

St Columba's Catholic Boys' School

Year 10 Curriculum Booklet



2026/2027

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Curriculum

At St Columba's our aim is to provide a broad, balanced and ambitious curriculum with a strong academic core, that is coherently sequenced and structured.

We have high expectations for every student, so that all may be inspired to achieve and strive for excellence. Our curriculum builds on the strong foundations of primary education, ensuring a smooth and robust transition between phases of learning. We foster a love of learning, that enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

The curriculum is inclusive of all learners, nurturing their talents, irrespective of prior starting points or additional needs. We ensure equality of access and opportunity for all, regardless of educational needs, disability, race, sexual orientation, religion or belief. The entitlement to develop and learn in an environment free from discrimination is implicit in the vision of St Columba's, the core of which is the ultimate worth and dignity of every human being.

We prepare learners for progression to next stage learning and future destinations: for college, for work, for society, and for adult life; and reflect our understanding that 'the curriculum' refers to the whole experience of learners.

Exam board information

Subject / Qualification	Exam Board
English Language	AQA
English Literature	AQA
Maths	Edexcel
Combined science	Edexcel
Separate sciences (Biology, Chemistry, Physics)	Edexcel
Religious Studies B	Eduqas
Geography B	AQA
History	Edexcel
Computer science	OCR
Hospitality and Catering	WJEC
GCSE DT	AQA
Art	AQA
Physical Education	AQA
BTEC Tech award in Sport	Pearson / BTEC
Drama	Eduqas
Film Studies	Eduqas
Business Studies	Pearson Edexcel
Statistics	Edexcel

Subject	Religious Education	Head of Department	Ms Pettett / Mr Olowofoyeku
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Theme 1 Origins and Meaning Learn Key concepts Origins and Meaning Understand Catholic beliefs and teachings about the origin of the universe Know what St Augustine meant by Creation ex nihilo Explore other Christian views on the origin of the universe Engage with non-religious views about the origins of the universe and of human beings Understand scientific theory of evolution Know Catholic teaching on Evolution Know Catholic beliefs and teachings about the sanctity of human life Appreciate Catherine of Siena and her teaching on Imago Dei Know Catholic views about sanctity of life and abortion Know other fundamentalist Christian views and non-religious views about the value of human life Appreciate Humanist views about the value of life Understand Catholic responses to the challenges of Humanist views	Theme 1 Origins and Meaning The Bible Understand the concepts of revelation and inspiration Understand different Christian views on the interpretation of the Bible Painting Study Michelangelo's Creation of Adam in the Sistine chapel Explore how Michelangelo's Creation of Adam expresses Catholic beliefs about creation, God and human beings Symbolism Understand the symbols in the Tree of Life apse mosaic Explore the Tree of Life and Christ as the New Adam Loving and Serving in Catholic communities in Britain and elsewhere Understand Catholic Social Teaching and Imago Dei Understand the relationship between CST and justice, peace and reconciliation Understand inter-faith dialogue and Britain as a multifaith society	Theme 2 Good and Evil Learn Key concepts Good, Evil and Suffering Know Catholic perspectives on the origin of evil Understand the notion of Original Sin Learn what St Augustine meant by privation Understand alternative Christian and non-Christian views on the nature and origin of evil Know about God's goodness Appreciate the challenge of evil Understand Catholic ambivalence towards suffering Understand and Analyse Isaiah 53 Trinity Understand the nature of the Trinity as expressed in the Nicene creed Know the biblical support for the Trinity and its historical development by St Augustine Incarnation Know about Jesus as Incarnate Son	RSE (unit) - RSE - Session 1: Authentic Freedom – Explore issues such as peer pressure and sex - RSE – Session 2: Self-Image - Consider themes such as body image and body shame - RSE – Session 3: Knowing our own beliefs, values and attitudes - RSE – Session 4: Considering what it means to be a parent - RSE – Session 5: Developing personal values and attitudes towards abortion - RSE – Session 6: Understanding different types of abuse (physical, emotional, domestic and neglect). - RSE – Session 7: Exploring Catholic Social Teaching on 'integral ecology', dignity and human rights Extension (if time permits) - RSE – Cinema in Education: Babies. - RSE – Cinema in Education: Unwanted pregnancy.	Revision Revise Origins and Meaning Revise Judaism Beliefs and Teachings Revise Good and Evil Revise Judaism Practices Rationale In preparation for upcoming Mock exams, students will be spending an extended period of time revising for RE (in addition to their other subjects). Revision will be teacher-led as well as independent; and the latter will take place both in lessons and at home with resources provided by the department. In addition to refreshing knowledge and gaining new understandings, a good proportion of this time will be spent developing revision and exam techniques further and engaging with past questions papers.	Theme 3 Life and Death - Learn Key concepts Death and the afterlife - Know Catholic teaching on the meaning of death and dying well - Explore palliative care and Catholic teaching on assisted suicide and euthanasia. - Practice exam skills in preparation for assessment - Reflect on learning through completion of topic assessment - Understand Catholic beliefs about resurrection - Develop knowledge of eschatology, life after death, heaven and hell - Explore the belief in purgatory and the parables of judgement - Appreciate alternative viewpoints on life after death - Know the debate about right to die and sanctity/quality of life - Engage in class debate about euthanasia and right to die

	Creation Understand Genesis 1&2 creation accounts Know Catholic beliefs about human beings and their relationship with creation Explore what is meant by Stewardship Explore Humanist beliefs about caring for the environment <u>Rationale</u> KS4 continues with Component 1 which cover Origins and Meanings. This theme was introduced to a certain extent in KS3. The focus is on creation, sanctity of life and stewardship. One of the philosophical aspects that stretches and challenges students are the engaging debates regarding the origins of the universe, in which Humanist views of the Big Bang and Evolution are pitted against Fundamentalist Christian views about literal six-day creation based on Genesis 1. The hybrid view of the Catholic Church creates a good balance in this debate. Sanctity of life is discussed especially in relation to the conundrum created by abortion.	Explore the role of the Catholic Church in inter-faith dialogue Discuss the work of Catholic charities like CAFOD and SVP <u>Rationale</u> Concepts of creation are further developed through analyses of different approaches to biblical interpretation and artwork that use symbolism to reflect on creation. The component ends with the Catholic development of <i>Imago Dei</i> through the practical philosophy of catholic Social Teaching, designed to meet the needs of the poor and needy in our world. The responsibility of the Church to the world is then explored by looking at the practice of interfaith dialogue, as well as the charitable works of organisations like CAFOD and SVP.	Understand the significance of belief in Jesus as Incarnate Son Explore the Incarnation as a Catholic response to the Problem of Evil Jesus and moral authority Understand the example and teaching of Jesus as the main source of moral teaching Understand Natural Law and conscience as evidence of God's goodness <u>Rationale</u> The second part of this component starts in the Spring term with Good and Evil. A key aspect of this unit is an inquiry into the inconsistent triad where atheists ask why a loving God would allow evil and suffering in his world. As God is considered to be the ultimate 'good', the concept of Trinity is investigated and traced into the doctrine of the incarnation. Then the goodness of God is seen in Jesus and his moral teachings. Finally, the themes end with God's goodness being seen through Natural Law and the conscience we have which enables us to make good choices.	Theme 2 Good and Evil (continued) - Revision Lesson – Good and Evil - End of Unit Assessment – Good and Evil Jesus and moral authority (continued) - Appreciate the role of suffering in the development of virtues Sculpture and Statuary - Know the meaning and significance of sculpture and statues to Catholic tradition and worship - Understand meanings within Michelangelo's Pieta - Examination PFL – Feedback from Good and Evil examination Popular devotion as practised in Catholic communities - Know the meaning of Pilgrimage and how Lourdes is a response to suffering Popular piety - Understand the Rosary and explore the Sorrowful Mysteries of the Rosary <u>Rationale</u> Following the separate lessons on Relationships and Sex Education (RSE),		- Reflect on recent assessment through PFL/ WCF - Extend learning on life and death through media and activities <u>Rationale</u> 'Life and Death' is essential to the GCSE RE course specifications as all religions have to consider the ultimate questions of death and what happens after we die. The unit starts with discussions regarding the notion of death and the ways people can prepare for death. Critical evaluation along with the range of views regarding assisted suicide and euthanasia then take students into areas of controversy and debate that would inform their ability to make judgements and respond to evaluation type questions. Catholic alternatives to euthanasia are presented in the light of the Catechism of the Catholic Church while the pro-choice views of Humanists and Atheists are seen to be valid alternative viewpoints.
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	An additional theme from the Genesis creation accounts is that of stewardship and care for the planet. While the Catholic position is presented, it is contrasted with the Humanist viewpoint which argues for care for the planet without the notion of God.			the unit on Good and Evil continues with students looking at other topics. These include an investigation into God's goodness in the midst of suffering through statues like the Pieta, pilgrimage to Lourdes as a response to suffering and praying the Sorrowful Mysteries of the Rosary.		What happens after death is considered and then the unit draws to a close with students engaging in interactive classroom debate in relation to variant positions regarding the right to die. • The rest of the unit on Life and Death continues seamlessly in Year 11.
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Subject	English Language and English Literature	Head of Department	Miss Millard
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	Autumn 1: AQA A Christmas Carol Charles Dickens Literature Paper 1	Autumn 2: AQA A Christmas Carol Charles Dickens Literature Paper 1 Language Paper 1	Spring 1: AQA J.B Priestley Modern Drama Literature Paper 2	Spring 2: AQA Language Paper 2	Summer 1: Language Paper 2 Section B Poetry – Power and Conflict and Unseen Literature Paper 2	Summer 2: Carousel of recapping knowledge Preparation of Speaking and listening exam.
Reading	Introduce Year 10 to their 19th- Century novel. Students will read the whole novel, reviewing contextual details: The Industrial Revolution, Victorian London, Dicken’s views, Malthus, Work houses, The Poor Law and class systems. Developing skills in: comprehension, analytical thinking and characterisation.	Introduce Year 10 to their 19th- Century novel. Students will read the whole novel, reviewing contextual details: The Industrial Revolution, Victorian London, Dicken’s views, Malthus, Work houses, The Poor Law and class systems. Developing skills in: comprehension, analytical thinking and characterisation. Explorations in Creative Reading and Writing Developing skills in: Reading for meaning, comprehension, analysis of language/structure, evaluation, analysis of methods 25% of GCSE 40 marks	Introduce Yr 10 to their modern text- An Inspector Calls. Students will read the whole text, study the Edwardian/ Victorian context, inter-war years, Priestley’s political views, the Labour Party, class systems, understand conventions of modern drama, tracking theme and character.	Writer’s Viewpoints and Perspectives. Reading two linked sources from different time periods/genres. Developing skills in comprehension, analysis of language/methods and comparison. 25% of GCSE 40 marks Emmett Till SOL	Studying and annotating fifteen poems from the War and Conflict anthology. Exploring linked themes, context of time, poetic conventions and close readings to gain interpretation. Unseen- read a wide range of poetry of different formats, genres and themes.	Students will revisit and recap on all topics covered thus far. What is studied here is dependent on what each class requires and student’s needs. This will give teachers an opportunity to secure understanding for Yr 11. Integrate Speaking and listening exam preparations. Begin the assessment process.
Writing	Developing students’ Analytical and discursive	Explorations in Creative writing. Developing skills in: planning, writing in different	Developing students’ Analytical and discursive writing based on themes/ characters.	Developing skills in transactional conventions, focusing on: journalism, travel writing, accounts,	Developing skills in transactional conventions, focusing on: journalism, travel writing, accounts,	Students to write their own speech, utilising transactional writing conventions.

	writing based on themes/ characters. Focusing on structuring writing.	forms (narrative/description), writing in different genres, focusing on SPaG and sentence forms. 25% GCSE 40 marks	Focusing on structuring writing.	reports, essays, diaries, and articles. 25% GCSE 40 marks	reports, essays, diaries, and articles. 25% GCSE 40 mark Securing discursive and comparison writing within the Power and Conflict cluster and unseen poetry. Students need to be confident to answer any question comparing two poems from their cluster. Structuring a response to analyse an unseen poem of any genre. Compare and analyse two unseen poems focussing on key features such as their content, theme, structure and use of language.	
Assessment	MT- Extract analysis (shared area) EoT- A Christmas Carol essay question unseen. In class.	MT- Practice Paper 1 assessment. Whole class feedback – exam annotated by teacher EoT- Language Paper 1 MT- Extract analysis (shared area) EoT- A Christmas Carol essay question unseen. In class.	MT- Character profiles EoT- Essay in timed conditions based on Character/theme	MT- Practice Paper 2 assessment. Whole class feedback – exam annotated by teacher EoT-Language Paper 2	PPE- Language Paper 2 Literature ACC	MT- Unseen poem EoT- Speaking and listening exam
Links	Reading a 19th century text, utilising the vocabulary and understand of how 19th century texts are constructed to answer GCSE questions.	Reading a 19th century text, utilising the vocabulary and understand of how 19th century texts are constructed to answer GCSE questions. Using the language skills foundations build on through KS3 to practise	Building on the skills learned in reading their modern drama studied in Yr 9, students will begin to read their GCSE text. exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects	The skills embedded as early as Yr 7 for comparing texts from different time periods, and focus on the methods used to create critical essays	Identifying and interpreting themes, ideas and information. making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate

		writing under timed conditions.				
Rationale	At the start of their KS4 journey, we introduce and teach English Literature Paper 1. We introduce the students to their 19th century text 'A Christmas Carol', from Literature paper 1. They will start off by learning the historical context behind the novella and then begin to read and annotate their copies. When annotating their copies, we want the students to have a good understand of the novella, review the plot, characters and themes that are explored. We will continue to work on their analytical style writing, building on the skills they have learned in KS3 when studying novellas.	To continue their journey students will explore English Language Paper 1. The students have been exposed to some of the vocabulary used in the questioning during KS3 study. Students will work through example papers and practise perfecting their reading and extended writing skills.	In this unit of work, we introduce the modern drama , 'An Inspector Calls'. We follow a similar format to A Christmas Carol. Students will learn about the historical context behind the play. We study this play as it is accessible for all students to engage with. Students would have learned script conventions from KS3; ranging from Shakespeare to modern drama which they study in Yr 9. The main foci in this unit is themes and characterisation.	In this unit, we focus on Language Paper 2 skills. We follow the scheme of Emmett Till. This is a thoroughly engaging scheme for our boys to work through and something to challenge them all emotionally as well as historically. As we learn the context behind lynching in the 50s, it allows them to develop skills of learning about historical context. Students will work on summarising, developing a critical analysis of two texts and non-fiction writing	In this unit of work, we introduce the students to the Power and Conflict anthology. They will review and learn each individual poem. Utilising Skills from English Language Paper 2 and from KS3, students should be able to effectively compare two poems in a critical style. We travel through the ages to explore different historical context. Some of the poems cross over into the context needed for other Literature texts. This is a perfect time to study poetry, as Mock season begins- teaching fifteen poems works well with the scheduling of the exams.	Teachers will identify strengths and weaknesses from their class and ensure any gaps are filled by the end of year 10. Time is allocated for students to work on their Speaking and Listening assessment. They are given time to prepare and practise their speeches in class. Reviewing speeches about different topics builds on student's oracy skills and confidence. Teachers may want to introduce unseen poetry at this point to their class. Usually there are school trips or activities that are planned by other subjects during this half term, so it makes sense to utilise this time to revise on weaknesses or start unseen poetry.

Subject	Maths - Foundation	Head of Department	Mr Bonful
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	Autumn Term	Spring Term	Summer Term
What we teach and why	• Graphs • Transformations • Ratio and Proportion To start Yr 10, students consolidate their knowledge of straight-line graphs by finding the midpoint of a line segment and by plotting lines that are parallel to the axes. Building on their knowledge of gradients from Yr 8, they look at parallel lines and determine that parallel lines have the same gradient. Students also further develop our knowledge of $y=mx+c$ to be able to sketch graphs without drawing a table of values. They will use distance-time graphs to solve problems. Students will interpret rate of change graphs and understand when predictions are reliable. Students will develop their knowledge of transformations from Yr 7 by looking at translations, rotations, reflections and enlargements. They will look at how to describe combined transformations and how to transform shapes using one or more transformation. Students will further develop their skills in solving ratio and proportion problems and use this skill to work out which product is better value for money. They will learn how to divide a quantity into two/three parts in a given ratio. Using their recently acquired knowledge of graphs, they will look into recognising and using direct proportion on a graph.	• Right-angled triangles • Probability • Multiplicative reasoning Students will investigate and determine Pythagoras' theorem and use this theorem to solve problems in right angled triangles. They will then understand the sine, cosine and tangent of a right-angle triangle and use these ratios to solve problems. From their studies in Yr 7, they will look at how to calculate probability from equally likely events. They will look at mutually exclusive and exhaustive outcomes. They will learn how to calculate probabilities from two-way tables, Venn diagrams and sample space diagrams. Students look at dependent and independent events and whether a frequency tree or a tree diagram is most appropriate. Extending their knowledge of percentages, they will find the original amount given the final amount after a percentage increase or decrease. They will solve growth and decay problems alongside finding an amount after repeated percentage change. They will look at problems with compound measures and how to convert between metric speed measures to calculate speed, distance or time.	• Constructions, loci and bearings • Quadratic equations and graphs • Perimeter, area and volume 2 Using their knowledge of 2D shapes, students will be able to identify and sketch planes of symmetry of 3D shapes which will allow them to draw plans and elevations of 3D shapes. From the knowledge that they gained in Yr 7, they will look at accurately drawing different types of triangles which will allow them to identify congruent shapes. Students will correctly interpret scales in real-life contexts that involves maps and diagrams. They will then bisect angles and lines using rulers and compasses. They will use their skills with a compass and protractor to draw loci for the path of points that follow a given rule which will allow them to identify regions bounded by loci to solve practical problems. They will use their knowledge of angles within parallel lines to work out bearings and use these to solve problems involving bearings and scale diagrams. Using their knowledge of expanding a term over a bracket, students learn to multiply double brackets and recognise this forms a quadratic expression. They will learn how to plot graphs of quadratic functions and use these graphs to solve problems. They will learn how to be able to factorise quadratic expressions. Students will look at calculating the circumference and area of circles, semi-circles and sectors. Their knowledge of circles will enable them to calculate the volume and surface area of cylinders and cones. Students will then look at how to calculate the volume of a pyramid and then the volume and surface area of a sphere. They will then apply this knowledge to calculate the volume and surface area of composite solids.

Subject	Maths - Higher	Head of Department	Mr Bonful
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	Autumn Term	Spring Term	Summer Term
What we teach and why	- Equations and inequalities - Probability - Multiplicative reasoning To start Yr 10, students use their prior knowledge of factorising quadratic expressions by looking at how to factorise expressions using the quadratic formula and by completing the square. Students will also use their prior knowledge of solving equations by looking at solving simultaneous equations both algebraically and graphically. In regards to simultaneous equations, students will look at solving these when both of them are linear equations and when one is a quadratic. The unit is completed by looking at solving linear inequalities and how the solutions are represented on a number line. Students' knowledge of probability is expanded when they learn how to use the product rule for finding the number of outcomes for two or more events. Students will then be able to identify mutually exclusive outcomes and events. Students will calculate the expected result for experimental and theoretical probability and to be able to compare these results. Students will decide if two events are independent and be able to draw tree diagrams for this. Venn diagrams will also be used to calculate conditional probability. Students' knowledge of percentages will be further developed to find repeated percentage change and solve growth and decay problems. Students will look at converting between metric speed measures and how this can be used to calculate speed and acceleration. Students will then use their knowledge of ratio and proportion to decide whether quantities are in direct proportion with each other	- Similarity and congruence - More trigonometry - Further statistics Students further develop their understanding of congruency to prove shapes are congruent and solve problems involving congruency. They will develop their understanding of similarity to calculate lengths in real life. In addition, students will then deepen their understanding of scale factors to solve problems for length, area and volume of 2D and 3D shapes. Using their prior knowledge of rounding, they will be able to calculate the upper and lower bounds in calculations involving trigonometry. Students will investigate the graphs of sine, cosine and tangent functions. They will then investigate how to find the area of triangles and segments of a circle using trigonometry alongside solving bearing problems. Students will also look at how to find lengths and angles of non-right-angle triangles using the cosine and sine rules. They will expand their knowledge of Pythagoras and Trigonometry in 2D to look at problems in 3D. Within the statistics unit students will understand how to take a simple random sample of data and how this compares with a stratified sample. They will then look at cumulative frequency graphs and how these can be used to create a box plot. We will then use our prior knowledge of mean, mode, median and range to interpret and compare box plots. Students will understand what is meant by frequency density	- Equations and graphs - Circle theorems - More algebra Using their prior knowledge of a variety of different linear and non-linear graphs, students will look at representing inequalities on graphs. They will investigate the use of the iterative process to solve quadratic and cubic equations. Students will use their prior knowledge of angle rules to solve problems involving angles, triangles and circles. They will understand and prove a selection of circle theorems and use this knowledge to solve problems. Students will extend their knowledge of changing the subject of a formula to include where the power of a subject appears and where the subject appears twice. They will apply the four operations to simplify and solve algebraic fractions and extend their knowledge of simplifying algebraic expressions to expressions that involve surds. Students will extend their knowledge of function machines to find composite and inversed functions. Finally, they will use algebra to prove a result which would occur for every value not just a selection.

		and how this is used to draw and interpret histograms.	
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Working Mathematically	Through the mathematics content, students will be taught to:
Develop Fluency	- consolidate their numerical and mathematical capability from key stage 3 and extend their understanding of the number system to include powers, roots - select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of π, use of standard form and application and interpretation of limits of accuracy - consolidate their algebraic capability from key stage 3 and extend their understanding of algebraic simplification and manipulation to include quadratic expressions, - extend fluency with expressions and equations from key stage 3, to include quadratic equations, simultaneous equations and inequalities - move freely between different numerical, algebraic, graphical and diagrammatic representations, including of linear, quadratic, reciprocal functions - use mathematical language and properties precisely.
Reason Mathematically	- extend and formalise their knowledge of ratio and proportion, including trigonometric ratios, in working with measures and geometry, and in working with proportional relations algebraically and graphically - extend their ability to identify variables and express relations between variables algebraically and graphically - make and test conjectures about the generalisations that underlie patterns and relationships; look for proofs or counter-examples; begin to use algebra to support and construct arguments - reason deductively in geometry, number and algebra, including using geometrical constructions - interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning - explore what can and cannot be inferred in statistical and probabilistic settings, and express their arguments formally - assess the validity of an argument and the accuracy of a given way of presenting information.
Solve Problems	- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems - develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts - make and use connections between different parts of mathematics to solve problems - model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions - select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems; interpret their solution in the context of the given problem.

Subject	Combined Science	Head of Department	Mrs Maddison
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Biology B1 Key biological concepts B2 Cells and control Core practical skills taught this term: Biology - Using microscopes - pH and enzymes - Osmosis in potato slices Chemistry C1 States of matter C2 Methods of separating and purifying substances C3 Atomic structure C4 The periodic table Core practical skills taught this term: Chemistry - Investigating inks Physics P1 Motion P2 Forces and motion P3 Conservation of Energy Core practical skills taught this term: Physics - Investigating acceleration	Biology B3 Genetics B4 Natural selection and Genetic Modification Chemistry C5 Ionic Bonding C6 Covalent Bonding C7 Types of Substance (1&2) C8 Acids and Alkalis Core practical skills taught this term: Chemistry - Preparation of copper sulphate - Investigating neutralisation Physics P4 Waves P5 Light and the Electromagnetic Spectrum Core practical skills taught this term: Physics - Investigating waves - Investigating refraction	Biology B5 Health, Disease, and the Development of Medicine Chemistry C9 Calculations involving Masses (1&2) C10 Electrolytic Processes C11 Obtaining and Using Metals C12 Reversible Reactions and Equilibria Core practical skills taught this term: Chemistry Electrolysis of copper sulphate solution Physics P6 Radioactivity End of Yr 10 exams
	The GCSE in Combined Science should enable students to: - develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics - develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them - develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments - develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.		

	In Yr 10, students will complete all units examined in paper 1 (biology), paper 3 (chemistry) and paper 5 (physics).
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Subject	Separate Sciences	Head of Department	Mrs Maddison
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Biology B1 Key biological concepts B2 Cells and control Core practical skills taught this term: Biology Using microscopes Testing food pH and enzymes Osmosis and potato slices Chemistry C1 States of matter C2 Methods of separating and purifying substances C3 Atomic structure C4 The Periodic Table Core practical skills taught this term: Chemistry Investigating inks Preparing copper sulphate Physics P1 Motion P2 Forces and motion P3 Conservation of Energy Core practical skills taught this term: Physics Investigating acceleration	Biology B3 Genetics B4 Natural selection and Genetic Modification Chemistry C5 Ionic Bonding C6 Covalent Bonding C7 Types of Substance (1&2) C8 Acids and Alkalis C9 Calculations involving Masses (1&2) C10 Electrolytic Processes Core practical skills taught this term: Chemistry Preparing copper sulphate Investigating neutralisation Electrolysis of copper sulphate Physics P4 Waves P5 Light and the Electromagnetic Spectrum Core practical skills taught this term: Physics - Investigating refraction - Investigating radiation	Biology B5 Health, Disease, and the Development of Medicine Chemistry C11 Obtaining and Using Metals C12 Reversible Reactions and Equilibria C13 Transition Metals, Alloys, and Corrosion C14 Quantitative Analysis C15 Dynamic equilibria, calculations involving gases C16 Chemical Cells and Fuel Cells Physics P6 Radioactivity P7 Astronomy
	The three GCSE Science qualifications enable students to: - develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics - develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments The key ideas taught in the first biology unit will be built upon in subsequent units; - life processes depend on molecules whose structure is related to their function - the fundamental units of living organisms are cells, which may be part of highly adapted structures, including tissues, organs and organ systems, enabling living processes to be performed effectively The key ideas specific to the Chemistry content include: - matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements - elements show periodic relationships in their chemical and physical properties - these periodic properties can be explained in terms of the atomic structure of the elements - atoms bond by either transferring electrons from one atom to another or by sharing electrons		

	The key ideas specific to the Physics content include: • The use of models, as in the particle model of matter or the wave models of light and of sound • The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions • The phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects
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Subject	Geography	Head of Department	Mr Jackson
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Section A: The challenge of natural hazards 1. Natural Hazards 2. Tectonic Hazards 3. Weather Hazards 4. Climate Change	Section B: The living world 1. Ecosystems 2. Tropical Rain forests 3. Hot Deserts	Section C: Physical landscapes in the UK 1. The physical Diversity of the UK 2. River landscapes 3. Coastal landscapes Mock Exam Physical Geography enquiry

Subject	History	Head of Department	Mr Sullivan
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	B4. Early Elizabethan England, 1558-88 1.1 The situation on Elizabeth's accession 1.2 The 'settlement' of religion 1.3 Challenge to the religious settlement 1.4 The problem of Mary, Queen of Scots 2.1 Plots and revolts at home 2.2 Relations with Spain In Yr 10 students start their History GCSE discovering Early Elizabethan England. Students develop their understanding of the following Q types: - 4-mark describe - 12-mark explanation - 16-mark explanation	B4. Early Elizabethan England, 1558-88 2.3 The outbreak of war with Spain, 1585-88 2.4 The Armada 3.1 Education and leisure 3.2 The problem of the poor 3.3 Exploration and voyages of discovery 3.4 Raleigh and Virginia Students continue to study Early Elizabethan England, continuing to develop their understanding of the following Q types: - 4-mark describe - 12-mark explanation - 16-mark explanation	13. Migrants in Britain, c800-present and Notting Hill c.800-c.1500 Migration in medieval England The context for migration The experience and impact of migrants Case Study: York c.1500-c.1700 Migration in early modern England The context for migration The experience and impact of migrants Case Studies: Sandwich & Canterbury This is followed by the thematic study: Migrants in Britain. Students examine the context for migration, followed by the experience and impact of migrants as well as a case study to reinforce that study for each time period. Students continue to develop their understanding of the following Q types: - 12-mark explanation - 16-mark explanation They also start to develop their understanding of the following Q types: - 4-mark comparison	13. Migrants in Britain, c800-present and Notting Hill c.1700-c.1900 Migration in eighteenth- and nineteenth- century Britain The context for migration The experience and impact of migrants Case Studies: Liverpool & East End of London c.1900-present Migration in modern Britain The context for migration The experience and impact of migrants Students continue to develop their knowledge and understanding of the context for migration, followed by the experience and impact of migrants as well as a case study to reinforce that study for each time period. Students continue to develop their understanding of the following Q types: - 4-mark comparison - 12-mark explanation - 16-mark explanation	13. Migrants in Britain, c800-present and Notting Hill Case Studies: Bristol & Leicester Notting Hill, c1948-c1970 Local context Influence of Caribbean cultures Racism and policing Black activism in the Notting Hill area The National and regional context Students conclude their study of Migrants in Britain by investigating Notting Hill. Students develop their understanding of the following Q Types: - 4-mark describe two features - 8-mark how useful is this source - 4-mark follow up the source	31. Weimar and Nazi Germany 1.1 The origins of the Republic, 1918-19 1.2 The early challenges to the Weimar Republic, 1919-23 1.3 The recovery of the Republic, 1924-29 1.4 Changes in society, 1924-29 2.1 Early development of the Nazi Party, 1920-22 2.2 The Munich Putsch and the lean years, 1923-29 Yr 10 students conclude the year by examining Weimar and Nazi Germany. Students continue to develop their understanding of the following Q types: - 12-mark explanation - 8-mark how useful is this source. Students develop their understanding of the following Q types: - 4-mark two inferences - 4-mark how interpretations differ - 4-mark why interpretations differ

Subject	French	Head of Department	Mr Andreoli
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach	All the grammar needed for the GCSE exam, including the revision of how to conjugate the French verbs.	Revision for the assessment. Topics to cover Free time Family and friends	Topics to cover: School life Lifestyle and wellbeing	Revision for the assessment. Topics to cover: Holidays Our planet	Topics to cover: Where I live My future projects	Preparing for the mock exams, and revision of all the topics studied during the year.
and why	It will be easier for the students to access the content of the GCSE curriculum if they start with a solid grammatical knowledge, which will be continually revised within the study of the exam's topics.	These topics are based on KS3 carry-over vocabulary with lots of cognates + familiar structures.	Still familiar topics But require more precise grammar: justified opinions (<i>parce que, car</i>); modal verbs (<i>il faut, on doit</i>).	Holidays are ideal for practicing the perfect tense and learn how to sequence events using sequencing words (<i>d'abord, ensuite</i>). Our planet introduces problem/solution language and global issues vocabulary.	Where I live is another familiar topic, but at this stage students can: compare places, use multiple tenses and give detailed evaluations. In My future projects the students use the conditional, and this allows them to express extended reasons, ambitions and hypothetical ideas.	

Subject	Computer Science	Head of Department	Mr Williams
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	<u>Paper 1: Computer Systems</u> <u>Unit 1: Systems architecture</u> • Memory • Secondary Storage • Architecture of the CPU • CPU performance • Unit 1: End of topic assessment <u>Unit 2: Data representation</u> • Units & Binary numbers • Binary arithmetic & hexadecimal	• Characters • Images • Sound • Compression • Unit 2: End of topic assessment <u>Unit 3: Computer networks, connections and protocols</u> • The internet & wide area networks • Local Area Networks	• Wireless networking • Client server & P2P networks • Standards, protocols & layers • Unit 3: End of topic assessment <u>Unit 4: Network security & Systems software</u> • Network threats • Preventing vulnerabilities	• Operating systems • Utility software • Unit 4: End of topic assessment <u>Unit 5: Ethical, legal, cultural, and environmental impacts of digital technology</u> • Ethical & cultural issues • Environmental issues • Legislation & privacy • Unit 5: End of topic assessment	<u>Paper 1 preparation for mock examination</u> <u>Paper 1 mock examination</u> <u>Paper 2: Computational thinking, Algorithms & Programming</u> <u>Python programming practical skills</u>	<u>Python programming practical skills</u> <u>Unit 7: Programming</u> • Programming fundamentals • Selection & Sequence • Iteration

Subject	Business Studies	Head of department	Mr Williams
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	<u>Theme 1:</u> <u>Investigating small business</u> <u>Unit 1: Enterprise & Entrepreneurship</u> • Business enterprise • Entrepreneurship • Risk & reward • The dynamic nature of business • Unit 1: End of topic assessment <u>Unit 2: Spotting a business opportunity</u> • Customer needs • Market research	• Market segmentation • The competitive environment • Unit 2: End of topic assessment <u>Unit 3: Putting business idea in practice</u> • Business aims & objectives • Business revenue, costs & profit	• Break even • Cash & cash-flow • Sources of business finance • Unit 3: End of topic assessment <u>Unit 4: Making a business effective</u> • The options for small businesses • Business location	• The marketing mix • Business plan • Unit 4: End of topic assessment <u>Unit 5: Influences on business</u> • Business stakeholders • Technology & business • Legislation & business	• The economy & business • External influences • Unit 5: End of topic assessment <u>Theme 1 preparation for mock examination</u>	<u>Theme 1 preparation for mock examination</u> <u>Theme 1 mock examination</u> <u>Theme 2: Building a business</u> <u>Unit 6: Growing a business</u> • Business growth • Changes in business aims and objectives

Subject	GCSE DT	Head of Department	Miss Sinden
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	<u>3.1 Core technical principles</u> New and emerging technologies - Industry and people Enterprise - Culture and society - Environment and sustainability - Production systems Critical evaluation Energy generation - Fossil fuels and Nuclear power - Renewable sources of energy - Energy generation and storage Skills Bot Practical Tasks - Pewter casting - Vacuum forming - Marking out wood Why? GCSE Design and Technology will	<u>3.1 Core technical principles cont.</u> New materials - Modern materials - Smart materials - Composites Technical textiles Systems approach to design - Systems approach to design Mechanical devices - Mechanical devices Materials and properties - Paper and board Materials and properties - Natural and manufactured timbers - Metals and alloys - Polymers Skills Bot Practical Tasks - Shaping and drilling wood - Cutting a knuckle joint - Forming metal rod	<u>3.1 Core technical principles cont.</u> Materials and properties - Textiles - Material properties <u>3.3 Designing and making principles</u> Investigation, brief and specification - Investigation; primary and secondary - Writing a design brief and specification The work of others - Past and present designers - Design companies Design strategies - Generate imaginative ideas - Explore and develop ideas Communication of design ideas - Communication of design ideas	<u>3.3 Designing and making principles cont.</u> Selection of materials and components - Selection of materials and components Material management - Material management Specialist tools and equipment - Specialist tools and equipment Specialist techniques and processes - Specialist techniques and processes - Surface treatments and finishes <u>3.2 Specialist technical principles</u> Selection of materials or components - Selection of materials or components Forces and stresses - Forces and stresses	<u>3.2 Specialist technical principles</u> Working with materials - Properties of materials - Modification of materials - Shaping and forming Stock forms - Stock forms Scales of production - Scales of production Specialist techniques and processes - Tools, equipment and processes - Cutting to tolerance - Commercial processes - Quality control Surface treatments and finishes - Surface finishes and treatments Skills Bot Practical Tasks	<u>Introduction to the NEA</u> - Identifying design possibilities - Generating design ideas - Developing design ideas - Iterative design - Realising design ideas - Analysing and evaluating Why? Through a substantial design and make task, students need to demonstrate the practical application of: - Core technical principles - Specialist technical principles - Designing and making principles

	prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.	Why? Students must know and understand the impact of new and emerging technologies on contemporary and potential future scenarios in relation to the areas listed.	Prototype development • Prototype development Skills Bot Practical Tasks • Vinyl cutting • 3D printing • Cutting a housing joint Why? Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the areas listed.	Social footprint • Social and ecological issues • Six R's Sources and origins • Sources and origins Skills Bot Practical Tasks • Cutting and threading rod • Line bending • Laser cutting Why? Students should develop an in-depth knowledge and understanding of a range of specialist technical principles in relation to at least one material category or system. Students should be able to select materials and components considering the factors listed.	• Final Assembly of the Skills Bot • Evaluation of the Skills Bot Why? Students should develop an in-depth knowledge and understanding of a range of specialist technical principles in relation to at least one material category or system. Students should be able to select materials and components considering the factors listed.	
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Subject	Level 1/2 Vocational Award Hospitality and Catering (Technical Award)	Head of Department	Miss Sinden
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Introduction to the course – Outline of the specification Unit 1 1.1 Hospitality and catering provision 1.1.1 Hospitality and catering providers	Unit 1 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision Unit 2 : NEA 2.1.1b identify the importance of nutrition	How hospitality and catering provisions operate 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements Unit 2: NEA 2.2.1 How cooking methods can impact nutritional value of food	1.1. Health and safety in hospitality and catering 1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety To practice and refine skills and techniques of preparation, cooking and presentation of dishes	1.4 Food safety in hospitality and catering 1.4.1 Food related causes of ill health 1.4.2 Symptoms and signs of food-induced ill health To practice and refine skills and techniques of preparation, cooking and presentation of dishes Unit 2: NEA 2.2.2 How to plan production 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques	1.4.3 Preventative control measures of food-induced ill health 1.4.4 The Environmental Health Officer (EHO) Unit 2: NEA 2.2.2 How to plan production 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques

Subject	Art	Head of Department	Miss Barkham
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	Autumn Term	Spring Term	Summer Term
What we teach and why	UNIT No1 TITLE: PLACES AND PORTRAITS. EXPLORING THE KEY ELEMENTS OF ART IN GREATER DEPTH – LINE, TONE, FORM, COLOUR, SPACE (ONE- AND TWO-POINT PERSPECTIVE) AND TEXTURE. STUDYING THE WORK OF VARIOUS HISTORICAL AND CONTEMPORARY ARTISTS. INVESTIGATING MARK MAKING / INK/ VARIOUS MEDIA /PHOTOGRAPHY/ PRINTMAKING. Written annotation, analysis and evaluation. Review and modify work.	Printmaking unit continues. MONO, FOAM and /or CARDBOARD RELIEF/LINO PRINTMAKING. EXPLORING ALL THE KEY ELEMENTS OF ART THROUGH A DIFFERENT DISCIPLINE, PROCESS AND MEDIA. The study of artists work who have used printmaking mediums. Written annotation, analysis and evaluation. Review and modify work.	UNIT No 2 TITLE: 'MY WORLD' Applying contrasts in the key elements of ART. Further personal research and profile on selected artists. FINE ART DRAWING, PAINTING AND OR PRINMAKING, Developing and planning A2 or A1 composition main piece on canvas or a board. Selecting and refining concepts, materials and/or mixed media processes. Written annotation, analysis and evaluation. Review and modify work.
	As students engage with a specialist Level 2 GCSE course, key elements of Art. The scheme of work enables them to build on their KS3 experiences through an increased individualisation of their art practices around techniques, themes and art traditions of their choice in line with the AQA assessment criteria.		

Subject	Core PE	Head of Department	Mr Virgo
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	- FOOTBALL, - BASKETBALL, - HEALTH, - BADMINTON				- ATHLETICS, - SOFTBALL,	
	Students will study one sport per half term. Timetabling will determine which of the four sports they learn in Autumn and Spring. Students will learn the key skills, rules and terminology for each sport. Key Stage 4 Physical Education (PE) plays a vital role in fostering a lifelong commitment to participating in sports. This stage of education, typically encompassing students aged 14 to 16, aims to provide a comprehensive foundation for physical activity and sports engagement. By incorporating a variety of strategies and activities, Key Stage 4 PE promotes the development of essential skills, knowledge, and attitudes necessary for a lifelong involvement in sports. In team games and competitive situations, students will take a more active role in leadership and organisation of competition. roles such as performer, official, score keepers and coaches will be available. In Health and Fitness students will take complete ownership of the design, planning and completion of their own training programme implementing the key principles of training from prior knowledge in KS3. *There will be times during the year whereby lessons will not follow the schedule above. Such as, weather, staff absences, exams and other extenuating circumstances.					

Subject	Physical Education	Head of Department	Mr Virgo
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	Autumn Term	Spring Term	Summer Term
What we teach and why	The meaning of health and fitness: physical, mental/emotional and social health- linking participation in physical activity to exercise, sport to health and well-being • The components of fitness. • Linking sports and activities to the required components of fitness. • The consequences of a sedentary lifestyle. • Obesity and how it may affect performance in physical activity and sport. • Somatotypes. • Energy use. • Reasons for having a balanced diet and the role of nutrients. • The role of carbohydrates, fat, protein, vitamins and minerals. • Reasons for maintaining water balance (hydration) and further applications of the topic area.	Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport • Bones and the functions of the skeleton. • Structure of the skeletal system/functions of the skeleton. • Structure of a synovial joint. • Types of freely moveable joints that allow different movements. • How joints differ in design to allow certain types of movement. • Muscles of the body. • How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints. • Aerobic and anaerobic exercise and calculating intensity of exercise. • Recovery/EPOC. • The short and long-term effects of exercise.	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport. • Skill and ability, including classification of skill. • Definitions and types of goals. • The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optmise performance. • Basic information processing. • Examples of and evaluation of the types of feedback and guidance. • Arousal and the Inverted U theory. • Application of how optimal arousal has to vary in relation to the skill/stress management techniques. • Aggression and personality. • Revision of Year One content. • Mock exam • Etiquette, sportsmanship, gamesmanship and contract to compete. • Spectator behaviour and hooliganism, including strategies to combat hooliganism. • Conduct of performers and introduction to drugs. • Examples of athletes taking PED's and consequences. • Advantages/disadvantages to the performer/the sport of taking PED's.

Subject	BTEC Tech award in Sport	Head of Department	Mr Virgo
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Component 1: Preparing Participants to Take Part in Sport and Physical Activity Introduction to the course and structure. Roles and responsibilities of sports leaders. Types of participants and needs. Barriers to participation and strategies. Health and safety, safeguarding and risk assessment. Planning inclusive activity sessions. - Completion of component 1, task 1 (Scenario) - Completion of component 1, task 2 (Scenario - Barriers) Why: To develop leadership knowledge and transferable skills.	Component 1 completion and Component 2 introduction Leading and evaluating sessions. Adapting sessions. Self-evaluation. Introduction to Component 2: rules, scoring systems, roles of officials, skills and tactics. - Completion of component 1, task 3 (Equipment, clothing and technology in sport) - Completion of component 1, task 4 (Warm up plan) - Completion of component 1, task 5 (Practical warm up delivery) Why: To apply leadership knowledge and begin performance analysis.	Component 2 continued Assessment of strengths and weaknesses. SMART targets. Training programmes. Monitoring and evaluation. Feedback and performance analysis. Introduction to Component 3 theory. Why: To improve performance and prepare for external assessment.

Subject	Drama	Head of Department	Mr Palmer
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	Autumn Term	Spring Term	Summer Term
What we teach and why	An Introduction to Drama Students learn the rigours of working together more regularly as a group. Students undertake the exploration of a range of different forms and techniques designed to test and challenge them to work together. Practitioners such as Frantic- Assembly, Paper birds and Complicite are used and explored practically to build a togetherness crucial to their development as performers and understanding the concepts of different performance styles before undertaking their first internally assessed unit. Ensemble and Choral speech/Movement, Trust, Movement memory and Physicalisation are key skills developed during this time	Component 1-Exploring the performing arts Students develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. This component will help you to understand the requirements of being a performer. In this component you will develop a practical understanding of how performing arts work is created. Students will look at elements such as roles, responsibilities and the application of relevant skills and techniques. They will explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. Plays covered include “Cookies”-Verbatim, Blood Brothers-Epic, DNA-Naturalism	Component 1 Students will complete their coursework for Component 1, ensuring their presentations for their Research Log and Report are ready to submit. Component 2- Developing Skills and Techniques in the Performing Arts In this component, students will develop performing skills and techniques. They will have the opportunity to specialise as a performer. Students will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. They will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance work.

Subject	Statistics	Head of Department	Mr Bonful
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	UNIT 1: The collection of data - Types of data - Population and sampling - Sampling methods - Planning and collecting data The introductory unit of our GCSE Statistics course defines the different types of data that can be collected and how we collect it. This half term is vocabulary rich and students learn terms such as bivariate or quantitative data. We look at sampling and the many different methods of collecting a representative sample of data. Students will be able to form a hypothesis and test it.	UNIT 2: Processing, representing and analysing data - Qualitative and discrete data - Continuous data - Tabulation Our second half term takes us to representing the data in different but appropriate graphs and charts – building on representations learned in maths but adding many others. This unit benefits from being cross-curricular and benefits the learning in multiple other subjects.	UNIT 3: Summarising data: measures of central tendency and dispersion - Measures of central tendency – mode, median and mean - Measures of dispersion – range, quartiles, interquartile range, interpercentile range and standard deviation - Box plots, skewness, calculating and representing outliers Here we look at what is commonly known as ‘averages’ but expanded as measures of central tendency. Our spread of data is considered as measures of dispersion, and we look at ways to represent this visually as well as numerically and learn about Standard	UNIT 4: Scatter diagrams and correlation Describing correlation by inspection, lines of best fit and Spearman’s rank correlation coefficient, Pearson’s product moment correlation coefficient Scatter diagrams are familiar to GCSE Mathematics students, but in GCSE Statistics, we not only draw and interpret scatter diagrams, we also look at the strength of correlation between two numerical variables, using visual and calculated methods, such as Spearman’s rank correlation coefficient.	UNIT 5: Time series analysis Calculating moving averages, seasonal and cyclic trends Students will learn how to consider trends in data and understand that seasonal variation can occur. They will understand how to work with this type of data to process and represent is accurately for the reader / consumer.	UNIT 6: Probability - Simple probability and theoretical probability - Probability from two-way tables, sample space diagrams, tree diagrams and Venn diagrams Students will extend their mathematical knowledge of probability in this unit, considering bias and understanding relative and absolute risks. They will be able to consider the differences between experimental and theoretical probabilities.

			Deviation – widely used in real world statistics.			
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Subject	Film Studies	Head of Department	Mr Palmer
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	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term 1	Summer Term 2
What we teach and why	Intro to Film Studies Learning Intent: To secure an understanding of film form and Cinematography. Students explore how this is used to construct meaning across genres and styles. Elements including Editing, Mise-en-scene, Lighting & Sound.	Scheme of Work: C2 – British Film (Skyfall) Learning Intent: To apply the contexts to the study of the film and establish how Aesthetics is made through the style and film form choices. Britishness, Bond and Masculinity, Representation and Tradition vs Modernity and Mirrors/Opposites.	Scheme of Work: C2 – Global Film: English Language (Slumdog Millionaire) Learning Intent: To explore ideas of narrative and consider how film structure impacts audience reading, character representation and the presentation of plot. Non-linear structure, Todorov, Propp, Cinematography-hand held cameras, Social Context Dharavi Slums, Social mobility.	Scheme of Work: C3 – introduction to the NEA Learning Intent: To understand the requirements of the NEA (film openings) and plan appropriately to ensure that the final product meets the criteria. Write first draft of NEA. Students to gain understanding of the genre (Horror).	Scheme of Work: C2 – Global Film: Non-English Language (Tsotsi) Learning Intent: To explore issues of race, age, gender, genre and place representation and consider the impact of such choices. Township vs Suburbs, Decency, Gangs, Single Mums, Gangsters, Aftermath of Apartheid.

Subject	PSHE	Head of Department	Mr Osborne
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Health & wellbeing Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Living in the wider world Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Relationships Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Health & wellbeing Exploring influence The influence and impact of drugs, gangs, role models and the media	Relationships Addressing extremism and radicalisation Communities, belonging and challenging extremism	Living in the wider world Work experience Preparation for and evaluation of work experience and readiness for work

Subject	RSE	Head of Department	
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why (Ten:Ten Curriculum)	Authentic Freedom - Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom. Self-image - Understanding our dignity allows us to appreciate our bodies in the right way. Beliefs, values, attitudes - Making good moral choices depends on building confidence, integrity and understanding. Parenthood - While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime. Pregnancy and abortion - Pregnancy is an invitation to discover the challenge of responding with love to the gift of life Abuse - Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion. Solidarity - Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.					

