



# Year 10

# Curriculum Booklet

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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 including students from all prior attainment backgrounds. We benefit from a very diverse community with students from a wider variety of ethnic, cultural and religious backgrounds than most schools. Similarly, students from a wide range of social backgrounds including a higher-than-average number of students who qualify for pupil premium, learn

together in an atmosphere of mutual respect and equality. Our students are politically aware and take national and international concerns seriously.

### **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 and year group systems 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 to reach the government’s target for 90% of students to study EBacc GCSEs by 2025. We recognise the competitive advantage our students will enjoy by having such a broad and ambitious portfolio of qualifications. We recognise the impact covid has had and that some students will need greater confidence and to have support identifying and remedying gaps in their knowledge 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.

### **Year 10 Overview:**

| <b>Subject</b> | <b>Lessons per week</b> | <b>Notes</b>  |
|----------------|-------------------------|---|
| English        | 4                       |   |
| Maths          | 4                       |   |
| Science        | 6                       | Triple Scientists complete the extra work in normal classroom time. |
| PSHE           | 1                       |   |
| PE             | 2                       |   |
| Option A       | 2                       |   |
| Option B       | 2                       |   |
| Option C       | 2                       |   |
| Option D       | 2                       |   |

**Option blocks: All GCSE except those marked \***

| <b>Option A</b>   | <b>Option B</b>  |
|---|--|
| Art<br>Design & Technology<br>Engineering *(Level 1 vocational)<br>Geography<br>History<br>Hospitality & Catering * (Level 1 & 2 Vocational)<br>Spanish | Business<br>Drama<br>French<br>Geography<br>German<br>Music<br>Religious Studies   |
| <b>Option C</b>   | <b>Option D</b>  |
| Business<br>Computing<br>French<br>German<br>History<br>Media<br>Music<br>Religious Studies   | Art<br>Design & Technology<br>History<br>Photography<br>Physical Education<br>Spanish<br>Sport BTEC * (Level 1 & 2 vocational) |

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](mailto:mdixon@spires.anthemtrust.uk)

## Art (Edexcel)

### Year 10 (Year 1) – GCSE Art, Craft & Design

#### **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 want to give students the opportunity to work outside of the classroom and experience Art and working with practitioners first-hand. 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, non-routine problem solving, presentation, creativity and attention to detail. Art also offers the opportunity to practice many transferable skills such as decision making, adaptability, critical thinking, communication, self-management and collaboration. 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.
- be curious and 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

## Assessment

### Exam board and Course codes

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

### Component 1: Personal Investigation (Coursework 60%)

### Component 2: Externally Set Assignment (Exam 40%)

Art and Photography 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 10 Art students develop knowledge of Materials, Techniques and Processes through workshop style, teacher led sessions, and students are then required to develop such skills independently. Students develop skills through a 'Portraiture' theme and in Year 11 Art they respond more personally to their local environment or personal history and experience through the topic 'My City'. Towards the end of Year 10, once students have mastered a range of materials, they begin to lead and personalise their own projects refining 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 mediums.

In Year 10 Photography students learn the technical knowledge of how to use a DSLR camera and use this knowledge across techniques and digital processes through workshop style, teacher led sessions, and students are then required to develop such skills independently. Towards the end of Year 10 students will follow a brief to use what they have learnt through creating imagery around music and artists of their choice. In Year 11 students develop their skills and demonstrate technical knowledge through the genres of Photography, for example, portrait photography, photojournalism, still life, editorial and architectural.

## Homework

Homework is set weekly for KS4 and students are expected to spend a minimum of 2 hours on tasks. Homework or as we refer to it, *Independent Study*, is a key part of students GCSE and enables students to extend their learning of skills and techniques from their 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, refining their skills, synthesising what they have learnt, 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 regularly for RAG rating of tasks in order to keep up to date and ensure good pace, as well as 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.

### **Enrichment**

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, projects with the Ashmolean and the Pitt Rivers Museum, created huge sculptures as part of the parade for Cowley Road Carnival and Oxford Night Light, enter student work in Art competitions such as the Royal Academy Summer Show, offer drop-down days for GCSE students in order to work with Artists and Practitioners and every year we visit London with GCSE and A Level classes for Gallery visits and talks from Artists.

## Year 10 Art GCSE Timeline

| Term 1     |   |
|------------|---|
| Topic      | Term 1 – Portraiture – Component 1  |
| Assessment | Artist presentation pages, practical response, and artist analysis write ups. Analytical skills combined with exploring, selecting and reviewing techniques and processes |

| Term 2     |   |
|------------|---|
| Topic      | Term 2 – Portraiture – Component 1  |
| Assessment | As above for Term 1 - extending your practice and experience across and range of specialisms including drawing, painting, printing, ceramics, sculpture, photography, digital media and textiles. |

| Term 3     |  |
|------------|--|
| Topic      | Term 3 - Portraiture– Component 1  |
| Assessment | Practical and written: Developing skills in observation, recording and refining ideas. Continuous written reflection is required in Art to show understanding and the development of skills. |

| Term 4     |  |
|------------|--|
| Topic      | Term 4 – Portraiture – Component 1   |
| Assessment | Practical and written: Continuing an exploration of media, techniques and processes. Analytical skills combined with recording ideas relevant to intentions related to the work of others. |

| Term 5     |  |
|------------|--|
| Topic      | Term 5 – Portraiture – Component 1   |
| Assessment | Practical and written: Work is becoming more individual, and students begin to pursue their own areas of interest and research independently towards a mock exam where they will produce a final outcome. A sustained final piece demonstrating your skills developed throughout the year. |

| Term 6     |   |
|------------|---|
| Topic      | Term 6 - My City  |
| Assessment | Practical: Students will begin their Year 11 coursework project at the end of Year 10. They will come back to teacher led sessions centred around observational drawing. There is a focus on architecture and perspective drawing of school and local building. Develops skills in recording of ideas and creating refined responses. Students will research their locality through drawing and Photography in order to create a bank of sources to use throughout the project. |

## Business: (OCR)

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

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

### Rationale

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

### Ambition

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

### Concepts

The GCSE course develops students in order to assist them in answering and sitting two exams at the end of Year 11. A flexible scheme of work allows teachers to teach the course over 2 years, with plenty of time to revise and focus on practise past papers. There are several key concepts. Some are listed below:

- a) Understanding business aims and objectives
- b) Understanding the different sizes of a business
- c) Investigating real businesses and the opportunities they come across
- d) Calculating, completing and interpreting real life financial documents

As this new specification is marked as 9-1, students are assessed regularly to ensure they understand the new marking system. The business department aims to test students after each subtopic and additionally at the end of the year concluding on all teaching that occurred that academic year. Students will be provided with extensive revision materials and resources to aid them in achieving their absolute best.



**Useful Resources:**

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

- OCR GCSE 9-1 Business Michael Schofield- my revision notes

| <b>Term 1</b>         |   |
|-----------------------|---|
| Term 1 topic          | <b>Business Paper 1: Business Activity</b>  |
| Topic will consist of | The role of business enterprise and entrepreneurship<br>Business planning<br>Business ownership<br>Business aims and objectives |

| <b>Term 2</b>         |   |
|-----------------------|---|
| Term 2 topic          | <b>Business Paper 1: Marketing</b>  |
| Topic will consist of | Stakeholders in business<br>Business growth<br>The role of marketing<br>Market research |

| <b>Term 3</b>         |   |
|-----------------------|---|
| Term 3 topic          | <b>Business Paper 1: People</b>   |
| Topic will consist of | Market segmentation<br>The marketing mix (The 4ps)<br>The role of human resources |

| <b>Term 4</b>         |   |
|-----------------------|---|
| Term 4 topic          | <b>Business Paper 1: People</b>   |
| Topic will consist of | Organisational structures and different ways of working<br>Communication in business<br>Recruitment and selection |

| <b>Term 5</b>         |  |
|-----------------------|--|
| Term 5 topic          | <b>Business Paper 1: People</b>  |
| Topic will consist of | Motivation and retention<br>Training and development<br>Employment law |

| <b>Term 6</b> |                                     |
|---------------|-------------------------------------|
| Term 6 topic  | <b>Business Paper 2: Operations</b> |

|                   |   |
|-------------------|---|
| Topic consists of | Production processes<br>Quality of goods and services |
|-------------------|---|

## 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](http://www.teach-ict.com) – An online textbook. Login details supplied to students.

[www.classoos.com](http://www.classoos.com) – Digital Textbook – login using school office 365 account

<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk> - BBC Bitesize. [www.quizlet.com](http://www.quizlet.com)

– A digital flashcard platform. A fun way to learn key terminology. [www.trinket.io](http://www.trinket.io) – A cloud based coding platform allowing for coding in python.

[https://snakify.org/join\\_class/aholmes/oxfordspiresacademy.org/](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)<br>*Binary Numbers                                    | *Boolean Logic<br>*Programming fundamentals (sequencing & selection)  |
| 2    | *System Software : OS & Utilities<br>* <b>Mini Mock Test</b><br>*Hexadecimal & Character Sets | *Application of logic to selection & conditional iteration<br>* <b>Mini Mock Test</b><br>*Flowcharts & Structure Diagrams |

|   |   |  |
|---|---|--|
| 3 | <ul style="list-style-type: none"> <li>* Representing Images</li> <li>* Representing Sound</li> <li>* Units &amp; files size calculations</li> <li>* <b>End of Term Test</b></li> </ul> | <ul style="list-style-type: none"> <li>* Searching Algorithms</li> <li>* Counting Iteration</li> <li>* 1D Arrays</li> <li>* Random numbers</li> <li>* <b>End of Term Test</b></li> </ul> |
| 4 | <ul style="list-style-type: none"> <li>* Computer Legislation</li> <li>* <i>Work Experience Week</i></li> <li>* Security</li> <li>* <b>End of Term Test</b></li> </ul>                  | <ul style="list-style-type: none"> <li>* Translating Computer Languages</li> <li>* IDEs</li> <li>* String Handling</li> </ul>  |
| 5 | <ul style="list-style-type: none"> <li>* Networking fundamentals</li> <li>* Networking protocols &amp; layers</li> </ul>  | <ul style="list-style-type: none"> <li>* <b>Beginning of term Test</b></li> <li>* functions &amp; procedures</li> <li>* input validation</li> <li>* Basic Authentication</li> </ul>      |
| 6 | <ul style="list-style-type: none"> <li>* Revision</li> <li>* <b>Year 10 Mock Exam</b></li> <li>* Mock Exam Remediation</li> </ul>   | <ul style="list-style-type: none"> <li>* Revision</li> <li>* <b>Year 10 Mock Exam</b></li> <li>* Mock Exam Remediation</li> <li>* Micro-project</li> </ul>                               |

## Dance: AQA

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

- 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 workload 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.

| <b>Term 1: Project 1</b> |  |
|--------------------------|--|
| Topic                    | <b>Introduction to Dance GCSE – Boy Blue Entertainment</b><br>(Preparation for Component 2)<br>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.   |
| <b>Term 2: Project 2</b> |  |
| Topic                    | <b>Exploration and Critical Understanding – Artificial Things</b><br>(Preparation for Component 2)<br>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 around inclusive performance.  |
| <b>Term 3 Project 3</b>  |  |
| Topic                    | <b>Exploration and Critical Understanding – Shadows</b><br>(Preparation for Component 2)<br>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.  |
| <b>Term 4: Project 4</b> |  |
| Topic                    | <b>Exploration and Critical Understanding – A Linha Curva</b><br>(Preparation for Component 2)<br>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.   |

|        |   |
|--------|---|
|        | <b>Term 5: Project 5</b>  |
| Topic  | <b>Exploration and Critical Understanding – Infra</b><br>(Preparation for Component 2)<br>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.   |
|        | <b>Term 6: Project 6</b>  |
| Topic  | <b>Exploration and Critical Understanding – Within Her Eyes</b><br>(Preparation for Component 2)<br>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 teamwork 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 \(online version only\)](#)

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 workload 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.

|        |   |  |  |
|--------|---|--|--|
|        | <b>Term 1: Project 1</b>  |  |  |
| Topic  | <b>Introduction to GCSE Drama – Component 2 Monologues</b><br>(Preparation for Component 2)<br>Looking at a range of exploration strategies to use to explore the stimuli for Component 1   |  |  |
| Assess | Developing a basic understanding of the practical and theoretical elements of GCSE Drama.<br>Developing a basic understanding of the practical and theoretical elements of GCSE Drama.<br>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. |  |  |

|        |   |  |  |
|--------|---|--|--|
|        | <b>Term 2: Project 2</b>  |  |  |
| Topic  | <b>Exploration Strategies – Under Pressure</b><br>(Preparation for Component 1)<br>Looking at a range of exploration strategies to use to explore the stimuli for Component 1                                       |  |  |
| Assess | Working individually, in small groups and as a whole class, students will develop exploration skills and skills in completing written reflection in order to identify how their understanding develops and changes. |  |  |

|        |  |                       |                    |
|--------|--|-----------------------|--------------------|
|        | <b>Term 3, 4 and 5: Project 3 – COMPONENT 1 40% (REAL GCSE PERFORMANCE AND PORTFOLIO)</b>  |                       |                    |
| Topic  | <b>Component 1</b><br>Working as an ensemble students create a piece of Original Theatre and a supporting written Portfolio of evidence charting the creatives process |                       |                    |
| Assess | 26 hours of Guided Learning Time + an additional 1-hour rehearsal per week<br><br>Examined Performance –<br>Draft Portfolio –<br>Final Written Portfolio –             |                       |                    |
|        | Performance  | Development Portfolio | Analysis Portfolio |
|        | 15   | 30                    | 15                 |

|        |   |                                    |                              |
|--------|---|------------------------------------|------------------------------|
|        | <b>Term 5 – Project 3</b>   |                                    |                              |
| Topic  | <b>Ensemble Performance</b><br>(Component 2 – Style Performance)<br>Presenting a 10-minute ensemble performance from a published play         |                                    |                              |
| Assess | Working in groups, students will perform a scripted ensemble. Students will be marked against the GCSE Criteria for Component 2 – Performance |                                    |                              |
|        | Vocal and Physical Skills   | Characterisation and Communication | Artistic Intention and Style |

| <b>Term 6 – Project 4</b> |   |
|---------------------------|---|
| <b>Topic</b>              | <b>The Crucible by Arthur Miller</b><br>(Component 3 – Style Project)<br>Practically exploring and providing a written evaluation and analysis – responding as an Actor, Designer and Director  |
| <b>Assess</b>             | 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.<br>Students will complete both practical work and written analysis and evaluation. |

## English Language (AQA) English Literature (Edexcel):

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

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

### **Exam board and Course code**

AQA English Language (8770)

Edexcel English Literature (1ETO)

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

| <b>English Language Paper 1:<br/>Explorations in Creative<br/>Reading and Writing</b>  | <b>English Language Paper 2:<br/>Writers' viewpoints and<br/>perspectives</b>  | <b>Spoken Language<br/>Component</b>  |
|--|--|---|
| <ul style="list-style-type: none"> <li>In section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.</li> </ul> In section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. | <ul style="list-style-type: none"> <li>In section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader               <ul style="list-style-type: none"> <li>In section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.</li> </ul> </li> </ul> | 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 7-11, 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 progress 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:

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

|               | <b>Topic</b>  | <b>Assessment</b>   |
|---------------|---|---|
| <b>Term 1</b> | 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                               |
| <b>Term 2</b> | English Literature Paper 1 An Inspector Calls [4-5 weeks*]<br>English Literature Paper 2 A Christmas Carol Context and Plot |   |
| <b>Term 3</b> | 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)                        |
| <b>Term 4</b> | English Literature Paper 2 Belonging Poetry Anthology and SLE   | Students will complete a Section A exam style poetry question. AO1, AO2 and AO3i.   |
| <b>Term 5</b> | Year 10 PPE<br>English Language Paper 1<br>English Literature Paper 2   | Students will complete a full English Language and a full English Literature mock exam and are marked against the exam criteria |
| <b>Term 6</b> | Feedback from mocks & completion of poetry unit   |   |

## 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

### 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/zsytxsq>

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



# 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 500present (50% of final GCSE)

**Homework** -Homework will be set by the individual teacher and will be designed to retrieve knowledge learnt in lessons and embed the knowledge they have gained. This will be in the format of retrieval knowledge questions, research tasks, revision tasks, watching videos or essay practice. The homework will be set at an average of every week, but this may vary depending on the nature of tasks set. All homework will be purposeful and assist in the development of the students.

### 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  |
|---------------|---|--|
| <b>Term 1</b> | Germany 1919-39                                     | What problems did Germany face after WW1? How did the Nazis grow in popularity?  |
| <b>Term 2</b> | Germany 1919-39                                     | What was life like under Nazi rule?<br>What was life like for minorities in Nazi Germany?  |
| <b>Term 3</b> | Germany 1919-39<br>Development of the USA 1929-2000 | What lead to WW2?<br>How has society changed through depression and war?<br>Who is the most significant for the civil rights movement? |
| <b>Term 4</b> | Development of the USA 1929-2000                    | How did society and politics change over time in the USA?  |
| <b>Term 5</b> | Development of the USA 1929-2000                    | What impact did the Cold War have on the world?  |
| <b>Term 6</b> | Crime and punishment through time c.500 - present   | How did Crime and Punishment change in Britain during the Saxon and Medieval period?   |

## Languages: (Edexcel)

### Rationale

In KS4 the curriculum is fully differentiated with parallel Higher and Foundation books/resources. The course provides progression from the 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.

### 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 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 are grammar (tenses, sentence structure, agreements and how to develop and extend ideas to be communicated), vocabulary and phonics.
- We have designed our schemes of learning to build vocabulary, grammar knowledge and language learning skills in a logical and progressive manner.
- Knowledge progression is 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
- 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.
- Students are assessed at the end of every Module and these cover the whole range of skills and task types across each year. Exam style questions/tasks will be used in KS4. This is to give reliable all-round data and to allow to plan for any skill left behind. They are also regularly assessed in lesson through AFL methods.
- At the end of each year in KS3 we include study of a film to consolidate language and concepts learnt throughout the year and to boost cultural interest and understanding as well as to foster more creative use of their language in a different context.
- 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.

### Homework

Homework is set regularly and is intended to support and consolidate what has been learnt in class, prepare students for next units of work and develop independence. There is a strong focus on learning vocabulary and students will have regular vocabulary tests. In KS4 students should be looking over new vocabulary more regularly than just when set as HW – ideally 10 minutes per day)

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

## Feedback

In MFL the majority of feedback is given verbally. Students also receive feedback on written work.

- Students will receive verbal feedback throughout most lessons both individually and collectively. This will be on oral work but may also be on written work (when it is being done during a lesson or on marked written HW/assessments).
- It will concentrate particularly on:
  - Pronunciation
  - grammatical accuracy
  - correct word order in sentences
  - ideas/suggestions on how to further develop sentences in order to include higher quality/more complex ideas and linguistic structures.
  - Common misconceptions
  - Addressing misunderstandings in comprehension exercises

## British Values

People, their relationships and their interactions with others are an intrinsic part of what we teach in MFL, and the cultural immersion of learning a language cannot be avoided. In MFL, pupils are encouraged to consider this in the study of each of our languages. In languages, students are encouraged to ask questions about the world and to understand it.

The MFL classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Students will consider what life is like for individuals living in France, Germany or Spain. Mutual respect is taught and given when students are expressing their opinions and beliefs. They are taught and encouraged to show respect to each other's beliefs, feelings and opinions.

Students will explore their own individual liberty by considering themselves as global citizens and beginning to explore possibilities for travelling to, or even working in, other parts of the world at a later stage. Pupils are taught about historical, cultural and religious differences between the UK and France, Germany or Spain (with some reference to other countries where these languages are spoken). Other cultures are always discussed in a respectful manner, emphasising that although things may be different, each culture is equally valuable and to be respected.

## 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%)

## Content & Timeline

The course covers the 5 Themes of:

1. Identity and Culture (who am I, daily life, cultural life)
2. Local area, travel & tourism (where you live, holidays, travel and tourist transactions)
3. School

4. Future aspirations, study and work
5. International and global dimension (environmental issues, big events bringing the world together)

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.

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

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

| <b>Spanish</b> |   |
|----------------|---|
| Module 3       | Identity & Culture: Daily life, who am I?                   |
| Module 2       | School: What school is like                                 |
| Module 1       | Local area, holiday & travel: Holidays                      |
| 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

- Maths covers these key topics across every year group.
- Number
- Algebra
- Geometry
- Statistics
- Ratio and Proportion

We focus on ensuring students develop fluency, reasoning and problem-solving skills in all areas.

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

- Sparx Maths – <https://sparxmaths.com/>
- Students have individual logins and passwords
- Students complete 1 hour a week and get a week to complete
- Topics are based on what is learnt in class and retrieval of previous topics

### 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
- Automatically Marked homework
- Summative assessments half term tests

### 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.

### 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.

### **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 assessment and revising properly for end of year or external exams.

## **Media: (Eduqas)**

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

- 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 workload 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.

|        | <b>Term 1: Project 1</b>   |
|--------|--|
| Topic  | Introduction to Media and Advertising and Marketing<br>(Preparation for Component 1)<br>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.             |
|        | <b>Term 2: Project 2</b>   |
| Topic  | Film Industry and Magazines<br>(Preparation for Component 1)<br>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 influence their products.                                      |
|        | <b>Term 3: Project 3</b>   |
| Topic  | Newspapers<br>(Preparation for Component 1)<br>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.   |
|        | <b>Term 4: Project 4</b>   |
| Topic  | Video Games and Revision<br>(Preparation for Component 1)<br>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.                              |
|        | <b>Term 5&amp;6: Project 5</b>   |
| Topic  | Music Video (In Depth Study)<br>(Preparation for Component 2)<br>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 workload 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.

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

|            |   |  |  |   |
|------------|---|--|--|---|
|            | <b>Term 2 – Project 2</b>   |  |  |   |
| Topic      | Area of Study 1<br>(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<br>Perform with Technical Control   | AO2<br>Compose and develop musical ideas | AO3<br>Demonstrate and apply musical knowledge | AO4<br>Make critical and evaluative judgements. |

|            |   |  |  |   |
|------------|---|--|--|---|
|            | <b>Term 3 – Project 3</b>   |  |  |   |
| 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<br>Perform with Technical Control   | AO2<br>Compose and develop musical ideas | AO3<br>Demonstrate and apply musical knowledge | AO4<br>Make critical and evaluative judgements. |

|            |   |  |  |   |
|------------|---|--|--|---|
|            | <b>Term 4 – Project 4</b>   |  |  |   |
| 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<br>Perform with Technical Control   | AO2<br>Compose and develop musical ideas | AO3<br>Demonstrate and apply musical knowledge | AO4<br>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<br>Perform with<br>Technical Control   | AO2<br>Compose and<br>develop musical<br>ideas | AO3<br>Demonstrate and<br>apply musical<br>knowledge | AO4<br>Make critical and<br>evaluative<br>judgements. |
|                    |  |  |  |   |
| Term 6 – Project 6 |  |  |  |   |
| Topic              | Appraising<br>(Component 3 – Listening)<br>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 & Health and Fitness (NCFE)

### 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 PE and NCFE Health and Fitness 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 extracurricular 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 NCFE Health and Fitness ensures a differentiated approach for assessment and qualification in the subject, both of which give the opportunity for entry onto 6<sup>th</sup> form Sport courses at OSA.

### Ambition

Our ambition is for a large percentage of the year group to opt for the qualification subjects (GCSE and NCFE) in PE and Health and Fitness 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 into GCSE PE or NCFE Health and Fitness. This is designed for those who have a real love for the subject and maybe wish to take their journey in sport into the 6<sup>th</sup> form and beyond. Specialist staff will deliver all the key concepts of Anatomy and Physiology and Social Cultural Concepts of Sport and Physical Activity, with curriculum time designed to support the development of the practical aspects of the course.

“Sport for All” ensures all students (on GCSE/NCFE pathways or core PE) have every opportunity to fulfil their potential in Sport and Physical Education at Oxford Spire.

## **Assessment**

Throughout the year, and in all sports and activities students will be assessed against the ‘Three Pillars of Physical Education’.

- Motor Competence
- Rules, strategies and tactics
- Healthy Participation

## **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 half term. 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

vitaly 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 Extracurricular activities which will further enhance their confidence and self-esteem beyond the curriculum.

*Timeline for Core PE*

|               |   |
|---------------|---|
| <b>Term 1</b> |   |
| <b>Topic</b>  | Invasion Sports (Football and Netball) / Fitness / Net sports (Badminton)                                     |
| <b>Term 2</b> |   |
| <b>Topic</b>  | Invasion Sports (Rugby and Football) / Fitness / Net sports (Badminton)                                       |
| <b>Term 3</b> |   |
| <b>Topic</b>  | Cross Country / Outdoor and Adventurous Activities / Invasion Sports (Basketball) / Net Sports (Table Tennis) |
| <b>Term 4</b> |   |
| <b>Topic</b>  | Invasion Sports (Basketball, Netball, Rugby) / Net sports (Table Tennis)                                      |
| <b>Term 5</b> |   |
| <b>Topic</b>  | Athletics (track and field) / Striking and Fielding (Cricket and Rounders)                                    |
| <b>Term 6</b> |   |
| <b>Topic</b>  | 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***

|               |         |  |
|---------------|---------|--|
| <b>Term 1</b> | Paper 1 | Skeletal System                              |
|               | Paper 2 | Skill Acquisition Part 1 - Skill and Ability |

|               |         |   |
|---------------|---------|---|
| <b>Term 2</b> | Paper 1 | Skeletal System                         |
|               | Paper 2 | Skill Acquisition Part 2 - Goal Setting |

|               |         |                                     |
|---------------|---------|-------------------------------------|
| <b>Term 3</b> | Paper 1 | Muscular System                     |
|               | Paper 2 | Skill Acquisition Part 3 - Guidance |

|               |         |   |
|---------------|---------|---|
| <b>Term 4</b> | Paper 1 | Respiratory System                          |
|               | Paper 2 | Skill Acquisition Part 4 - Arousal Theories |

|               |         |   |
|---------------|---------|---|
| <b>Term 5</b> | Paper 1 | Circulatory System  |
|               | Paper 2 | Socio-Cultural Influences Part 1 - Participation in Sport |

|               |         |  |
|---------------|---------|--|
| <b>Term 6</b> | Paper 1 | Circulatory System   |
|               | Paper 2 | Socio-Cultural Influences Part 2 - Barriers to Participation |

**Level 1/2 NCFE Health and Fitness**

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

Content included in the course:

- Structure and function of the body systems: Skeletal, Muscular, Respiratory, Cardiovascular, Energy Systems
- Effects of exercise on the body



- Health and fitness – components of fitness
- Fitness testing
- Methods of training
- Health and fitness programme

→ External assessment = 40%

→ Internal assessment (coursework) = 60%

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

| <b>Year 10 Health and Fitness timetable</b>       |  |
|---|--|
| <b>Term 1</b>                                     |  |
| Topic   | Body systems: Skeletal and Muscular  |
| <b>Term 2</b>                                     |  |
| Topic   | Respiratory and Cardiovascular   |
| <b>Term 3</b>                                     |  |
| Topic   | Cardiovascular, Energy Systems and Effects of Exercise   |
| <b>Term 4</b>                                     |  |
| Topic   | Components of Fitness, Principles of Training, Fitness Testing   |
| <b>Term 5</b>                                     |  |
| Topic   | Methods of Training and Impact of a Healthy Lifestyle  |
| <b>Term 6</b>                                     |  |
| Topic   | Analysis Tools, SMART Goals and Fitness Programme  |
| <b>Assessment Criteria for Health and Fitness</b> |  |
| AO1   | <b><i>Recall knowledge and show understanding</i></b><br>The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.                                      |
| AO2   | <b><i>Apply knowledge and understanding</i></b><br>The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions. |

|     |  |
|-----|--|
| AO3 | <b>Analyse and evaluate knowledge and understanding</b><br>The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.  |
| AO4 | <b>Demonstrate and apply technical skills and processes</b><br>The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools and techniques. |
| AO5 | <b>Manage and evaluate the project</b><br>The emphasis here is for learners to develop the necessary skills of forethought, time management, self-reliance and self-reflection.  |

## Religious studies (Eduqas)

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

### Rationale

The Year 10 RS curriculum focuses on Christianity and Islam and students explore philosophical and moral issues. We follow the Eduqas syllabus at GCSE.

The religious, philosophical and ethical themes that we explore in the modern world are:

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

The RS 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. Students 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.

### Papers:

- Paper 1: Religious, philosophical and ethical studies in the modern world (50%)
- Paper 2: Study of Christianity (25%)
- Paper 3: Study of a world faith (Islam) (25%)

|       |                                 |
|-------|---------------------------------|
|       | <b>Term 1 and term 2:</b>       |
| Topic | Christian beliefs and practices |
|       | <b>Term 3 and term 4:</b>       |
| Topic | Muslim beliefs and practices    |

|       |                                |
|-------|--------------------------------|
|       | <b>Term 5 and term 6:</b>      |
| Topic | Issues of Life and death theme |

**Useful websites:**

<https://www.eduqas.co.uk/media/wpojivm0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf>

<https://www.bbc.co.uk/bitesize/examspecs/z68sjhv>

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

## 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+  |

## 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 halfway through. The purpose of this is to promote the importance of recall in science given the large amount of content there is to learn across the three disciplines and also to explicitly teach the pupils methods for committing 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 regular 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. 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
- Regular online Educake quiz feedback
- 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](http://www.bbc.co.uk/bitesize/levels/z98jmp3)  
<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-gcsebiology-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-gcsechemistry-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-gcsephysics-for-aqa-student-b>

### Combined Science Scheme

|           | <b>Term 1 Topic</b>               | <b>Term 1 Assessment</b> |
|-----------|-----------------------------------|--------------------------|
| Biology   | Transport & Health                | End of Topic Tests       |
| Chemistry | Atomic Structure & Periodic Table |                          |
| Physics   | Energy                            |                          |

|           | <b>Term 2 Topic</b>                     | <b>Term 2 Assessment</b> |
|-----------|---|--------------------------|
| Biology   | Infection & Response                    | End of Topic Tests       |
| Chemistry | Chemical Analysis + Structure & Bonding |                          |
| Physics   | Forces & Motion                         |                          |

|           | <b>Term 3 Topic</b>                      | <b>Term 3 Assessment</b> |
|-----------|--|--------------------------|
| Biology   | Bioenergetics + Organisation and Enzymes | End of Topic Tests       |
| Chemistry | Energy Changes + rates & Equilibrium     |                          |
| Physics   | Waves                                    |                          |

|           | <b>Term 4 Topic</b>        | <b>Term 4 Assessment</b> |
|-----------|----------------------------|--------------------------|
| Biology   | Ecological Cycles & Impact | End of Topic Tests       |
| Chemistry | Organic Chemistry          |                          |
| Physics   | Electricity                |                          |

|           | <b>Term 5 Topic</b> | <b>Term 5 Assessment</b> |
|-----------|---------------------|--------------------------|
| Biology   | Evolution           | End of Topic Tests       |
| Chemistry | Chemical Changes    |                          |
| Physics   | Electricity         |                          |

|  | <b>Term 6 Topic</b> | <b>Term 6 Assessment</b> |
|--|---------------------|--------------------------|
|--|---------------------|--------------------------|

|           |          |       |
|-----------|----------|-------|
| 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 |                   |

