YEAR 10 CURRICULUM INFORMATION

ST JOSEPH'S CATHOLIC HIGH SCHOOL

LIVING • LOVING • LEARNING

sjchs.uk

Our Year 10

St Joseph's is a school where we know our pupils, care for them and we treat each other like a family. The theological virtues of Faith, Hope and Love are at the heart of what St Joseph's does. This results in a curriculum that instills within our pupils a love of self and a love of others, the virtues of faith, hope and love and opportunities to explore Catholic Social Teaching. We promote care and respect for all and expect high standards in all aspects of school life.

Our curriculum is designed to offer a broad and balanced curriculum which is both stimulating and challenging, meeting the needs of the full ability range of all our pupils Our rich curriculum prepares all our pupils to be successful and ready for the next stage of their lives to flourish. Our curriculum fosters high levels of independent learning. We have high aspirations for all our pupils and have bespoke intervention to support the needs of individual pupils who may not be reaching their full potential, we implement a series of interventions to ensure that pupils achieve their best.

Our curriculum is designed to build on the good work of our partner primary schools to acquire a depth of knowledge, skills and understanding across all subjects that enables pupils to achieve their very best. We regularly review and adapt our curriculum so that it meets the needs and interests of all our pupils to enhance their learning.

Our Curriculum encourages our pupils to have high levels of literacy, oracy, numeracy and a love of reading, that will support and build the confidence of our pupils to know more. We support our pupils with a range of additional opportunities, extra-curricular activities and experiences to develop themselves as an individual who are ready to meet the next challenge in their lives. We believe that learning should be interesting and enjoyable. While we support pupils to develop their knowledge and skills, we encourage them to ask questions, develop resilience in their learning and build confidence in their own abilities.

Our curriculum is regularly reviewed and refined so that it meets the personal needs and interests of all our pupils, supporting and challenging everyone, while respecting the dignity of the individual. Pupil progress is tracked across all years with regular reports sent home to provide information to parents and carers.

Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life. It provides a secure learning environment, that has a rigorous academic and vocational curriculum with high expectations and best practice in teaching and learning based upon 'The Greater Teacher Toolkit', enhanced by pastoral care.

Year 10 Curriculum Time

SUBJECT	NUMBER OF LESSONS PER WEEK
ART & DESIGN	3
ART & DESIGN: PHOTOGRAPHY	3
BUSINESS	3
COMPUTER SCIENCE	3
CREATIVE MEDIA	3
3D DESIGN	3
DESIGN TECHNOLOGY - FOOD & NUTRITION	3
ENGLISH	5
GEOGRAPHY	3
HEALTH & SOCIAL CARE	3
HISTORY	3
MATHEMATICS	5
MODERN FOREIGN LANGUAGE - SPANISH	3
PERFORMING ARTS	3
PERSONAL DEVELOPMENT - PHSE	1
PHYSICAL EDUCATION	1
RELIGIOUS EDUCATION	3
SCIENCE	6
SPORTS SCIENCE	3

Art & Design

Exam Board:	AQA	
Specification Number:	8201	
Units:	8201/X	Externally Set 40%
	8201/C	Portfolio Coursework 60%

Art & Design is a vibrant and dynamic course that will equipe you with the practical and theoretical skills to continue the subject with confidence at AS, A-level and beyond.
The qualification features a wide range of titles including Art, craft and design, Fine art, Graphic communication, Textile design, Three-dimensional design and Photography. The flexibility of the course design means the course can be tailored to your interests and your strengths.
Link to the GCSE Art and Design specification & resources: AQA | Subjects | Art and Design

Year 10 Teaching Units - *What will your child study?*

Half Term 1 & 2 - GCSE Project 1 " From Bud to Bloom"
Students will learn about 3 of the 4 assessment objectives that are used In Art GCSE and will be shown how to develop a successful sketchbook;
·Observational and technical skills and research of various natural and man made structural forms
·Developing ideas and experimentation with textiles, dry felting, paint, drawing and mixed media.
·Using the work of Ian Murphy to inspire and assist with ideas and techniques.

Half Term 3 & 4 - GCSE Project 2 "Identity" Part 1
During this project students will be investigating the theme of identity, both visual and personal. What does it mean to be a teenager in today's society and how people's visual identities tell stories or give information to others. Research using photography and other Artistic means will be completed and the students will be introduced to a variety of Artists. They will then choose one or two of the Artists to develop thoroughly and at a deeper level than previously. They will be given a variety of media with which to experiment and to develop their own style and will build on all technical and experimental skills learnt throughout their time at St Josephs. They will use a variety of mixed media which plays to the students strengths and is appropriate to their theme and Artists.

Half Term 5 & 6 - GCSE Project 2 "Identity" Part 2
Using the work from the previous term, students will develop their own concepts and work based around the theme of 'Identity'. They will now have formed their own ideas and will be working towards expressing them. They will be introduced to Assessment Objective 4 and will produce a final outcome which is personal and meaningful and realises intentions.
Assessment through both projects will be inline with the AQA Art and Design Specification objectives, 1, 2, 3 and 4. Sketchbooks will be marked with 'post it notes' throughout the project which set individual D.I.R.T tasks for students. Formal assessment will take place at 4 points through the project whenever it is appropriate.

Art & Design: Photography

Exam Board:	AQA
Specification Number:	8206
Units:	8206/x
	8206/c

GCSE Photography is one of several creative titles available within the Art & Design qualification. This course is designed with flexibility in mind, allowing it to be tailored to suit each student's individual interests and strengths. Through a combination of practical and theoretical study, students develop key skills in photographic techniques, visual analysis, and creative expression. The course provides a strong foundation for further study at AS, A-level, and beyond, making it an ideal choice for those interested in pursuing photography or other visual arts disciplines.

Year 10 Teaching Units - *What will your child study?*

Half Term 1 & 2 - GCSE Project 1 " Structures

Students will be introduced to the Art of photography and will explore the essential knowledge such as Aperture, speed and ISO. They will also gain experience of taking photographs using all the formal elements.
they will use the Urban landscape and further afield to take photoshoots and will be shown how to digitally and Artistically develop their work into final outcomes. This project will introduce them to the sketchbook and they will be shown how to organise their digital files.

Half Term 3 & 4 - GCSE Project 2 "Telling Stories " Part 1

Students will undertake a project exploring the theme of storytelling through photography, with a focus on both visual and personal narratives. This project encourages students to consider what it means to be a teenager in today's society and how visual identity can communicate stories or convey information to others. Students begin by conducting research using photography and other artistic methods, examining how images can reflect personal experiences and social themes. They are introduced to a range of contemporary and historical artists whose work demonstrates different approaches to visual storytelling. A variety of media is provided to support experimentation and the development of individual style. Students are encouraged to build on the technical and creative skills they have acquired throughout their time at St Joseph's, using mixed media approaches that align with their chosen theme and artistic influences.

Half Term 5 & 6 - GCSE Project 2 "Telling Stories" Part 2

Using the work from the previous term, students will develop their own concepts and work based around the theme. They will now have formed their own ideas and will be working towards expressing them. They will be introduced to Assessment Objective 4 and will produce a final outcome which is personal and meaningful and realises intentions.
Assessment through both projects will be inline with the AQA Art and Design Specification objectives, 1, 2, 3 and 4. Sketchbooks will be marked with 'post it notes' throughout the project which set individual D.I.R.T tasks for students. Formal assessment will take place at 4 points through the project whenever it is appropriate.

Business Studies

Exam Board:	Pearson	
Specification Number:	1BS0	
Units:	1BSO 01	Investigating Small Business (Studied in Yr 10)
	1BS0 02	Building a Business (Studied in Yr 11)

Business Studies is a subject that gives pupils the opportunity to develop a wide range of transferable skills. Pupils will become skilled in making decisions, being creative, solving problems, understanding finance, analysing data and working as part of a team. They will not only gain business knowledge and understanding but will gain the opportunity to put it into practise through a range of business activities and projects. Business Studies gives pupils the opportunity to understand the world that we live in and to become more aware of global issues and events.

Link to the GCSE Business specification & resources: https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf

Year 10 Teaching Units - *What will your child study?*

Half Term 1
Topic 1.1 - Enterprise and Entrepreneurship

Half Term 2
Topic 1.2 - Spotting and Business Opportunity

Half Term 3
Topic 1.3 - Putting a Business Idea into Practice

Half Term 4
Topic 1.4 - Making the Business Effective

Half Term 5
Topic 1.5 - Understanding External Influence on Businesses

Half Term 6
Revision and Exam Technique

Computer Science

Exam Board: OCR
Specification Number: J277
Units: 8201/X Externally Set 40%
8201/C Portfolio Coursework 60%

Our GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. Students will
·understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
· analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
·think creatively, innovatively, analytically, logically and critically
·understand the components that make up digital systems, and how they communicate with one another and with other systems
·understand the impacts of digital technology to the individual and to wider society
· apply mathematical skills relevant to Computer Science.

Year 10 Teaching Units - *What will your child study?*

Half Term 1: Systems Architecture / Python
·The purpose of the CPU
· The fetch-execute cycle
·Common CPU components and their function:
·ALU (Arithmetic Logic Unit)
·CU (Control Unit)
·Cache
·Registers
· Von Neumann architecture
·MAR (Memory Address Register)
·MDR (Memory Data Register)
·Program Counter
·Accumulator
·How common characteristics of CPUs affect their performance
·The purpose and characteristics of embedded systems
·Examples of embedded systems
·The need for primary storage
·The difference between RAM and ROM
·The purpose of ROM in a computer system
·The purpose of RAM in a computer system
·Virtual memory
·Cache
·The need for secondary storage
·Common types of storage:
·Optical
·Magnetic
·Solid state
·Suitable storage devices and storage media for a given application
·The advantages and disadvantages of different storage devices and storage media relating to these characteristics:
oCapacity
oSpeed
oPortability
oDurability
oReliability
oCost
·The use of variables, constants, operators, inputs, outputs and assignments
·The use of the three basic programming constructs
oSequence
oSelection
oIteration

Half Term 2 : Systems Architecture / Python
··The units of data storage
·How data needs to be converted into a binary format to be processed by a computer
·Data capacity and calculation of data capacity requirements
·How to convert positive denary whole numbers to binary numbers
·How to add two binary integers together and explain overflow errors
·How to convert positive denary whole numbers into 2 digit hexadecimal numbers and vice versa
·How to convert binary integers to their hexadecimal equivalents and vice versa
·Binary Shifts
·The use of binary codes to represent characters
·The term 'character set'
·The relationship between the number of bits per character in a character set and the number of characters which can be represented e.g. ASCII, Unicode
·How an image is represented as a series of pixels, represented in binary
·Metadata
·The effect of colour depth and resolution on the quality and size of an image file
·How sound can be sampled and stored in digital form
·The effect of sample rate, duration and bit depth on the playback quality and the size of a sound file
·The need for compression
·The use of variables, constants, operators, inputs, outputs and assignments
·The use of the three basic programming constructs
oSequence
oSelection
oIteration
·Types of compression, lossy and lossless
·The use of data types: o Integer o Real o Boolean o Character and string o Casting

Half Term 3 :Computer Networks, Connections and Protocols / Python
··Types of Networks
·Factors that affect the performance of networks
·The different roles of computers in a client server and a peer to peer network
·The hardware needed to connect standalone computers into a LAN
·The internet as a worldwide collection of computer networks
·Star and Mesh network topologies
·Modes of connection – wired and wireless
·Encryption
·IP addressing and MAC addressing
·Standards
·Common protocols including TCP/IP, HTTP/S, FTP, POP, IMAP and SMTP
·The concept of layers
·The use of variables, constants, operators, inputs, outputs and assignments
·The use of the three basic programming constructs
oSequence
oSelection
oIteration
·Types of compression, lossy and lossless
·The use of data types: o Integer o Real o Boolean o Character and string o Casting

Half Term 4 :Network Security / Python
·Threats to computer systems and networks
oForms of attack
§Malware
§Social Engineering
§Brute Force Attacks
§Denial of Service attacks
§Data interception and theft
§The concept of SQL injection
·Identifying and preventing vulnerabilities
oCommon prevention methods
§Penetration testing
§Anti-Malware software
§Firewalls
§User Access Levels
§Passwords
§Encryption
§Physical Security
·The use of variables, constants, operators, inputs, outputs and assignments
·The use of the three basic programming constructs
oSequence
oSelection
oIteration
·Types of compression, lossy and lossless
·The use of data types: o Integer o Real o Boolean o Character and string o Casting

Half Term 5 :Systems Software/ Ethical, legal, cultural and environmental impacts of digital technology / Python
·The purpose and functionality of operating systems:
oUser interface
oMemory management and multitasking
oPeripheral management and drivers
oUser management o File management
·The purpose and functionality of utility software
oUtility system software:
§Encryption software
§Defragmentation
§Data compression
·Ethical, legal, cultural and environmental impact
oImpacts of digital technology on wider society
oLegislation relevant to Computer Science
·The use of variables, constants, operators, inputs, outputs and assignments
·The use of the three basic programming constructs
oSequence
oSelection
oIteration
·The use of data types: o Integer o Real o Boolean o Character and string o Casting

Half Term 6 :Algorithms / Python
·Principles of computational thinking
oAbstraction
oDecomposition
oAlgorithmic thinking
·Designing, creating and refining algorithms
oIdentify the inputs, processes, and outputs for a problem
oStructure diagrams
oCreate, interpret, correct, complete, and refine algorithms
§Pseudocode
§Flowcharts
§Reference language/high-level programming language
·Identify common errors
·Trace tables
·Standard searching algorithms
·Standard sorting algorithms
·The use of variables, constants, operators, inputs, outputs and assignments
·The use of the three basic programming constructs
oSequence
oSelection
oIteration
·Types of compression, lossy and lossless
·The use of data types: o Integer o Real o Boolean o Character and string o Casting

Creative Media

Exam Board: Pearson

Specification Number: RCM3

Units:

BCM01	Exploring Media Products
BCM02	Developing Digital Media Production Skills
BCM03	Create A Media Product In Response To A Brief

Creative Media is the study of how a variety of media is constructed, how it appeals to audiences, how it changes in regards to technological developments and the role media industries play in all these areas. It is an exciting, yet challenging, subject that complements many other subjects well, such as Art, English, Business Studies and Computing. It is a mixture of both practical skills and theoretical understanding. It is suitable for pupils who like "hands on" learning but with the academic rigour of other subjects.

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production (603/7053/1) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by investigating, exploring and creating media products as part of their Key Stage 4 learning. The qualification enables learners to develop skills across a range of media practices using a combination of practical exploration, experimentation and realistic vocational contexts. They will develop personal skills, such as managing their creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Year 10 Teaching Units - *What will your child study?*

Half Term 1/2

Learners will develop techniques for generating and developing ideas in response to a creative brief.

• Research, discover and evaluate.

• Generate ideas o creative techniques, e.g. brainstorming, mind-mapping, visualisation, making new connections o developing ideas, e.g. narratives and storylines, synopsis, dialogue, visual appearance, content outline, rules, scoring systems, controls, interactivity, levels.

• Practical experimentation.

• Review ideas, e.g. expand, reject and refine ideas

Learners will develop and apply media pre-production skills and techniques to shape their ideas into pre-production material relevant to the media sector.

• Produce, review and refine material for the audio/moving image sector relevant to the production, such as: o storyboards o audio scripts o screenplays o shot lists.

• Produce, review and refine material for the print sector relevant to the production, such as: o mood boards o a house style o thumbnails and sketches o page mock-ups.

• Produce, review and refine material for the interactive sector relevant to the production, such as: o wireframes o sketches and storyboards o structure charts o a games design document

Learners will develop understanding of media production and post-production processes and practices relevant to the media sector.

• Production and post-production processes and practices, such as: o production workflow, e.g. identifying and ordering tasks, setting deadlines, monitoring progress, managing resources o preparing assets, e.g. create, select, review, re-create o managing assets, e.g. setting up folder structures, selecting file formats, using appropriate file names o experimenting with different techniques, e.g. design iterations, rough edits, mock ups, prototyping o exporting for digital distribution, e.g. applying compression techniques, export settings, file formats

• Skills for the audio/moving image sector relevant to the production, such as: o shooting video in different locations, e.g. interior, exterior, transport o shot composition, e.g. shot type, framing, angle, focus o camera movement techniques, e.g. slow pan, whip pan, tilt, zoom, dolly, crane, steadicam, handheld, combining camera movements o lighting techniques, e.g. three-point lighting, soft lighting, hard lighting, natural lighting o production design, e.g. set, props, colour, costume, blocking o recording audio in a studio and on location, e.g. acoustics, noise reduction techniques, adjusting and monitoring recording levels o setting up microphones, e.g. microphone type, placement o creating audio, e.g. ambient, foley sound, sound effects, voiceover

• Skills for the interactive sector relevant to the production, such as: o creating vector graphics, e.g. buttons, icons, logos o creating 2D assets, e.g. character sprites, environments and terrain, GUI o creating 3D assets, e.g. models, objects, textures o taking photographs, e.g. composition, angle, lighting, depth of field o image editing, e.g. cropping, scaling and resizing images o image manipulation techniques, e.g. layers, selections, image adjustments, transformations, filters, effects

• Skills for the audio/moving image sector relevant to the production, such as: o editing audio, e.g. importing audio, multitrack editing, match volume, playback levels, volume, pan and balance, normalisation o editing video, e.g. importing assets, editing sequences, rough cuts, synchronising audio and video, rendering and previewing, cutaways, shot reverse shot, eyeline match o motion graphics, e.g. graphics, titles, animation and keyframes o adding audio and video transitions, e.g. fade, crossfade, dissolve, wipe o audio effects, e.g. fade and gain, compression, amplitude, modulation, delay, equalisation, reverb, noise reduction o visual effects, e.g. colour correction, distortion, adjustments, masking, keying, time effects, transform effects

• Skills for the interactive sector relevant to the production, such as: o using web design software, e.g. setting up a site, page layouts, styling objects, HTML tables to present information, use of colour, adding page content, navigation, links, interactivity, forms, coding o creating digital publications, e.g. animation, hyperlinks, forms, movies, sound clips, buttons, page transitions o designing user interfaces, e.g. importing assets, align and arrange objects, design buttons, drop-downs, tool tips, modal dialogs o using game engines, e.g. importing assets, level maps, lighting, sound o adding interactivity in games, e.g. scripts, triggers, buttons, actions, colliders, pickups

• Reviewing content, e.g. the amount, quality, relevance, accuracy.

• Testing and reviewing practical outcomes, e.g. functionality, consistency, continuity, communication, accessibility.

• On-going review used to inform decisions and refine work: o application of skills and techniques o respond to audience/user feedback o identify strengths and areas for development

• Coursework Component 2

o Develop and apply media pre-production processes, skills and techniques

o Develop and apply media production and post-production processes, skills and techniques to create a media product.

Half Term 3/4

A1 Media products, audiences and purpose

·Researching media products and practice, to include: o primary sources, e.g. observations, discussions, interviews conducted by learners, surveys o secondary sources, e.g. internet, film, television, magazines.

·Media research techniques, to include: o textual analysis, e.g. denotation and connotation, encoding, anchorage, polysemy o personal response, e.g. interpretation, identification o practical experimentation, e.g. sketches, plans, practical skills exercises o recording research outcomes, e.g. note taking, audio-visual recordings, screen recordings, research logs.

·Contemporary (post-2000) and historical (pre-2000) media products, to include: o audio/moving image products, e.g. TV programmes, films, music videos, animations, advertisements, radio broadcasts, podcasts o print products, e.g. newspapers, magazines, comics, brochures, advertisements o interactive media products, e.g. websites, mobile apps, interactive magazines, mobile games, video games, online games, advertisements.

·Context of production, to include: o media producer, e.g. media conglomerate, public service broadcaster, independent media producer, community media organisation o purposes of media products, e.g. to entertain, inform, educate, persuade, inspire, challenge o motivations of the media producer, e.g. generate profit, raise awareness, benefit a community, self-expression, innovation, experimentation, public service responsibilities o aims of the producer, e.g. to create media products that are high quality, distinctive, accessible, diverse, inclusive, impartial.

·Audience interpretation, to include: o defining primary and secondary audiences, e.g. gender, age, socio-economic groupings, lifestyle profiles o audience statistics, e.g. box office figures, circulation, sales, hits, subscriptions, followers o situation, e.g. the effect of where, when and with whom the audience engages with a media product o audience involvement, e.g. using interactive features, online voting, consumer-generated content, passive audiences o audience responses, e.g. preferred, negotiated and oppositional readings o audience uses and gratifications, e.g. information, entertainment, escapism, personal identity, social interaction

·Genre, to include: o identification of generic characteristics, e.g. iconography of film genres, conventions of national newspapers, components of a web page o how genres change over time, e.g. development of sub-genres, hybrids, subverting generic conventions o repetition and difference, e.g. the extent to which a TV programme, magazine or website conforms to generic codes and conventions and introduces elements of originality.

·Narrative, to include: o storytelling, e.g. story and plot in a film, inverted pyramid in a newspaper article, visual representations to reinforce the text on an app o narrative structures, e.g. linear, non-linear, circular, interactive, open/closed, single/multi-strand o point of view (POV), e.g. third-person narrator in a radio documentary, editorial in a newspaper, first-person shooter computer game o characterisation, e.g. character functions in film, print advertisements, computer games o themes, e.g. dystopia in science fiction films, identity in music magazines, apocalypse in zombie games o setting, e.g. location in a film, photographs in a magazine, open-world diegesis of a computer game o mode of address, e.g. formal style of TV news, the direct address of a magazine cover, the informal address of a computer game.

· Representation of people, places, issues and events, to include: o audience positioning and perspective o audience identification o use of stereotyping o positive and negative representation

·Audio/moving image media products: o camerawork, e.g. set-up, framing, shot type/length, angle, movement o mise en scène, e.g. sets, props, lighting, costume, blocking, production design o use of sound, e.g. diegetic and non-diegetic, sound effects, voiceovers, dialogue, music, sound bridges, audio beds, aural motifs, ambient sound, silence o editing techniques, e.g. continuity, montage, flashbacks, transitions, synchronising, pace, rhythm, flow, tone, balance o effects, e.g. audio effects, visual effects, motion graphics.

Interactive media products: o interactive features, e.g. image galleries, option menus, navigation screens, levels o user interface, e.g. screen, interaction, graphics, buttons, layout, colour o usability/playability, e.g. accessibility, navigation, controls, rules, challenge o mise en scène and lighting, e.g. graphics, sprites, character models, 3D environments, interactive objects, textures, lighting schemes o sound design, e.g. soundtracks, sound effects, sounds triggered by game events

Half Term 5

•Investigate media products

·Explore how media products are created to provide meaning and engage audiences

Half Term 6

•Create a media product in response to a brief

Establishing the requirements of the brief, such as: o the client, e.g. the type of company or organisation that has set the brief, their market or field, and their competitors o the aim or purpose of the brief o technical requirements, e.g. product type, size, duration, format.

Defining the target audience, such as: o age, gender, location, income level o lifestyle, attitude, values, interests, behaviour, personality.

Researching similar existing products to understand the marketplace/competition, such as: o products, e.g. mainstream, niche, alternative, generic, unconventional o textual analysis of the technical and stylistic codes o content analysis to establish the contents, order and sequencing.

Exploring the chosen media sector to support the generation of ideas, such as: o audience responses to media products aimed at the same target audience o current trends in the chosen media sector.

Theme of the brief: o secondary research into the topic or theme of the brief

3D Design

Exam Board: AQA
Specification Number: 8200
Units: 8205/x
8206/C

Studying GCSE Three-Dimensional Design offers students a hands-on, creative experience that encourages innovation, problem-solving, and practical skill development. The course allows learners to explore materials, processes, and construction techniques while designing and making functional or expressive 3D outcomes. It nurtures spatial awareness, critical thinking, and an understanding of form and structure, making it ideal for those interested in architecture, product design, sculpture, or engineering. With opportunities to work independently and collaboratively, students gain confidence in their ideas and develop a strong foundation for further study or careers in the creative and design industries.

Year 10 Teaching Units - *What will your child study?*

Half Term 1 & 2 - GCSE Project 1 " Creative lamps"

Students will explore the theme of functional design through the creation of innovative and expressive lamps. The aim is to combine aesthetic appeal with practical purpose, encouraging students to think critically about how light interacts with form, material, and space. They will be introduced to the Assessment Objectives in the course and will begin considering how designers use shape, texture, and structure to influence mood, atmosphere, and usability. They will be introduced to a range of artists and designers working in lighting and product design, analysing their approaches and identifying techniques that inspire their own ideas.
Throughout the project, students will build on their technical and creative skills, applying knowledge of form, function, and fabrication. The project encourages independent thinking, problem-solving, and innovation.

Half Term 3 & 4 - GCSE Project 2 " Clocks" .

In this project, students will explore the theme of time through the design and creation of imaginative and functional clocks. The aim is to develop a product that combines aesthetic appeal with practical use, encouraging students to think creatively about how form, material, and concept can work together in a three-dimensional outcome. Students will address all four GCSE Art & Design assessment objectives throughout the project.
This project encourages students to explore both functional design and expressive possibilities, allowing them to build on the technical and creative skills developed throughout their earlier project.

Half Term 5 & 6 - GCSE Project 3 " Mock Exam " Part 1

The mock exam in GCSE Three-Dimensional Design serves as a vital opportunity for students to experience the structure, expectations, and creative demands of the final externally set assignment. It allows students to work independently on a sustained project, applying the full creative process from initial research to final outcome, while addressing all four AQA assessment objectives (AO1–AO4).
Through the mock exam, students:

- Develop confidence in managing a design brief within a set timeframe.
- Demonstrate their ability to investigate themes, refine ideas, record their creative journey, and produce a personal and meaningful final piece.
- Identify strengths and areas for improvement, helping both students and teachers to target support and feedback ahead of the final exam.
- Build resilience and independence, essential qualities for success in creative subjects and future study or employment in design-related fields.

The mock exam also reinforces the importance of planning, experimentation, and reflection, ensuring students are well-prepared to meet the demands of the GCSE assessment and produce work that reflects their full potential.

Food Preparation & Nutrition

Exam Board: AQA
Specification Number: 8585
Units: 8585/C NEA Task 1 (Food investigation) & Task 2 (Food preparation assessment)
8585/W Written Paper

Welcome to both the science, history and creative application of all things food. At its heart, this course focuses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition. It is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Year 10 Teaching Units - *What will your child study?*

Half Term 1

- · Investigating the course and introduction to all elements of Food Preparation and Nutrition.
- · Functional and chemical properties of food including
- · Carbohydrates
- · Protein
- · Fats.
- · Putting Food Safety into practice

Half Term 2

- ·Food Nutrition and Health.
- ·Roles/careers

Half Term 3

- · Functional and chemical properties of food including
- · Vitamins
- · minerals
- · Food Science.
- · Cooking of food and heat transfer
- · Selecting appropriate cooking methods

Half Term 4

- · Functional and chemical properties of food including
- · Raising agents
- · Food Provenance

Half Term 5

- ·Dietary/Food Poisoning
- ·Food choice and food labelling.
- British and international cuisines

Half Term 6

- ·Food sources
- ·Sustainability
- ·Food processing and production

English

Exam Board:	AQA	AQA
Specification Number:	8700 [Language]	8702 [Literature]
Units:	8700/1 Paper 1	8702/1 Paper 1
	8700/2 Paper 2	8702/2 Paper 2
	8700/C Spoken Language	

Year 10 Teaching Units - *What will your child study?*

English Language

English Language is vital for communicating with others in school and in the wider world and is fundamental to learning in all curriculum subjects. In studying English, pupils develop skills in speaking and listening and in reading and writing, skills that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively. Looking at the patterns, structures, origins and conventions of English helps pupils to understand how language works. Using this knowledge, students can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers. The Spoken Endorsement offers an excellent opportunity to develop confidence and skills which are highly transferable to the future workplace.

English Literature

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Literature can present familiar settings and dilemmas one moment and then ask readers to empathise with situations and characters that are beyond their experience the next. Literature can increase enjoyment and understanding of positive experiences and also help process problems and dilemmas by suggesting ways to deal with them.

Pupils learn to become imaginative, reflective and critical readers of short stories, novels, poetry and drama, gaining access to the pleasure, knowledge and experience that English Literature offers. Pupils will study modern and classic

Half Term 1

English Language Paper One and Romeo & Juliet

Half Term 2

Creative Writing & Romeo & Juliet

Half Term 3

Power & Conflict Poetry

Half Term 4

Power & Conflict Poetry

Half Term 5

Consolidation of English Language Paper 1

Half Term 6

Blood Brothers, Transactional Writing and Spoken Language

Geography

Exam Board:	OCR	
Specification Number:	J384	
Units:	J384/01	Our Natural World 35%
	J384/02	People and Society 35%
	J384/03	Geographical Exploration 30%

The study of Geography encourages pupils to make sense of a dynamically changing world. Geography is hands on, relevant and fun. Lessons are engaging and use some wonderful resources and different methods to bring the topics alive. Apart from being interesting, employers will know that you are 'Geo Literate'. They will know that geographers have a broad base of skills which can be applied to all sorts of situations. Geography allows students to develop communication skills, graphical and cartographical skills, technological skills including ICT and GIS, interpersonal skills through debate and discussion, literacy and numeracy, critical thinking and problem-solving skills.

Year 10 Teaching Units - *What will your child study?*

Half Term 1: Unit 1 – Resource Reliance
·Will we run out of natural resources?
How has increasing demand for resources affected our planet?
Can we feed nine billion people by 2050?
What does it mean to be food secure?
How can countries ensure their food security?
How sustainable are these strategies?

Half Term 2: Unit 2 – Hazards: Tectonics
How do plate tectonics shape our world?
What processes occur at plate boundaries?
How can tectonic movement be hazardous?
How does technology have the potential to save lives in hazard zones?

Half Term 3: Unit 3 – Hazards: Weather
How can weather be hazardous?
Why do we have weather extremes?
When does extreme weather become a hazard?

Half Term 4: Unit 4 – The UK in the 21st Century
How is the UK changing in the 21st century?
What does the UK look like in the 21st century?
How is the UK's population changing?
How is the UK's economy changing?
Is the UK losing its global significance?
What is the UK's political role in the world?
How is the UK's cultural influence changing?

Half Term 5: Unit 5 – Distinctive Landscapes
What makes a landscape distinctive?
What is a landscape?
Where are the physical landscapes of the UK?
What influences the landscapes of the UK?
What physical processes shape landscapes?
What are the characteristics of your chosen landscapes?

Half Term 6: Fieldwork – River Study (Gatesgarthdale Beck, Honsiter Pass)
Does Gatesgarthdale Beck follow Bradshaw's Model?

Health & Social Care

Exam Board: Pearson
Specification Number: RHS3
Units: BHS01 Human Lifespan Development (controlled assessment)
BHS02 Service and Values (controlled assessment)
BHS03 Health and Wellbeing

A strong desire to care for other people and the drive to make a real difference to their lives, are both vital if you would like a career in the social care and health industry. If you have lots of patience, the ability to communicate and a friendly nature, you will thrive in this industry, which offers a surprisingly wide range of careers from nurses and speech therapists to midwives and mental health workers.

Our course will put you on the road to a great future; we have developed our qualification in partnership with industry professionals to ensure the knowledge you gain is not only relevant and current but will set you apart in the workplace. If you care about others and want a career in a sector that is the UK's largest employer, this area is for you. Adult social care employs around 1.5 million people, and the NHS is the world's fifth largest employer. With people living longer there will be more jobs for health and care workers in the future.

Year 10 Teaching Units - *What will your child study?*

Half Term 1:
Physical, Intellectual, Emotional and Social (PIES) development across all life stages.

Half Term 2 :
Factors that affect growth and development

Half Term 3:
Life Events and Life Circumstances. Relationships and support.
Start of Pearson Set Assignment (PSA) Component1

Half Term 4:
Pearson Set Assignment (PSA) Component 1

Half Term 5:
Component 2: Health and Social Care Services and Values
Health conditions, professionals, services and support

Half Term 6:
Component 2-Barriers to accessing services

History

Exam Board: AQA
Specification Number: 8145TA
Units: 8145/2B/A Paper 2B Option A Norman England
8145/2A/A Paper 2A Option A Britain: Health and the people
8145/1B/D Paper 1B Option D Conflict and tension in Asia
8145/1A/D Paper 1A Option D America 1920 – 1973

History offers the opportunity to investigate the past and to recognise parallels and patterns that are still relevant today. Pupils develop an awareness of significance, change and continuity, cause and consequence and similarity and difference while learning skills to investigate and debate the past with confidence. GCSE History enables pupils to be curious and to stretch themselves to investigate events and people. It provides fascinating human stories as well as helping to students to develop as 21st century world citizens by recognising the impact of historical events that still reverberate today.

Year 10 Teaching Units - *What will your child study?*

Half Term 1: Conflict and tension in Asia, 1950–1975
This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.
Part one: Conflict in Korea
The causes of the Korean War: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR's absence from the UN.
The development of the Korean War: the UN campaign in South and North Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur.
The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea, the UN and Sino-American relations.

Half Term 2
Part two: Escalation of conflict in Vietnam
The end of French colonial rule: Dien Bien Phu and its consequences; Geneva Agreement, 1954; civil war in South Vietnam; opposition to Diem; the Vietcong – aims, support, leadership and guerrilla tactics and Ho Chi Minh.
The US involvement: the Domino Theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme.
Johnson's War: the Gulf of Tonkin; the US response to Vietcong tactics; the mass bombing campaign; demands for peace and growing student protests in the USA; My Lai and its public impact; Search and Destroy tactics and impact; the Tet Offensive and its consequences for the war.
Part three: The ending of conflict in Vietnam
Nixon's War: Vietnamisation; chemical warfare; bombing campaign of 1970–1972; relations with China; widening of the war into Laos and Cambodia.
Opposition to war: Kent State University; the importance of the media and TV in influencing public opinion; the context of the Watergate affair.
The end of the war: the Paris Peace talks; the role of Kissinger; the US withdrawal; fall of Saigon; the price of conflict; problems of Vietnam in 1975.

Half Term 3: Norman England, c1066–c1100
This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.
Part one: The Normans: conquest and control
Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.
Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.
Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William's leadership and government; William II and his inheritance.

Half Term 4
Part two: Life under the Normans
Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book.
Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.

Half Term 5
Part three: The Norman Church and monasticism
The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.
Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular. Normans Church and state

Half Term 6: Britain: Health and the people: c1000 to the present day
This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.
Students will study the importance of the following factors:
war, superstition and religion, chance, government, communication, science and technology, the role of the individual in encouraging or inhibiting change.
Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.
Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.
This option focuses on the following questions:
Why has there been progress in the health of the British people?
How and why has the pace and scale of medical development varied at different times?
What impact has medical progress had on people and society?
How and why have different factors been more important than others for individual medical developments?
What is the significance of key individuals or events in the history of medical development?
Part one: Medicine stands still
Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Mathematics

Exam Board:	Pearson		
Specification Number:	1MA1		
Units:	1MA1 1F/H	Paper 1	Non-calculator
	1MA1 2F/H	Paper 2	Calculator
	1MA1 3F/H	Paper 3	Calculator

Mathematics contributes to the school curriculum by developing pupils' fluency in performing written calculations, reasoning logically, analysing data and solving problems. Through varied teaching and learning activities, students are encouraged to broaden their mastery of mathematical fundamentals in six key areas: Number, Algebra, Ratio and Proportion, Geometry and Measure and Probability and Statistics. Within this framework, pupils explore a variety of exciting concepts, which relate to a broad range of occupations and other academic disciplines.

Year 10 Teaching Units - *What will your child study?*

Foundation

•Half Term 1 and 2
· Unit 1 – Congruence and Similarity
· Unit 2 – Trigonometry
· Unit 3 – Circles
· Unit 4 – Equations and Inequalities
· Unit 5 – Simultaneous Equations

•Half Term 3 and 4
· Unit 6 – Ratio and Fractions
· Unit 7 –Using percentages
· Unit 8 – Probability
· Unit 9 – Data

•Half Term 5 and 6
· Unit 10 – Maths and Money
· Unit 11 – Number
· Unit 12 – Non-calculator Methods
· Unit 13 – types of Number
· Unit 14 – Indices and Roots
· Consolidation and Revision

Higher

•Half Term 1 and 2
· Unit 1 – Congruence and Similarity
· Unit 2 – Trigonometry
· Unit 3 – Circles
· Unit 4 – Equations and Inequalities
· Unit 5 – Simultaneous Equations

•Half Term 3 and 4
· Unit 6 – Angles and Bearings
· Unit 7 –Circles
· Unit 8 – Vectors
· Unit 9 – Ratio
· Unit 10 – Fractions
· Unit 11 – Percentage and Interest
· Unit 12 – Probability

•Half Term 5 and 6
·· Unit 12 – Data
· Unit 13 – Non-calculator Methods
· Unit 14 –Types of number
· Unit 15 – Sequences
· Unit 16 – Indices and Roots
· Unit 17 – Manipulating Expressions
· Consolidation and Revision

Assessment: students have knowledge checks at the start and end of each unit and 2 assessments per year on current and prior learning.

Modern Foreign Language: Spanish

Exam Board:	AQA	
Specification Number:	8692	
Units:	8692/L	Listening
	8692/S	Speaking
	8692/R	Reading
	8692/W	Writing

Did you know, learning a language helps your memory, creativity, listening skills and self-confidence, as well as improving your communication skills? In fact, speaking more than one language is proven to increase your brain capacity, so languages are good for you!

The ability to understand another language is immensely beneficial. It will allow you to read books, watch films and listen to songs in their native language, as well as communicating with people when you go abroad. In the world of business, being able to speak a second language will really make you stand out. It is impressive to be able to speak a foreign language, and your achievement will be recognised by employers and envied by others. What's more, using a language at work could increase your salary by up to 20%.

Year 10 Teaching Units - *What will your child study?*

Half Term 1 - : Free Time Activities

·· The Spanish speaking world
· Life online
· Sports and free time activities
· Making plans with friends

Half Term 2 - Travel and Tourism

·· Discussing travel plans
· Festivals in the Spanish speaking world
· Recounting a past holiday
· Describing a trip to South America

Half Term 3 - My Family and Friends

• Discuss different family models
· Talk about friendships/relationships and describe what qualities a good friend should have
· Give advice relating to friendship issues

Half Term 4 - Healthy Lifestyle

- Look at traditional Hispanic cuisine
- Describe healthy routines and habits
- Compare old and new habits
- Talk about illnesses and injuries

Half Term 5 - My life at School

· Talk about our daily life in school.
· School rules.
· Subjects studied.
· Ideal education.
· Schools in Spain.

Half Term 6 - Where I live and the world around me:

•Columbia – Culture, Lifestyle & Events.
·Describe we live
·Discuss the pros and cons of living in the countryside/city
·Comparing all the above topics with what it was like in the past.

Performing Arts

Exam Board: WJEC
Specification Number: 5639
Units: 5639U10-1 Performing (controlled assessment) 30%
5639U20-1 Creating (controlled assessment) 30%
5639U30-1 Performing Arts in Practice (External controlled assessment) 40%

In this subject pupils gain an insight and understanding of a wide range of topics. Performing Arts is an exciting, expressive and challenging course which enables students to work together in a practical way. Performing Arts is not only a platform to the stage but is also a confidence builder, a teamwork facilitator and a way of expressing ideas and opinions.

Year 10 Teaching Units - *What will your child study?*

Half Term 1 & 2

Unit 1 - **Performing**

Performing scenes from a piece of professional work.
Understanding all the elements of working in the professional industry.

- Replicating work from professional repertoire
- Following good health & safety practices
- Understanding how rehearsal process works
- enhancing skills within Performing
- Following direction & choreography
- working as part of an ensemble and team

Half Term 3, 4 & 5

Unit 2 – Creating

Devising and creating their own original work based on a stimulus given to them. Creating ideas and putting them into practice to perform.

- Devising own ideas
- Following a stimulus
- Working as a group sharing ideas
- Following a time frame
- Enhancing skills within Performing
- Using cultural events to help inspire ideas.

Half Term 6

Unit 3 – Performing Arts in Practice

Preparing for the Unit 3 external exam in year 11
This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.
Topics include

- Planning performance work
- Promoting and pitching
- Evaluating and reflecting

Personal Development: PSHE, R(H)SE & Citizenship

Purpose of Study

At St Joseph's we are inspired by Jesus to assist all our students to become well-rounded, morally purposed individuals. We believe our responsibility to educate students extends beyond their academic studies. Our Personal Development curriculum is carefully designed to instil our core virtues, ensure our students understand the wider world and their place within it and enrich their wider experience so that they are well placed to thrive in modern society.

We insist on a curriculum that removes the notion of disadvantage, encourages resilience, provides equity and equality of opportunity and instils independence and aspiration in our students, so they can become hard working, respectful, loving and compassionate Catholic citizens who are ready to make a difference. Personal Development incorporates:

- Social, Moral, Spiritual and Cultural (SMSC) Education
- Religious Education
- Relationships, Sex and Health Education (RSHE)
- Personal, Social and Health and Economic Education (PSHE)
- Careers Information, Advice and Guidance (CEIAG)
- Character Education
- Citizenship and British Values
- E-Safety
- Extra-curricular activities and wider opportunities
- Philosophy, Politics & Economics

Year 10 Teaching Units - *What will your child study?*

Half Term 1 - Health & Wellbeing

- What is Self-image and what can affect our own Self-image?
- Breast cancer awareness – What are the signs and symptoms?
- Testicular cancer awareness – What the signs and symptoms?

Half Term 2 - Mental Health

- How can I manage my levels of stress and perform well in my exams?
- What are the signs of depression and how can I help myself/others?
- How do we respond to an unexpected pregnancy?

Half Term 3 - CEIAG

A number of sessions in a computer suite using Unifrog, our Careers Education, Information, Advice and Guidance platform.

Half Term 4 - Personal Relationships

- What is Authentic Freedom?
- How can we avoid giving in to peer pressure?
- How do the choices we make affect us later in life?
- What does it mean to be a parent?
- What do we understand about pregnancy and abortion?
- What are our values and beliefs surrounding abortion?
- What do we understand about different types of pregnancies?

Half Term 5 - Keeping Safe

- What is abuse?
- How do we know if we or others we know are being abused and what can we do about it?
- How does consent apply to us and how can we ensure we have it/give it fully?
- Safe sex or save sex?

Half Term 6 - Living in the Wider World

What are our Beliefs, values and attitudes and how do they form our views of the world?
How do Fundamental British values affect me and the way I live my life?
What is Solidarity and how does it apply to me?
What is 'integral ecology' and how does it affect me?

Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Pupils will be taught to:

·Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]

·Develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]

·Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group

·Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best

·Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Students will take part in a range of sports and activities throughout the year to build upon their learning in KS3.

Year 10 Teaching Units - *What will your child study?*

Half Term 1

Options from: badminton, trampolining, football and rugby.
In each sports or activity students will have the chance to apply skills, techniques and tactics honed throughout KS3 into performance and game related activities.
They will explore what the most effective way to improve their performance is.
They will analyse the performance of themselves and others look for ways to improve.
They will explore the benefits of physical activity on their health and wellbeing.

Half Term 2

Options from: netball, basketball, football and rugby.
In each sports or activity students will have the chance to apply skills, techniques and tactics honed throughout KS3 into performance and game related activities.
They will explore what the most effective way to improve their performance is.
They will analyse the performance of themselves and others look for ways to improve.
They will explore the benefits of physical activity on their health and wellbeing.

Half Term 3

Options from: badminton, trampolining, football and rugby.
In each sports or activity students will have the chance to apply skills, techniques and tactics honed throughout KS3 into performance and game related activities.
They will explore what the most effective way to improve their performance is.
They will analyse the performance of themselves and others look for ways to improve.
They will explore the benefits of physical activity on their health and wellbeing.

Half Term 4

Fitness and Outdoor Adventurous Activities.
In each sports or activity students will have the chance to develop their fitness in a range of components and to increase their ability to work as a team to solve problems in an outdoor setting.
They will explore what the most effective way to improve their performance is.
They will analyse the performance of themselves and others look for ways to improve.
They will explore the benefits of physical activity on their health and wellbeing.

Half Term 5

Badminton and rounders.
In each sports or activity students will have the chance to apply skills, techniques and tactics honed throughout KS3 into performance and game related activities.
They will develop their shot selection.
They will explore what the most effective way to improve their performance is.
They will analyse the performance of themselves and others look for ways to improve.
They will explore the benefits of physical activity on their health and wellbeing.

Half Term 6

Athletics and tennis.
They will look for ways to increase their performance in athletic events.
They will look to develop shot selection and utilisation of opponent's strengths and weaknesses.
In each sports or activity students will have the chance to apply skills, techniques and tactics honed throughout KS3 into performance and game related activities.
They will explore what the most effective way to improve their performance is.
They will analyse the performance of themselves and others look for ways to improve.
They will explore the benefits of physical activity on their health and wellbeing.

Religious Education

Exam Board:	Pearson	
Specification Number:	1RAO	
Units:	1RA0 1A	Catholic Christianity
	1RA0 2F	Judaism
	1RA0 3A	Catholic Christianity

The academic discipline of Religious Studies provides important practice in essay writing, debate, comparison, analysis and evaluation, all of which are transferable to other subjects and further education.
Furthermore, immeasurable and essential life skills such as understanding, empathy, reflection and spiritual awareness are gained. Such skills are vital throughout life, particularly in this cosmopolitan age.
Link to the GCSE Religious Studies specification & resources: Edexcel GCSE Religious Studies A (2016) | Pearson qualifications

Year 10 Teaching Units - *What will your child study?*

Half Term 1 & 2
- Judaism – Public Acts of Worship
- The Tenakh and Talmud
- Private and Public Prayer
- The Shema and the Amidah
- Ritual and Ceremony
- Shabbat
- Festivals
- Synagogue)
- Catholic Christianity - The Trinity
- The Trinity and the Bible
- Creation
- Creation and the Nature of Humanity
- The Incarnation
- The Paschal Mystery
- Eschatology

Half Term 3 & 4
- The Sacramental Nature of Reality
- Liturgical Worship
- The Funeral Rite
- Prayer
- Popular Piety
- Pilgrimage
- Catholic Social Teaching
- Evangelism

Half Term 5 & 6
- The Bible
- Interpretation of the Bible
- The Magisterium
- The Second Vatican Council
- The Church as the Body of Christ
- The Four Marks of the Church
- Mary
- Ethical Decisions

Science

Exam Board:	AQA		AQA		AQA		
Subject:	Biology		Chemistry		Physics		
Specification Number:	8461		8462		8463		
Units:	8461/1 F/H	Paper 1 Topics 1-4	8462/1 F/H	Paper 1 Topics 1-5	8463/1 F/H	Paper 1 Topics 1-4
	8461/2 F/H	Paper 2 Topics 5-7	8462/2 F/H	Paper 2 Topics 6-10	8463/2 F/H	Paper 2 Topics 5-8

Exam Board:	AQA		
Subject:	Combined Science		
Specification Number:	8464		
Units:	8464/B/1 Biology Paper 1 Topics 1-4	8464/C/1 Chemistry Paper 1 Topics 8-12	8464/P/1 Physics Paper 1 Topics 18-21
	8464/B/2 Biology Paper 2 Topics 5-7	8464/C/2 Chemistry Paper 2 Topics 13-17	8464/P/2 Physics Paper 2 Topics 22-24

Year 10 Teaching Units - *What will your child study?*

BIOLOGY

Half Term 1
· Cell division · Growth and differentiation · Stem cells · Organisation and the Digestive system · Tissues and organs · Digestive system · Enzymes as catalysts · Chemistry of food

Half Term 2
· Organising animals and plants · Components of the blood and blood vessels · The heart · Heart disease and treatments · Gas exchanges · Plant tissue· Transpiration and evaporation

Half Term 3
· Communicable diseases · Health and disease · Pathogens · Diseases caused by fungi, bacteria, virus and protist · Defence mechanisms · Growing bacteria in a lab · Plant diseases · Plant defences · Preventing and treating disease · Vaccination · Antibiotics and painkillers · Discovering and developing drugs · Making and using monoclonal antibodies

Half Term 4
·Non-communicable diseases ·Cancer ·Risks of disease

Half Term 5
· Photosynthesis · Rate of photosynthesis · How plants use glucose · Making the most of photosynthesis

Half Term 6
· Respiration · Aerobic and anaerobic respiration · Responding to exercise · Metabolism and the liver

CHEMISTRY

Half Term 1
· The periodic table · History of the periodic table · The alkali metals · The halogens · The noble gases · Transition metals

Half Term 2
·Structure and bonding ·States of matter ·Ionic bonding ·Giant ionic structures ·Covalent bonding ·Bonding in metals ·Nanoparticles

Half Term 3
· Chemical calculations · Relative mass and moles · Balanced equations · Yields · Atom economy · Concentrations · Titrations · Volumes of gases

Half Term 4
·Chemical changes ·Reactivity series ·Displacement reactions ·Extracting metals ·Making salts ·Acids and alkalis

Half Term 5
· Electrolysis · Extraction of aluminium · Electrolysis of aqueous solutions

Half Term 6
·· Energy changes · Exothermic/endothermic · Useful changes · Reaction profiles · Bond energy calculations · Cells, batteries and fuel cells

PHYSICS

Half Term 1
· Energy transfer by heating · Conduction · Infrared radiation · Specific heat capacity · Heating and insulating buildings

Half Term 2
· Energy resources · Energy demands · Renewable energy · Non-renewable energy · Energy and the environment · Energy issues

Half Term 3
· Electric circuits · Electrical charges and fields · Current and charge · Potential difference and resistance · Component characteristics · Series circuits · Parallel circuits

Half Term 4
· Electricity in the home · Alternating current · Cables and plugs · Electrical power and potential difference · Electrical currents and energy transfer · Appliances and efficiency

Half Term 5
· Molecules and matter · Density · States of matter · Internal energy · Specific latent heat · Gas pressure and temperature · Gas pressure and volume

Half Term 6
· Radioactivity · Atoms and radiation · The discovery of the nucleus · Changes in the nucleus · More about alpha, beta and gamma · Activity and half-life · Nuclear radiation in medicine · Nuclear fission · Nuclear fusion · Nuclear issues

Sports Science

Exam Board:	Pearson	
Specification Number:	RSP3	
Units:	BSP01	Preparing Participants
	BSP02	Taking Part & Improving Performance
	BSP03	Dev Fitness to Improve Other Participants

Physical Education allows pupils to develop their knowledge and practical skills in a range of physical activities and also examine the effects of exercise on the body. Pupils will identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity. Physical Education is a fantastic choice for those who wish to extend their knowledge, understanding and experience of PE, sport and performance.

Year 10 Teaching Units - *What will your child study?*

Half Term 1
Component 1 – LOA Explore types and provision of sport and physical activity for different types of participants

Half Term 2
Component 1 – LOB Examine equipment and technology required for participants to use when taking part in sport and physical activity

Half Term 3
Component 1 – LOC Be able to prepare participants to take part in sport and physical activity

Half Term 4
Component 1 – LOA, LOB + LOC – Recap of all Component 1 objectives to prepare for the assessment

Half Term 5
Component 2 – LOA Understand how different components of fitness are used in different physical activities

Half Term 6
Component 2 – LOB Be able to participate in sport and understand the roles and responsibilities of officials