> (thonny)
- <https://www.softpedia.com/get/Programming/Coding-languages-Compilers/PyScripter.shtml> (pyScripter Portable)

Timeline

TERM	Paper 1 – Theory	Paper 2 – Practical
1	*Computer Systems (Hardware & Software) *Binary Numbers	*Boolean Logic *Programming fundamentals (sequencing & selection)
2	*System Software : OS & Utilities * Mini Mock Test *Hexadecimal & Character Sets	*Application of logic to selection & conditional iteration * Mini Mock Test *Flowcharts & Structure Diagrams
3	* Representing Images * Representing Sound * Units & files size calculations * End of Term Test	*Searching Algorithms *Counting Iteration *1D Arrays *Random numbers * End of Term Test
4	* Computer Legislation * <i>Work Experience Week</i> * Security * End of Term Test	* Translating Computer Languages * IDEs * String Handling
5	* Networking fundamentals * Networking protocols & layers	* Beginning of term Test * functions & procedures * input validation * Basic Authentication
6	* Revision * Year 10 Mock Exam * Mock Exam Remediation	* Revision * Year 10 Mock Exam * Mock Exam Remediation * Micro-project

Dance: AQA

- Component 1 - Performance and Choreography: 40% Choreography/20% Performance
- Component 2 - Written Paper: Dance Appreciation (40%)

Rationale

The Year 10 Curriculum is designed to evenly distribute the work load of KS4 across the 2 years. Dance Appreciation is explored in Year 10 (40% of the overall grade) – this allows students time to develop their critical understanding of performance works as well as the ability to explore different styles of performance through a series of workshops. They will spend time developing basic dance skills as well as choreographic techniques using professional works as stimuli. Students will reflect on the processes surrounding Dance and the creation of work.

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 a group. At the heart of the curriculum is the ability to use choreographic and performance skills to communicate artistic intention and

style through using a range of skills. We also strive for all students to make at least the expected progress and achieve their target grade.

Dance Concepts

Students develop an understanding of the skills required to perform and choreograph work, by exploring key ideas concepts and styles. Students create and develop work which helps to build their technique and understanding of performance. It prepares students to work in a variety of styles as well as how to create, collaborate and communicate intention to an audience. 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 choreography.

Homework

In Dance 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. 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. There is an expectation that, where appropriate, students should rehearse at either lunchtime or after school as homework when completing practical projects.

	Term 1: Project 1
Topic	Introduction to Dance GCSE – Boy Blue Entertainment (Preparation for Component 2) Looking at the ways in which companies choreograph work and explore their processes when creating a Hip Hop Performance
Assess	Develop basic dance skills and an understanding of elements of performance. Students can practically demonstrate choreographic and performance skills showing intention.
	Term 2: Project 2
Topic	Exploration and Critical Understanding – Artificial Things (Preparation for Component 2) Looking at the ways in which companies choreograph work and explore their processes when creating a Performance
Assess	Developing performance and critical appreciation skills. Working individually and in small groups to explore finer performance skills and ideas round inclusive performance.
	Term 3 Project 3
Topic	Exploration and Critical Understanding – Shadows (Preparation for Component 2) Looking at the ways in which companies choreograph work and explore their processes when creating a Performance
Assess	Developing a critical appreciation for professional and own work as well as practically exploring the Neo Classical Style of Dance.
	Term 4: Project 4
Topic	Exploration and Critical Understanding – A Linha Curva (Preparation for Component 2)

	Looking at the ways in which companies choreograph work and explore their processes when creating a Performance
Assess	Develop performance skills around rhythmic and Samba style dance which shows fusion and consideration.
Term 5: Project 5	
Topic	Exploration and Critical Understanding – Infra (Preparation for Component 2) Looking at the ways in which companies choreograph work and explore their processes when creating a Performance
Assess	Explore the contemporary ballet style performance and how it creates narrative and language in performance.
Term 6: Project 6	
Topic	Exploration and Critical Understanding – Within Her Eyes (Preparation for Component 2) Looking at the ways in which companies choreograph work and explore their processes when creating a Performance
Assess	Develop an understanding of contemporary work and how contact work influences intention and audience understanding of performance work.

Design & Technology (Eduqas)

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.

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.

Concepts

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

- Analysing contexts to identify design opportunities
- Research and evaluation skills
- Communication skills, including designing and the use of CAD
- Iterative design and development of solutions

- Measuring, marking, cutting and shaping skills in a range of materials and using a range of tools and equipment including CAM.
- Joining and assembling skills.
- Finishing skills.
- Health & Safety; risk assessment.
- Numeracy; literacy; Science; ICT skills.
- Other key life skills including team work skills, work related skills, environmental awareness skills, problem solving skills.
- Critical evaluation skills and techniques

Homework

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.

Design & Technology: Exam board – EDUQAS

Year 10 EDUQAS GCSE (9-1) Design and Technology

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

Pupils will further develop their understanding of the design and make process through the delivery of carefully designed projects which carry skills, knowledge and understanding.

The projects are.

- Trendy clock
- Tea lamp

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:

Pupils will be assessed on their application of knowledge and understanding throughout each project

Assessment:

- Investigation
- Designing
- Developing solutions
- Making
- Evaluating
- End of year exam

GCSE Coursework will be started in the summer term where pupils will choose a context, given by the examining board, which they will analyse and identify opportunities to design a marketable product.

Year 10 EAL Engineering

Level 1 Engineering

Pupils will complete the following units towards their final qualification.

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

EDUQAS (WJEC) Hospitality and Catering Level 1 / 2 Yr10 / Yr11

The Hospitality and Catering industry is Britain's fourth largest industry and accounts for around 10% of the total workforce. ***British Hospitality association.***

This vocational course enables students to gain knowledge in planning, preparing and presenting dishes and gain a deeper understanding of this industry and the many avenues this can lead to in a career path.

There are two mandatory units within this qualification:

Unit 1, The Hospitality and Catering Industry: in this unit students will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within this sector.

Assessed by a written exam. This unit is worth 40% of the qualification.

Unit 2, Hospitality and Catering in action: students will develop practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs.

Assessed through a non-examination assessment task (NEA) which will be completed under controlled conditions, marked by the teacher and externally moderated by WJEC. Written coursework demonstrating knowledge of LOs and ACs, which is also teacher assessed and externally moderated by WJEC.

Unit 2 is worth 60% of the qualification.

Drama: (Edexcel)

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

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

Rationale

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

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.

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: Project 1							
Topic	<p>Introduction to GCSE Drama – Component 2 Monologues (Preparation for Component 2)</p> <p>Looking at a range of exploration strategies to use to explore the stimuli for Component 1</p>						
Assess	<p>Developing a basic understanding of the practical and theoretical elements of GCSE Drama. Developing a basic understanding of the practical and theoretical elements of GCSE Drama. Students can practically demonstrate vocal and physical skills, character and communication skills and be able to shape their work with a clear artistic intention and genre.</p>						
Term 2: Project 2							
Topic	<p>Exploration Strategies – Under Pressure (Preparation for Component 1)</p> <p>Looking at a range of exploration strategies to use to explore the stimuli for Component 1</p>						
Assess	<p>Working individually, in small groups and as a whole class, students will develop exploration skills and skills in completing written reflection in order to identify how their understanding develops and changes.</p>						
Term 3, 4 and 5: Project 3 – COMPONENT 1 40% (REAL GCSE PERFORMANCE AND PORTFOLIO)							
Topic	<p>Component 1</p> <p>Working as an ensemble students create a piece of Original Theatre and a supporting written Portfolio of evidence charting the creatives process</p>						
Assess	<p>26 hours of Guided Learning Time + an additional 1-hour rehearsal per week</p> <p>Examined Performance – Draft Portfolio – Final Written Portfolio –</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Performance</th> <th>Development Portfolio</th> <th>Analysis Portfolio</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">30</td> <td style="text-align: center;">15</td> </tr> </tbody> </table>	Performance	Development Portfolio	Analysis Portfolio	15	30	15
Performance	Development Portfolio	Analysis Portfolio					
15	30	15					
Term 5 – Project 3							
Topic	<p>Ensemble Performance (Component 2 – Style Performance)</p> <p>Presenting a 10-minute ensemble performance from a published play</p>						
Assess	<p>Working in groups, students will perform a scripted ensemble. Students will be marked against the GCSE Criteria for Component 2 – Performance</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Vocal and Physical Skills</th> <th>Characterisation and Communication</th> <th>Artistic Intention and Style</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Vocal and Physical Skills	Characterisation and Communication	Artistic Intention and Style			
Vocal and Physical Skills	Characterisation and Communication	Artistic Intention and Style					
Term 6 – Project 4							
Topic	<p>The Crucible by Arthur Miller (Component 3 – Style Project)</p> <p>Practically exploring and providing a written evaluation and analysis – responding as an Actor, Designer and Director</p>						
Assess	<p>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.</p> <p>Students will complete both practical work and written analysis and evaluation.</p>						

English: (Edexcel)

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

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

Exam board and Course code

Edexcel English Language (1ENO)

Edexcel English Literature (1ETO)

Exam components (papers) and weighting

English Language Paper 1	English Language Paper 2	Spoken Language Component
<ul style="list-style-type: none">• Fiction and Imaginative Writing• A 19th century unseen fiction extract• 40%	<ul style="list-style-type: none">• Non-Fiction and Transactional Writing• 20th and 21st century unseen non-fiction extracts• 60%	This is a compulsory part of the course and students will be awarded with a Pass, Merit or Distinction.

Rationale

At OSA we value the community we serve. Our students bring a wealth of experiences to our classrooms and our intention is to capitalise on the diversity our students offer by exploring a range of engaging texts from the literary canon and contemporary literature. We strongly believe that students should be given the opportunity and arena to explore texts that challenge their thinking whilst reflecting the current climate they live; this is the reasoning behind our text choices and curriculum design. Across all key stages, we revisit key skills and knowledge frequently to solidify students' understanding of these whilst allowing them to explore each topic and skill in more detail, therefore offering both breadth and depth to the curriculum.

In Years 7-10, we have moved to a mixed ability as we believe students can learn so much from each other and mixed ability facilitates this whilst allowing every student to flourish.

Ambition

Our aim is that each and every student progresses through the English curriculum developing key reading, writing, speaking and listening skills that enable them to understand, participate in and challenge the world in which they live. Of course, assessment and exam results are important but we want to ensure that we engage students with key social, political, cultural and historical issues so that they feel confident and prepared to share this both verbally and in writing. If students engage with this fully, they will not only achieve well in their exams but they will be prepared for the world beyond this.

Concepts

Across KS3 and KS4, we will study a range of fiction and non-fiction texts that encapsulate a range of themes and skills. The idea is: students will, at first, explore these on an introductory level. Then, explicit links will be made to the skills and knowledge within each unit. As students progress throughout the curriculum, they will be given the opportunity to develop their understanding of these key skills and concepts in a deeper, more critical way.

Within this, we recognise the importance of consistency, teacher autonomy and the individual needs of the class. To support this, each scheme of learning will have a series of core lessons which include core knowledge and skills. To complete the unit, teachers then plan flexi lessons which can be used to revisit a topic, spend longer on key knowledge or skills or approach a text more critically.

Homework

In English, we aim to set homework that is purposeful and supports students' knowledge, recall and key revision skills. Students should expect to receive homework once a week and all work will be available on Teams. For this, homework will follow the cycle:

1. Embedding key vocabulary and spelling - embed vocabulary taught at the beginning of the unit. Students will write the definitions of the key words taught in class, practise spelling them accurately and putting them into a context by responding to a question.
2. Embedding key knowledge – students will have been taught new knowledge in this unit and the next stage of this term's homework will focus on consolidating and embedding this knowledge. Examples of this might include: quotation squeeze, reading an extract and identifying key information, responding creatively to a stimulus, creating a revision resource to synthesise new information, applying their new knowledge to a different or unseen text.
3. Consolidating key knowledge: Students will have been taught the new knowledge needed for this unit and begin adapting this to suit the assessment objectives and skills for this unit. The next stage of this term's homework will be focusing on teaching students to practise these skills. Examples of this might include: creating a new revision resource for the new knowledge taught across the unit, answering an exam style or assessment questions, planning for 2-3 exam style or assessment questions etc.

Feedback in English

Students receive feedback that identifies what progress they have made, what they need to do to consolidate this and make further progress.

Students' exercise books, verbal and written contributions exemplify them taking ownership of their learning.

Students will receive a variety of feedback in their English lessons and the frequency will differ as outlined below:

Verbal	<ul style="list-style-type: none"> • Every lesson • This will either be in response to a verbal contribution offered in class or when the teacher is circulating in the classroom.
Written (teacher marked)	<p>Twice a term (this is inclusive of a termly assessment)</p> <p>The process of this will always include an exemplar (either before, after or both) and a whole class feedback sheet.</p> <p>A feedback lesson will always happen if written feedback is given which students will be expected to respond to. *</p>
Peer or Self-Assessment	Weekly and in homework (for more information about homework, please see our homework policy)

*A response task may include:

1. Students identifying the strengths and developments in an exemplar and **re-writing** a section of their work that solidifies their strengths and shows progress towards their developments.
2. Students identifying the strengths and developments in an exemplar and applying this to a **new piece** of writing either in the feedback lesson or following lesson.

3. Students will complete a **reflection activity** where they identify their strengths, their developments and state what they would do next time to improve.
4. This will be used when students have already been given an exemplar in the preparation lesson.
5. Students will go back to their **original piece of work and edit this** for their developments. For example, they might change some of their vocabulary choices, go back to add an additional interpretation etc.

British Values

Our curriculum supports British values as we ensure we include texts that give students the opportunity to learn and understand about our key values in a diverse range of contexts. Our curriculum and schemes of learning are taught thematically and we introduce, embed and develop knowledge of British values throughout all key stages. We are proud that our curriculum includes diverse texts that allow students to explore relevant themes, issues, relationships, ideas and challenges and our lessons give students safe space to read, write and discuss about this.

	Topic	Assessment
Term 1	English Literature Paper 1 An Inspector Calls [full term]	Students will select an exam style question from a menu and write a response to this. AO1 and AO3
Term 2	English Literature Paper 1 An Inspector Calls [4-5 weeks*] English Literature Paper 2 A Christmas Carol Context and Plot	
Term 3	English Literature Paper 2 A Christmas Carol Character, Theme and Assessment	Students will complete a Section A and Section B style response. AO1 and AO2 (Section A) AO1 (Section B)
Term 4	English Literature Paper 2 Belonging Poetry Anthology	Students will complete a Section A exam style poetry question. AO1, AO2 and AO3i.
Term 5	English Language Paper 1 and English Literature (AIC and ACC) mock exam English Literature Paper 2 Belonging Poetry Anthology	Students will complete an English Language Paper 1 (AO1, AO2, AO4, AO5/6) Students will complete an English Literature paper that assess An Inspector Calls and A Christmas Carol.
Term 6	Feedback from mocks and SLE	

Geography: (Edexcel Geography B)

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.

Concepts

Geographical concepts such as the interaction between physical and human processes and the formation and use of landscapes and environments. Pupils will use these skills to make connections, draw contrasts, analyse trends and interpret a range of sources of geographical information using maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Understanding of the methods of geographical enquiry in order to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length and consolidation and extension of knowledge of the world's major countries and gaining an awareness of increasingly complex geographical systems in the world.

Exam board and Course code

Exam board: *Edexcel*

Specification: *Geography B*

Course code: *1GB0*

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

Exam components and weighting

There will be three exams and each one will be 1 hour and 30 minutes long.

- Paper 1 Global Geographical Issues – 37.5% of the qualification
- Paper 2 UK Geographical Issues - 37.5% of the qualification
- Paper 3 People and Environment Issues – Making Geographical Decisions 37.5% of the qualification - 25% of the qualification

Paper 1 – Global Geographical Issues will assess topics including: Hazardous earth, development dynamics and the challenges of an urbanising world.

Paper 2 – UK Geographical Issues will assess topics including: The UK's evolving physical landscape, the UK's evolving human landscape and geographical investigations (fieldwork).

Paper 3 – People and Environment Issues is a decision making assessment. The topics included in this include: People and the biosphere, forests under threat, consuming energy resources.

Homework

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

Additional information

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

Ways to support your child at home include: Supporting homework through research and encourage 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.

Textbooks that support the course are as follows:

Grade 9-1 GCSE Geography Edexcel B: Investigating Geographical Issues - Revision Guide: perfect for catch-up and the 2022 and 2023 exams (CGP GCSE Geography 9-1 Revision) by CGP
ISBN: 978-1782946212

GCSE 9-1 Geography Edexcel B: GCSE 9-1 Geography Edexcel B Revision Guide
by Becky Priest
ISBN: 978-0198436232

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 H7 or after-school Thursday in H8.
- 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.co.uk/bitesize/examspecs/zsytxsg>

Term 1	Topic 2 - Development Dynamics
Term 2	Topic 4 - The UK's Evolving Physical Landscape - Coastal Change then River Processes and Pressures
Term 3	Topic 5 - The UK's Evolving Human Landscape Case Study - Dynamic UK Cities
Term 4	Topic 5 - UK Evolving Human Landscape Topic 6 - Geographical Investigations (coasts OR rivers)
Term 5	Topic 6 - Geographical Investigations (dynamic urban areas OR changing rural areas)
Term 6	Topic 3 - Challenges of an Urbanising World FULL PAPER 2 MOCK incl. fieldwork

History: (Eduqas)

Click here for specification (online version only)

Rationale

Through year 10 we aim to cover three of the four topics that make up their GCSE course. This will be a mix of breadth and depth topics 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 the Development of the USA 1929-2000. A topic steeped in popular history including the Cold War, Civil Rights Movement, Hippies and Countercultures, to name but a few. This unit offers the student the chance to see a broader change over time whilst gaining details on popular historical figures and analysing their true impact. This topic is perfect in year 10, as their skills improve, they are unable to analyse events with greater depth particularly ones they are already familiar with which can provide great insight into the decades of developments they study.

The first 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.

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

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.

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.

GCSE History: Exam board – Eduqas

- 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)

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.

Feedback

Throughout the year students will receive feedback in a number of ways. The primary method will be through the marking of their books. This will be done on a cycle, every few weeks, and provide areas of strength as well as opportunities to expand and improve. End of topic assessments and regular practice questions will also provide a measure of student progress and the personal feedback given is a base upon which to build their reflections.

British Values

Throughout the curriculum we explore the ideas of freedom, human rights and equality. Through the study of the past we explore the institutions and beliefs we have today and their place in society to broaden the understanding each student has of the world today.

	Topic	Topic Key questions
Term 1	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 2	Germany 1919-39 Life in Nazi Germany	What was life like under Nazi rule? What was life like for minorities in Nazi Germany? What lead to WW2?
Term 3	Elizabethan Age 1558-1603	Who was Elizabeth I? How different was society in Elizabethan England?
Term 4	Elizabethan Age 1558-1603	What changes and laws helped her control? What threats did she face to her throne?
Term 5	Development of the USA 1929-2000	How has society changed through depression and war? Who is the most significant for the civil rights movement?
Term 6	Development of the USA 1929-2000	How did society and influences change over time? What impact did the Cold War have on the world?

Languages: (Edexcel)

Rationale

We follow Pearson Edexcel resources and exams from Y7 up to A level as we believe the consistency supports our learners positively.

- Students are taught either French, German or Spanish in Y7 and continue this language throughout the 3 years of KS3, as we find they are more successful at GCSE this way. They are given a strong foundation of language learning irrespective of which language they study and also an understanding of the culture of all the countries where their language is spoken.
- We mainly follow the SOW of the Pearson Edexcel Studio, Stimmt, Viva resources because it prepares students well and logically for the Edexcel GCSE and offers comprehensive resources across all skills that build knowledge and allow for revisiting knowledge regularly but within new and different contexts.
- We have made some changes to the order some things are taught in as we feel this better supports students' progress. These can be seen on our KS3 Curriculum overview.
- We teach grammar explicitly (with reference to English language and sometimes others) and then give students as many opportunities as we can to practice it in different contexts. We also support use of good English where possible, for example in translations.
- Y7 and most Y8 classes are taught as mixed groups. In Y9 there may be more opportunity to create a faster pace group but we try to maintain flexibility and aim to ensure the students are in a group that allows them to do their best.
- Homework is set according to our policy and is intended to support and consolidate what has been learnt in class, prepare students for next units of work and develop independence.
- We assess at the end of every Module and these cover the whole range of skills and task types across each year. See KS curriculum overviews.
- We do the Pearson Edexcel GCSE in all 3 languages and for the most part students continue with the language they have been studying. However, we look at individual cases where students may be able to be successful in a different or additional language and endeavour to support them.
- Students are grouped according to various criteria (we may have completely mixed groups due to 'option blocks', or due to decisions that that is best for those students or we may have higher and Foundation groups (sometimes dictated by who is teaching the language).

Ambition

We strive to teach students to enjoy learning another language at all levels and to enjoy and appreciate the cultural differences. This is whilst maintaining the rigors of them understanding the ways in which the language itself functions so that they can actually manipulate the language and not just regurgitate learnt phrases. This is to enable them to go away and learn other languages that may interest them at a later stage.

Concepts

- Key concepts = grammar – tenses, sentence structure, agreements and how to develop and extend ideas to be communicated.
- We follow a spiral curriculum (see above)
- Knowledge progression achieved via a curriculum which ensures regular revisiting of key concepts as well as revisiting key themes from Y7 to Y11. We have written the curriculum so the

key concepts are introduced progressively, given time to be mastered and then revisited in different contexts

- Students are assessed on the 4 key skills every half term to give reliable all-round data and to allow to plan for any skill left behind. They are regularly assessed in lesson through AFL methods.
- We work to push all students to the highest standard possible and differentiate with support resources or different resources where applicable and possible and through outcomes. The curriculum provides scaffolding to support weaker students.

Exam board – Edexcel

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

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

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

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

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

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

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

Homework : is usually set twice in KS4 and should take around 40 minutes (but students should be looking over new vocabulary more regularly – ideally 10 minutes per day)

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

Parents can support their children throughout their language learning experience at OSA by encouraging them to use resources provided by their teachers and online resources on a regular basis. Some we would recommend are: Activelearn (all students have access and are provided with login and password details by our ICT department), Duolingo, YouTube "Easy French/German/Spanish", BBC bite size, and any others that students themselves may find. Additionally, teachers regularly post homework tasks and support materials in Teams and also use the Student Portal for support resources. Homework tasks are an integral part of their language learning, they consolidate learning done in the classroom, promote independence and prepare students for forthcoming units of work.

All students will also be provided with relevant grammar and vocabulary sheets to support their progress through each module of work (there are 8 throughout the whole of KS4). 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 grading 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 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 all 4 skills.

The following are helpful strategies for revision in languages:

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

Each class will start Module 1 at the beginning of Year 10 and work through to the end of Module 5 before sitting an End of Year test on content and skills from all 5.

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

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

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

Maths: (Edexcel)

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

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.

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.

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.

Exam board and Course code: Edexcel GCSE (9-1) Mathematics (Higher and Foundation) – 1Ma1

Exam components (papers) and weighting:

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

- Paper 1: Non Calculator
- Papers 2 & 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%

Homework

- 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 and Dr Frost (<https://www.dr frostmaths.com/>) are used extensively for homework but other home works 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.

Feedback

- Students can expect regular verbal feedback from their Maths teachers and specifically the following:
- Teachers will check classwork is completed to reasonable standard and give verbal feedback
- Marked homework (typically electronic through MyMaths, Dr Frost, Khan Academy etc)
- Summative assessments (unit tests) to produce reports at the end of each unit

British Values

In Mathematics, students learn how to organise their work in a systematic way, so that it can be understood by others as well as themselves. They learn to distinguish between the right and wrong ways (methods) of successfully completing tasks. In Mathematics, they learn to develop a sense of purpose, through the ability to investigate a hypothesis, consider other view points and ethical issues, discuss their work logically and get their findings and opinions across sensibly. Mathematics contributes to students' spiritual development in different ways. For example, the feeling of excitement and delight that students experience when they are able to solve questions they once found difficult or even impossible to solve. Students are often inspired by the cross-curricular links with other subjects (Art, Design and Technology, Geography and Graphics amongst others). They pride themselves in understanding and being able to use mathematical tools applied in the business world. Mathematics is constantly applied to real-life scenarios – these problem solving tasks give students the opportunity to understand and respect each other's cultural, spiritual and traditional practices. Pupils investigating different number sequences and where they occur in the real world. Pupils considering the development of pattern in different cultures including work on tessellations. Allowing discussion and debate on the use and abuse of statistics in the media. Allowing discussion on the cultural and historical roots of mathematics. Pupils discussing the use of mathematics in cultural symbols and patterns. Mathematics helps students to make informed decisions in life, based on the skills and confidence gained from choosing the most appropriate method in solving problems. These skills are transferrable to real-life situations, and therefore help the students become reflective, responsible and insightful individuals.

Schemes of work and assessment

- These are differentiated for Year 10 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.
- Unit tests are conducted in class at the end of every unit.

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

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	

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.

Success in maths:

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

Media: (Eduqas)

- Component 1 – Written Exam Exploring the Media (40%)
- Component 2 – Written Exam Understanding Media Forms and Products (30%)
- Component 3 – NEA Coursework Creating Media Products (30%)

Rationale

The Year 10 Curriculum is designed to evenly distribute the work load of KS4 across the 2 years. Knowledge and Set products are covered throughout Year 10 to support their theoretical knowledge and to support the completion of NEA Coursework in Year 11. This allows students to develop a broad understanding of different media industries to understand theoretical and practical application of key knowledge.

Ambition

The aim of the KS4 Curriculum is to build the practical and theoretical understanding of key media industries. At the heart of the curriculum is the ability to explore, analyse and investigate key areas within each industry and how media products fulfil a purpose. We also expect students to draw connections across industries to understand their convergence and multi-platform reach. We also strive for all students to make at least the expected progress and achieve their target grade.

Media Concepts

Students develop an understanding of how to analyse and evaluate key media products using terminology and key theoretical approaches. Students will break down products within different media industries to understand how they produce products. It prepares students to theoretically analyse and understand decisions and also prepares them to create their own products in Year 11. Evaluative skills are developed in connection to their own work and reflecting on its effectiveness. Students must demonstrate their ability to:

- carry out research
- develop their own ideas
- collaborate with others
- Analyse media products combining theories, research and their own knowledge
- Create products using their knowledge of key industries and their codes and conventions

Homework

In media lessons students will receive homework that relates directly to what they have and will be doing in future lessons. Homework will be set when appropriate to support classroom learning and ensure coursework deadlines are met. 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	Introduction to Media and Advertising and Marketing (Preparation for Component 1) Looking at Advertising and Marketing products to understand how they are made and their purpose.
Assess	Developing a basic understanding of how to analyse key media products and the media language that they use. Students can show an understanding of set products and begin to respond to exam style questions.
	Term 2: Project 2
Topic	Film Industry and Magazines (Preparation for Component 1) Looking at the Bond Franchise and how it targets key demographics. Exploring the magazine industry and their use of representations to target audiences.
Assess	Developing a greater understanding of how industries create media products for targeted audiences and how their representations of genders and key groups influences their products.
	Term 3: Project 3
Topic	Newspapers (Preparation for Component 1) Analysing the ways in which Newspapers appeal to specific demographics using language and representations
Assess	Demonstrating understanding of Newspaper and how they politically align themselves with key audience demographics which shapes their approach and conventions.
	Term 4: Project 4
Topic	Video Games and Revision (Preparation for Component 1) Looking at the Video Game industry and how they create games across platforms.
Assess	Developing understanding of Video games and the societal impact they have regarding younger audiences. Exam style questions will be answered regarding all topics covered up to this point.
	Term 5&6: Project 5
Topic	Music Video (In Depth Study) (Preparation for Component 2) Exploring and analysing Music Videos and how they are produced for audiences
Assess	Developing an understanding of how Music videos use representations as well as how the products connect to online media and reach out to fans. Analyse the way in which they use media to reach fans.

Music: (Edexcel)

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

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

Rationale

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

Ambition

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

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

Term 2 – Project 2				
Topic	Area of Study 1 (Instrumental Music 1700-1820)			
Assessment	Working as an ensemble and individually students will present a piece of music. Students will complete Performance, Composition, Listening and Appraising Tasks based around AoS1			
	AO1 Perform with Technical Control	AO2 Compose and develop musical ideas	AO3 Demonstrate and apply musical knowledge	AO4 Make critical and evaluative judgements.

Term 3 – Project 3				
Topic	Area of Study 2 (Vocal Music)			
Assessment	Working as an ensemble and individually students will present a piece of music. Students will complete Performance, Composition, Listening and Appraising Tasks based around AoS2			
	AO1 Perform with Technical Control	AO2 Compose and develop musical ideas	AO3 Demonstrate and apply musical knowledge	AO4 Make critical and evaluative judgements.

Term 4 – Project 4				
Topic	Area of Study 3 (Music for Stage and Screen)			
Assessment	Working as an ensemble and individually students will present a piece of music. Students will complete Performance, Composition, Listening and Appraising Tasks based around AoS3			
	AO1 Perform with Technical Control	AO2 Compose and develop musical ideas	AO3 Demonstrate and apply musical knowledge	AO4 Make critical and evaluative judgements.

Term 5 – Project 5				
Topic	Area of Study 4 (Fusions)			
Assessment	Working as an ensemble and individually students will present a piece of music. Students will complete Performance, Composition, Listening and Appraising Tasks based around AoS4			
	AO1 Perform with Technical Control	AO2 Compose and develop musical ideas	AO3 Demonstrate and apply musical knowledge	AO4 Make critical and evaluative judgements.
Term 6 – Project 6				
Topic	Appraising (Component 3 – Listening) Students will complete an intensive recap on all the set works, focussing on exam style questions and technique			
Assess	Working individually and in groups, students will respond to given component 3 style questions. They will be expected to listen and appraise, and refine their melodic and rhythmic dictation skills.			

Physical Education & Sport (Edexcel)

Rationale

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

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

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

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.

Concepts

With guidance from the PE staff, students can opt in to GCSE or BTEC Sport. This is designed for those who have a real love for the subject and maybe wish to take their journey in sport into the 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 Spire.

Homework

For every PE lesson, all students are required to bring full and correct PE Kit, including appropriate footwear, as advised by the subject teacher.

Feedback

Students in core PE will receive feedback on their performance in every lesson. This feedback may take one of many different forms such as specific individual feedback from the teacher, group feedback from the teacher, peer feedback and self-feedback (from seeing their end results, or by how their performance felt). The majority of feedback will be in relation to how well they are implementing the teaching points highlighted during the lesson and with the aim of achieving progress. At the end of each unit students will be assessed on their ability to perform fundamental skills in both non-competitive and competitive scenarios.

Within examination PE

In addition to the forms of feedback used in core PE written feedback will be given to students once every three lessons. Students will be given time within lessons to respond to this feedback in green pen. Students will also sit termly tests and will receive detailed written feedback about these. Time will be given for students to correct errors, and further develop their answers.

British Values

Physical Education by its nature has a huge role to play in developing a student Socially, Morally, Spiritually and Culturally. Taking part in PE and Sport has been proven to have a positive effect on student's mental health as well as their physical health.

We as a department particularly focus on the essence of fair play, playing within the rules of the sport, recognising each other's successes, and treating failures as a learning opportunity. Respect is vitally important within PE and Sport, and students will be expected to respect their peers contributions to lessons and to understand that they must work together to be successful. Student's will also develop their ability to use social skills in a range of different contexts, as they will be working together with other students within many sports, to solve problems in order to achieve a common goal.

Students will be encouraged to undertake leadership roles within lessons and help shape the learning of their peers. Students are offered many opportunities to become involved in Extra-curricular activities which will further enhance their confidence and self-esteem beyond the curriculum.

Timeline for Core PE

Term 1	
Topic	Invasion Sports (Football and Netball) / Fitness / Net sports (Badminton)
Term 2	
Topic	Invasion Sports (Rugby and Netball) / Fitness / Net sports (Badminton)
Term 3	
Topic	Cross Country / Outdoor and Adventurous Activities / Invasion Sports (Basketball, Handball and Rugby)
Term 4	
Topic	Cross Country / Outdoor and Adventurous Activities / Invasion Sports (Basketball, Handball and Netball)
Term 5	
Topic	Athletics (track and field) / Striking and Fielding (Cricket and Rounders)
Term 6	
Topic	Athletics (track and field) / Striking and Fielding (Cricket, Softball and Rounders)

GCSE Physical Education: Exam board – AQA GCSE

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

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

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

Year 10 GCSE timeline

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.

Year 10 BTEC timeline	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 (Eduqas)

Rationale

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

Students will study Philosophy and Ethics. In Year 10 students will study an ethics unit called Human Relationships. They will then Issues of Good and, Issues of Life and Death and Humanism

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.

Concepts

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

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

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

	Term 2
Topic	Issues of Human relationships Life and Death
Assessment	Talking mock – Human relationships

	Term 3
Topic	Issues of Good and Evil
Assessment	Exam questions

	Term 4
Topic	Issues of Life and Death
Assessment	Exam questions Issues of Life and Death

	Term 5
Topic	Issues of Life and Death
Assessment	Talking mock Issues of Life and Death

	Term 6
Topic	Revision, end of year exam. Humanism and PSHE – Health and Relationships education
Assessment	End of year exam

Personal, Social, Health and Economic Education (PSHE)

Rationale

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.' PSHE Association

The PSHE curriculum is a spiralling curriculum that start off on a small simple scale and year on year develops with further information and concepts while revisiting some concepts to make sure every child has the best possible access to the curriculum.

Oxford Spires Academy has adopted the RSE 2020 documentation and this is built securely within our curriculum. Much of this is delivered by a Specialist Team during our schools 'Drop down day'.

Concepts

PSHE covers a number of different aspects.

Health and Wellbeing

Relationships Education

Living in the Wider World – this contains Careers

Tutor Time Term 1: Financial decision making
Tutor Time Term 2: Work Experience
Tutor Time Term 3: Employability skills
Tutor Time Term 4: Mental Health
Tutor Time Term 5: Exploring influence
Tutor Time Term 6: Addressing extremism and radicalisation

Drop Down days

Session 1 Healthy Relationships – consent/ co-coercion and victim blaming culture
Session 2 Contraception, Consent and Sexual health
Session 3 The role of the media in relationships- pornography/sexting/nudes
Session 4 LGBTQ+
Session 5 Risky behaviour

Science: (AQA)

Rationale

Our curriculum in KS4 is designed to promote problem solving, understanding and knowledge recall. 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, whilst being challenged and supported in independent thought and explicitly taught revision and recall skills that they will be successful academically.

We order topics progressively to ensure that pupils have the foundations in each discipline to build harder content on top. In some instances, large topics are split in two and returned to later in curriculum. In each topic we have a revision skills and recall lesson half way through. The purpose of this is to promote the importance of recall in science given the large amount of content there is to learn across the three disciplines and also to explicitly teach the pupils methods for committing scientific information and concepts to memory.

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.

Concepts

The science curriculum is topic based throughout KS4. Our teaching style aims to force pupils to think for themselves by focusing on enquiry, 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.

Exam board and Course Code

AQA GCSE Biology (8461)

AQA GCSE Chemistry (8462)

AQA GCSE Physics (8463)

AQA Combined Science: Trilogy (8464)

Exam components (papers) and weighting

Biology

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

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

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

Chemistry

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

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

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

Physics

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

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

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

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

Homework

Pupils should expect a fortnightly online Educake quiz. Quizzes range from 10 – 30 questions that are selected to suit the needs of the class. The class teacher will monitor the completion of these quizzes and use student responses to identify common misconceptions to be addressed in lesson. To provide the opportunity for a more extended piece of independent work, a homework will be set once per fortnight. All homework is monitored for completion and quality.

Feedback

Feedback in Science takes a number of forms and includes:

- Verbal whole class or individual feedback in every lesson
- Weekly online Educake quiz feedback
- Marking of exercise books once per topic including reference to targeted questions
- Marking of end of topics assessments followed up with a tailored feedback lesson

British Values

Throughout the science curriculum pupils are encouraged to see the science in the wider societal contexts. Ethical considerations as they apply to the science being taught are discussed and there is opportunity for respectful debate around these issues. Pupils are shown how their own lives are affected by scientific developments and pupils form an understanding of how they themselves fit within the scientific concepts and ideas. Reference is made to scientific institutions as well as the variety of other public institutions and services that make use of science. The diverse origins and histories of scientific theories are explicitly mentioned throughout the teaching of biology, chemistry and physics topics.

Useful resources

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

www.senecalearning.com

<https://www.educake.co.uk/>

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>

Combined Science Scheme

	Term 1 Topic	Term 1 Assessment
Biology	Transport & Health	End of Topic Tests
Chemistry	Atomic Structure & Periodic Table	
Physics	Energy	

	Term 2 Topic	Term 2 Assessment
Biology	Infection & Response	End of Topic Tests
Chemistry	Chemical Analysis + Structure & Bonding	
Physics	Forces & Motion	

	Term 3 Topic	Term 3 Assessment
Biology	Bioenergetics + Organisation and Enzymes	End of Topic Tests
Chemistry	Energy Changes + rates & Equilibrium	
Physics	Waves	

	Term 4 Topic	Term 4 Assessment
Biology	Ecological Cycles & Impact	End of Topic Tests
Chemistry	Organic Chemistry	
Physics	Electricity	

	Term 5 Topic	Term 5 Assessment
Biology	Evolution	End of Topic Tests
Chemistry	Chemical Changes	
Physics	Electricity	

	Term 6 Topic	Term 6 Assessment
Biology	Revision	Mocks
Chemistry	Revision	
Physics	Revision	

Triple Science Scheme

	Term 1 Topic	Term 1 Assessment
Biology	Transport & Health	End of Topic Tests
Chemistry	Atomic Structure & Periodic Table	
Physics	Energy	

	Term 2 Topic	Term 2 Assessment
Biology	Infection & Response	End of Topic Tests
Chemistry	Chemical Analysis + Structure & Bonding	
Physics	Forces & Motion	

	Term 3 Topic	Term 3 Assessment
Biology	Bioenergetics + Organisation and Enzymes	End of Topic Tests
Chemistry	Energy Changes + rates & Equilibrium	
Physics	Waves	

	Term 4 Topic	Term 4 Assessment
Biology	Ecological Cycles & Impact	End of Topic Tests
Chemistry	Organic Chemistry	
Physics	Electricity	

	Term 5 Topic	Term 5 Assessment
Biology	Evolution	End of Topic Tests
Chemistry	Chemical Changes	
Physics	Electricity	

	Term 6 Topic	Term 6 Assessment
Biology	Genetics	Mocks
Chemistry	Chemical Changes	
Physics	Particle Model of Matter	