

Bishop Stopford School

faith | justice | responsibility | truth | compassion

CURRICULUM OUTLINE

YEAR 10

2022 - 2023

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Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is unapologetically academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, through development of a rich language base and challenge in every lesson.

Dear Students and Parents

Year 10 is a critical stage in education – the start of the two year GCSE programme. In order to build on our home-school partnership, we are providing you with this outline of the Year 10 curriculum. It gives the framework to the formal teaching programme, which should lead to enjoyable and meaningful learning. Students, of course, learn more than can ever be listed in a booklet. Social skills and positive attitudes to life-long learning form an important part of what we aim to develop at Bishop Stopford. A wide range of extra-curricular activities also complements the planned timetable of lessons.

Homework is a vital extension of the curriculum offered at school, and is never more important than in Year 10. It is designed to nurture self-discipline and self-reliance in learning, and consolidates or extends topics covered in the classroom. Success in GCSE is reliant upon the effective and systematic completion of homework and revision. To that end, a Key Stage 4 Homework Club will run in school throughout the week. Students can be helped with their work by a member of staff, and we would encourage them to attend. More information regarding homework can be found via this link:

<https://bishopstopford.fireflycloud.net/parent-information/homework>

Given the challenges of the new curriculum, students will be expected to revise and consolidate their learning throughout their courses. Year 10 end of year examinations in all subjects are very important in reviewing the progress of students in all aspects of their learning. These take place after the GCSE exam period.

We will be pleased to respond to any concerns that you may have about teaching, learning and life in Year 10. In this way we hope to work in partnership to ensure that all students fulfil their unique potential.

Yours sincerely

Miss J Silverthorne
Headteacher

Year 10 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 10. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

Year 10 Curriculum Mapping

	Art	Computer Science	Design	Drama	English	Food	Geography	HSC
Art								
Computer Science							Environment issues with technology	Digital wellbeing
Design		Optional Programming Activities						Inclusivity
Drama	Drama stimuli				The Crucible			
English	Visual representation of texts			An Inspector Calls - stagecraft				
Food								
Geography								
HSC				Role Plays				
History								
iMedia	Photography	Sound & visual representations	Project design					
Maths	Enlargement						Maps, Scales & Bearings	
MFL				Role Play Scenarios			Spanish/French speaking countries	Healthy Living
Music								
PE								Anatomy and Physiology
RE								
Science								

Subject where the topic is taught

The diagram below identifies the key opportunities for cross-curricular study in Year 10. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	History	iMedia	Maths	MFL	Music	PE	RE	Science
Art								
Computer Science		File types					Ethical & cultural issues in Computing	
Design		CAD	Geometry & Trigonometry					
Drama	The Salem witch trials						Puritanism	
English	Capitalism & Socialism Edwardians							
Food						Nutrition for health		Conducting a scientific investigation
Geography			Map Skills Graphical analysis			Rio Olympics		Physical Landscapes of the UK Hazards
HSC	History of the NHS		Infancy Growth Charts			Diet and Exercise		Human Lifespan & Development
History							Holocaust	Medicine Through Time
iMedia					Sound			
Maths								Metric Measures
MFL								
Music								
PE			Interpreting Data					Respiration, levers, blood vessels
RE								
Science	History of the Periodic Table					Breathing		

Subject where the topic is taught

Important Dates Year 10

Month	Item	Date
September	School opens School photos	1 st September 2022 8 th September 2022
October		
November		
December	Reports issued	2 nd December 2022
January		
February		
March		
April	Reports issued Progress Review	21 st April 27 th April
May		
June		
July	Reports issued	14 th July 2023

Parents have the right to withdraw their son/daughter from Sex and Relationships Education, Religious Education and Worship.

Please contact Mr G Kirke (Assistant Head Curriculum) if you wish to discuss this further.



Faculty: Expressive Arts - Department: Art

Faculty Introduction:

Students are encouraged to become independent learners. At GCSE, students will build upon the skills developed at Key Stage 3 by initially focusing on increasing the accuracy and control of their drawing through direct observational studies, before exploring a wide range of media and techniques. Ideas will then be developed along with influences from artists towards a final outcome that concludes the project.

Topics/Modules covered:

From September – March, students will complete their first coursework unit. This will focus on a variety of skills and be based on a given theme.

Students will be expected to meet all the assessment criteria as below:

- Investigation into the formal elements – line, tone, texture, colour, composition
- Critical artist research
- Experimentation of media/scale
- Development of ideas
- Final outcome

Students will sit a timed mock exam in July to conclude the second coursework unit.

Assessment:

- AQA specification
- Coursework - controlled assessment period
- Attainment descriptors in accordance with GCSE guidelines.
- Targets identified throughout the two year course and recorded in individual student assessment booklets.

Homework:

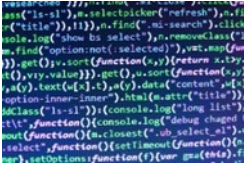
A minimum of 60 minutes homework is set each week. Homework involves finishing and improving GCSE coursework, and is essential to the successful completion of course. Independent learning is encouraged with students setting their own learning objectives in consultation with the teacher.

Enhancement Activities:

- Gallery visit
- Open access to the art rooms at lunchtime
- Opportunity to work across disciplines, materials such as oil paint can be introduced to students working at a higher level
- The opportunity to have work displayed around the school and in local exhibitions

Texts to be issued and arrangements for return:

Books can be borrowed overnight from the department, in agreement with members of staff. Equipment may be borrowed over longer periods of time. We recommend the purchase of the GCSE guidebook, and all students will need to purchase a sketch book, putty rubber and a set of B drawing pencils.



Faculty: Technologies - Subject: GCSE Computer Science

Faculty Introduction:

Computer Science GCSE is an incredible mix of maths, science and engineering. It explores the principles on which the digital technology of the modern world (computers/mobile phones/the internet) is based, with computer programming at the heart of the course.

Topics/Modules to be covered in the year:

- Computer Systems (exam)
- Computational thinking, algorithms and programming (exam)

Assessment:

- The two exam units will be sat in the summer of Year 11. Both exams are 1½ hours and are each worth 50% of the final mark.

Homework:

50 – 60 minutes homework is set per week. Due to the nature of the course, this may vary from week to week. Students will have access to the ICT suites at school to help them complete any homework tasks that need the use of computers.

Enhancement Activities:

- Cyber Centurion competition.
- Cyber Discovery program.
- Cyber First competition.
- Internet Safety week
- Lunchtime computer and Internet access.
- Outside speakers
- Raspberry pi projects

Texts to be issued and arrangements for return:

Students will be issued with a textbook. All other resources can be accessed on the school network and from home via OneNote



Faculty: Technologies - Subject: Creative iMedia Year 10

Faculty Introduction:

The Cambridge National in Creative iMedia will encourage students to understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations

Topics/Modules to be covered in the year:

- R094 – Visual identity and digital graphics - In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.
- R093 – Creative iMedia in the media Industry - In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products.

Assessment:

- R094: Visual identity and digital graphics – NEA – Mandatory - 40% (70 marks)
- R093: Creative iMedia in the media Industry – External Assessment – 25% (50marks)
- The course is graded in the following way (approximate GCSE equivalence in brackets)
 - Pass (4)
 - Merit (5/6)
 - Distinction (7)
 - Distinction* (8/9)

Homework:

50 – 60 minutes homework is set per fortnight. Due to the nature of the course, this may vary from week to week. Students will have access to the ICT suites at school to help them complete any homework tasks that need the use of computers.

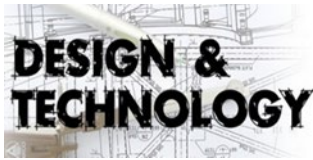
Enhancement Activities:

Lunchtime computer and Internet access.

Texts to be issued and arrangements for return:

Textbooks are issued in year 10 are expected to be returned (unless purchased themselves) in Year 11.

All resources can be accessed on the school network and from home via Firefly.



Faculty: Technologies - Subject: Design Technology (Product Design, Fashion and Textiles)

Faculty Introduction:

The course follows a full 'design and make' exercise based on a theme and is assessed through a controlled assessment task. There is also written examination which covers all aspects of the course including material specific knowledge and understanding and core design principles.

Topics covered:

- Core Design Theory
- Introductory projects prepare students for the controlled assessment task.
- Non Examined Assessment design portfolio.
- Realisation of product(s) and evaluation completed to deadline.
- Exam preparation and revision exercises

Assessment

- AQA specification
- Non Examined Assessment – 50% of the final subject grade.
- Written examination – 50% of the final subject grade.
- Group feedback is provided following Non Examined Assessment rules.

Homework:

30 minutes of homework is set each week. The nature and style of homework is largely dependent on the class activity being undertaken but will generally focus on design skills and / or theoretical knowledge. During the Non Examined Assessment, homework will focus on preparation, research and product testing.

Enhancement Activities:

- Rotary Technology Challenge
- Rotary Young Designer

Texts to be issued and arrangements for return:

Text books are loaned to students when necessary for theory work and/or revision purposes.



Faculty: Expressive Arts - Subject: Drama

Faculty Introduction:

Students follow the Edexcel GCSE Drama Course. The Drama GCSE course looks at a range of theatre practitioners, styles and approaches. Students perform scripted pieces as well as using what they have learnt to devise their own performance work. Students are encouraged to take risks and challenge their creativity. They are taught to be critical thinkers as they evaluate and analyse their own work and the work of others.

Drama teaches fundamental skills such as confidence, team work and the art of presenting. In year 10 students focus upon Component 1 and Component 3.

Topics/Modules to be covered:

- Component 1: Devising
- Component 2: Performance from text
- Component 3: Theatre makers in practice

Assessment:

- Component 1: Devising 40% - students create and develop a devised performance from a stimulus. Students also submit responses to a series of questions in which they reflect upon the devising and performing process.
- Component 2: Performance from text 20% - students take part in the performance or design of two scripted extracts.
- Component 3: Theatre Makers in Practice 40% — students answer a series of examination questions in response to their practical exploration of a performance text and evaluation of a live theatrical performance.

Homework:

45 - 60 minutes of homework is set per week, focusing on all three modules. Students are also encouraged to rehearse at lunchtimes and after school for examination work.

Enhancement:

- Involvement in Drama Club and School Production
- Theatre visits

Texts to be issued and arrangements for return:

Plays are available for students to borrow in preparation for their scripted performance and to broaden their knowledge of theatre. Students are required to purchase their own copy of the Component 3 text.

Faculty Introduction:

Students follow the AQA Specification courses in English Language (8700) and English Literature (8702). The courses are designed to be studied together but lead to certification in two separate GCSEs.

Topics/Modules to be covered:

All of the GCSE English and English Literature courses are examined at the end of Year 11. Units undertaken in Year 10 are in preparation for these examinations. In Year 10 the focus is on the following:

- Modern texts (a novel or play).
- A Shakespeare play.
- Poetry anthology.
- Reading response to a literary text.
- Writing descriptively and narratively.
- Writing to express a viewpoint.

Assessment :

- AQA specification

The GCSE examinations are as follows:

- English Language Paper 1: 1 hour 45 mins – Reading (fiction) and Writing (narrative/descriptive)
- English Language Paper 2: 1 hour 45 mins – Reading (non-fiction) and Writing (viewpoint).
- English Literature Paper 1: 1 hour 45 mins – Shakespeare and the 19th Century novel.
- English Literature Paper 2: 2 hours 15 mins – Modern Texts, Poetry Anthology and Unseen Poetry
- All elements of the course are assessed throughout the year, usually under timed conditions.
- These assessments receive 'What Works Well/Even Better If' comments and require a 'My Response Is' response from the student.
- Assessments are also graded according to GCSE criteria.
- Spoken Language is also assessed and awarded a separate endorsement that does not form part of the GCSE grade.

Homework:

An average of one hour per week will be set. Homework tasks include reading and annotation, essay planning and writing, research and revision.

Enhancement Activities:

Range of competitions.

Visit to theatrical performance (where relevant productions are available).

Texts to be issued and arrangements for return:

The AQA Anthology will be issued free. Set texts will also be issued and may **NOT** be annotated. If students lose or annotate copies of texts, they will be liable for the replacement cost. We recommend students to buy set texts to allow for annotation. Study guides are also recommended.



Faculty: Technologies - Food Preparation and Nutrition

Faculty Introduction:

The course is accredited by OCR. It is assessed by two pieces of non-examined assessment; one a scientific investigation and one a food preparation task. There is also a terminal exam which covers nutrition and health, food science, food safety, food choice and provenance.

Topics covered:

- Food preparation, cooking and presentation
- Food provenance
- Food safety
- Food choice
- Cultural origins of food
- Food Science

Assessment:

- 15% - Non examined assessment – scientific exploration
- 35% - Non examined assessment – plan, prepare and present 3 dishes
- 50% - Written examination

Homework:

One homework of approximately 30 minutes will be set each week. Due to the practical nature of the subject students will be expected to bring their own ingredients and some homework time should be spent preparing for or evaluating practical work.

Enhancement Activities:

- Rotary Chef Competition

Texts to be issued and arrangements for return:

Text books will be issued to students for classroom work. A list of suitable revision booklets will also be issued to students during the course.



Faculty: Modern Languages - Subject: GCSE French Year 10 Option

Faculty Introduction:

Students study 6 of the GCSE topic areas. Modules cover language for communication, combined with associated vocabulary and grammatical structures.

Topics/Modules to be covered:

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals
- Home town, neighbourhood and region

Assessment:

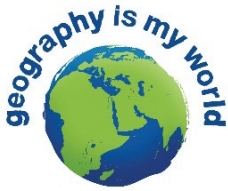
- AQA specification
- There will be an assessment at the end of each module in one or more of the skill areas and an end of year exam.
- At the end of Year 11, the students will sit four exams in Speaking/Listening/Reading and Writing.

Homework:

45 minutes homework is set once per week.

Texts to be issued and arrangements for return:

“Studio GCSE” used in lessons on a needs basis. Students will be issued with a vocabulary guide and have access to online resources.
Students will also need to bring their own bilingual dictionaries to lessons.



Faculty: Humanities - Subject: Geography

Faculty Introduction:

“Geography provokes and answers questions about the natural and human worlds, and views issues from different perspectives. Geography makes us aware that we must think globally.”

Students follow the AQA GCSE syllabus. The course covers contemporary topics which explore today's most significant issues and students will consider different viewpoints and learn how they can contribute towards a positive geographical future.

Topics to be covered over Years 10 and 11:

Unit 1: Living with the physical environment.

- The Challenge of Natural Hazards
- Physical Landscapes of the UK
- The Living World

Unit 2: Challenges in the human environment.

- Urban Challenges
- The Changing Economic World
- The Challenge of Resource Management

Unit 3: Geographical applications:

- Issue evaluation
- Fieldwork – Human and Physical

Assessment:

- Knowledge tests on a regular basis
- End of topic tests
- Exam questions
- End of Year 10 exam
- Mock exam practice in Year 11

Three exam papers at end of Year 11:

Unit 1 worth 35% of GCSE

Unit 2 worth 35% of GCSE

Unit 3 worth 30% of GCSE

Homework:

45-60 minutes per week.

Enhancement Activities:

- Fieldwork in local area and beyond.
- Geography Society – fortnightly lunchtime meeting co-ordinated by A level Geographers.

Textbooks:

The following will be the core student textbook: AQA GCSE (9-1) Geography (Hodder Education) ISBN: 9781471859922 in addition with the AQA GCSE Geography (Oxford University Press) ISBN 9780198366614

These books are stored and utilised whilst in school. There is an electronic copy both textbooks on the school shared area for use at home.

The following revision guide is recommended: for our course GCSE AQA Geography Complete Revision & Practice (CGP) ISBN: 9781782946137



Faculty: Physical Education - Subject: Health & Social Care (Pearson BTEC Level 2 Award)

Faculty Introduction:

This course has been developed to provide an engaging introduction to the health and social care sector. It will give students:

- The opportunity to gain a broad understanding and knowledge of the sector.
- The chance to develop a range of personal skills and techniques that are essential for successful performance in working life.
- The chance to achieve a nationally recognised Level 2 health and social care qualification.
- Progression opportunities into a specialised Level 3 vocational or academic course, or apprenticeship.

Topics/Modules to be covered:

- Component 1: Human lifespan development. Aims to understand how we grow and develop throughout our lives.
- Component 2: Health and Social Care Services and Values. Aims to get to know how the Health and Social Care sector works and the care values that underpin it.
- Component 3: Health and Wellbeing. Aims to help improve someone's health and wellbeing.

Assessment:

- Component 1: Internally assessed assignments.
- Component 2: Internally assessed assignments.
- Component 3: External supervised task in which students have to complete a 60 mark paper.

Homework:

The nature and style of homework that is set is dependent on the class activity being undertaken, but will generally focus on research or consolidation of the taught content of the lesson which will ensure all deadlines are met for the internal assessed pieces of work.

Enhancement Activities:

- External speakers with Q and A opportunities.
- First Aid at work qualification
- Workshops such as interactive baby sessions and sensory practicals.

Texts to be issued and arrangements for return:

Textbooks are loaned to students when necessary for theory work and/or revision purposes. They are also provided with work booklets and guides for all classwork and their internal assessments.



Faculty: Humanities - Subject: History

Faculty Introduction:

The course followed is the Edexcel GCSE (9-1). It covers a range of topics from the history of medicine in Britain and life in early Elizabethan England, through to more modern topics focusing on Weimar and Nazi Germany and the Cold War in the twentieth century. History classes are mixed ability and all students sit the same final examinations – there are no tiered papers.

Modules covered:

- Medicine Through Time, c.1250-present (Year 10)
- Weimar and Nazi Germany, 1918-39 (Year 10)
- Superpower Relations and the Cold War, 1941-91 (Year 11)
- Early Elizabethan England, 1558-1588 (Year 11)

Assessment:

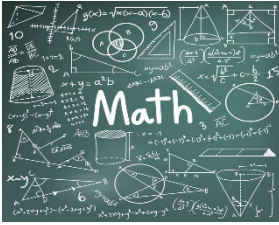
- Based on new 9-1 GCSE assessment system.
- Targets for improvement identified
- Mock examination at the end of Year 10
- 3 exams at the end of Year 11 – no coursework.

Homework:

- Activities include note making, essay planning, essay writing, revision for tests and completion of exam questions.

Texts to be issued and arrangements for return:

Relevant textbooks will be distributed to all students. Books to be returned to the library at the end of the course.



Faculty: Mathematics GCSE - Subject: Mathematics – *Foundation Tier*

Faculty Introduction:

Year 10 and 11 students will follow the KS4 framework for Maths, with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge

Students must be fully equipped with Maths equipment such as a protractor and compass. These can be bought from the library. Scientific calculators must be bought by all students and brought to lessons. They may be purchased from the Finance Office for approximately £8.50.

Students will follow different pathways to help them achieve the best possible result.

Sets 7, 8 and 9

Students take a Foundation GCSE in Year 11.

One third will be assessed by a non-calculator paper
Two thirds will be assessed by the calculator papers

Grades available 5 - 1

Topics/Modules to be covered:

Number work with and without a calculator
Ratio, Proportion and Rates of Change
Algebra
Statistics and Probability
Geometry and Measures

Students will follow different pathways to help them achieve the best possible results.

Specification: Edexcel

Set 7 and 8 Assessment:

Students will take their Foundation GCSE in Year 11. Some Set 7 students may move sets and sit the Higher exam at the end of Year 11 as an alternative pathway if their progress indicates a grade 6 will be achievable.

Set 9 Assessment:

Students will take their Foundation GCSE in Year 11. This will be a small set, sometimes with a designated Teaching Assistant to work alongside the teacher.

Students will sit up to 3 class tests and an end of year exam to assess their ongoing progress.

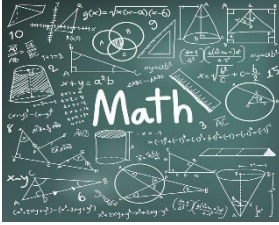
There is no coursework

Homework:

- 45 minutes' homework is set up to twice a week.
- MathsWatch is an online programme which may be used for consolidation.
- Maths Help is available once a week for extra assistance with homework or classwork.

Enhancement Activities:

- An online textbook through Kerboodle
- MathsWatch, JustMaths and Maths Help
- Some students will be given a textbook to use at home – this must be returned at the end of the course.
- Termly literacy and cultural challenges



Faculty: Mathematics GCSE - Subject: Mathematics – Higher Tier

Faculty Introduction:

Year 10 and 11 students will follow the KS4 framework for Maths, with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge

Students must be fully equipped with Maths equipment such as a protractor and compass. These can be bought from the library. Scientific calculators must be bought by all students and brought to lessons. They may be purchased from the Finance Office for approximately £8.50.

Students will sit exams at the end of Year 11

One third will be assessed by a non-calculator paper
Two thirds will be assessed by the calculator papers

Grades available 9-3

Sets 1-4 students will follow a higher tier scheme of work.

Sets 5-6 follow a “crossover” scheme of work to consolidate grade 5 material and then move onto grade 6 and 7 content.

Topics/Modules to be covered:

Number work with and without a calculator
Ratio, Proportion and Rates of Change
Algebra
Statistics and Probability
Geometry and Measures

Homework:

45 minutes' homework is set up to twice a week. This will take the form of exam practice as students approach the end of Year 11. MathsWatch is an online programme which may be used for consolidation. Maths Help is available once a week for extra assistance with homework or classwork.

Enhancement Activities:

- An online textbook through Kerboodle
- MathsWatch, JustMaths and Maths Help
- Termly literacy and cultural challenges
- The most able mathematicians are given a book of higher order questions to aid their problem solving skills.
- The most able Year 10 students are entered into the Intermediate Maths Challenge



Faculty: Expressive Arts - Subject: Music

Faculty Introduction:

The emphasis at GCSE is on listening and analysis of 8 set works. Students submit coursework in composition and performance.

Topics/Modules to be covered:

- Composition: students undertake a variety of composition exercises and complete one for coursework.
- Performance: two performances are to be prepared for coursework; one to be a solo performance and one to be an ensemble performance. At least 1 minute each, Four minutes in total, Grade 4 standard. Ensemble is prepared for performance at a concert by May Year 10.
- Understanding: development of aural, dictation and analysis skills through listening and study of specific areas of music and musical examples called “set works”. These include world music, classical music, popular music and music for film and stage.
- Applying knowledge to unfamiliar extracts

Assessment:

Actual listening examination in summer of Year 11 assessed by Edexcel.

- Compositions and performances assessed using GCSE criteria from Edexcel. Internally marked and moderated.
- Listening and vocabulary tests throughout the year.
- Composition tasks throughout the year in preparation for the timed-coursework assessment.
- Mock Listening Exam.
- Practice solo
- Ensemble mock exam

Homework:

Homework includes performance practice for solo and ensemble, listening, and revision for appraisal questions.

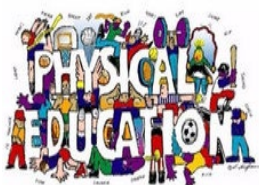
Enhancement Activities

- A visit to a musical event, eg concert or show, may be organised during the course of the year subject to availability.
- A wide variety of choirs and instrumental ensembles are open to all students throughout the year.
- Carol service
- Composition workshop
- Termly concerts.

Texts to be issued and arrangements for return:

None

20



Faculty: Physical Education - Subject: Core Physical Education

Faculty Introduction:

All students will experience an ambitious PE curriculum, which challenges them every lesson, nurtures their talents and enables them to learn about and through physical activity.

We aim to:

- equip them with the fundamental and advanced skills to participate in a range of activities with competence and confidence;
- develop their understanding of rules, conventions and key knowledge related to health and well-being to enable them to participate in physical activities in a safe and beneficial way;
- give them the opportunity to foster desirable personal qualities, leaving them socially equipped to become valued members of their community, both in and outside of physical activity;
- to challenge them cognitively, giving them opportunities to develop creativity, solve problems and acquire critical evaluation skills;
- prepare them for the next stage of their physical activity journey; whether they choose to study examination PE, participate in competitive sport or become recreationally physically active

We want all students to develop a positive association with being physically active, so that they choose to include physical activity in their future lives. They can then experience the life-enhancing benefits it brings, continuing to be healthy and happy individuals.

Activities to be covered:

Winter

- Hockey, football, rugby, netball
- Badminton, basketball, volleyball, health-related fitness, table tennis, dodgeball and handball
- Cheerleading and dance

Summer

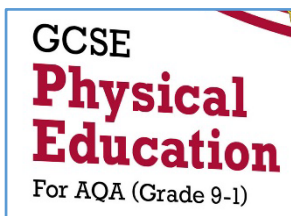
- Rounders, cricket, athletics, tennis and softball

Assessment:

- Three assessment strands within PE; Physical (Body), Cognitive (Brain), Personal (Behaviours) which link into whole school assessment system
- Short and long-term reports
- On-going self, peer and teacher assessment in lessons
- GCSE PE students will also be assessed in line with AQA guidelines

Extra-Curricular Opportunities:

- Inter-house competitions – various activities
- Level 3 School Games (winter and summer) in some activities.
- School teams are organised in all the major games and activities, with practices at lunchtimes and matches after school where required.
- Sports Day
- Talented students are put forward for selection at district/county level.
- The school enters teams in the district cross country and athletic championships.



Faculty: Physical Education - Subject: GCSE Physical Education

Faculty Introduction:

Students follow the AQA 9-1 Syllabus. GCSE PE helps students to develop deeper knowledge about physical activity, including Anatomy and Physiology, Physical Training, Health and Well Being, Sport Psychology and Socio-cultural issues.

They also have the opportunity to develop their skills and application of skills in certain sports.

Activities to be covered:

Paper 1; The Human Body and Movement in Physical Activity and Sport (30%)

Paper 2; Socio-cultural Influences and Well-Being in Physical Activity and Sport (30%)

Practical Performance in Physical Activity and Sport (three practical activities offered, must be a combination of individual and team activities) plus written 'Analysis and Evaluation' coursework (40%)

Assessment:

- Shorter knowledge tests, self or peer assessed
- End of Unit tests and mocks assessed by teacher with feedback
- Practical activities assessed in line with AQA practical criteria guidelines
- Written coursework assessed by teacher

Homework:

Consolidation of classwork, revision of key concepts and students are expected to spend time outside of practical lessons on their likely practical activity submissions.

Extra-Curricular Opportunities:

- Inter-house competitions Level 3 School Games (Winter and Summer) in some activities.
- School teams are organised in all the major games and activities, with practices at lunchtimes and matches after school
- Talented students are nominated for selection at District/County level.
- The school enters teams in the District cross-country and athletics championships
- The school enters teams in the District cross-country and athletics championships, students will need to nominate themselves at KS4.



Faculty: Humanities - Subject: GCSE Religious Studies

Faculty Introduction:

Students undertake the AQA Religious Studies Syllabus A (8062) which examines philosophical questions about the nature of God as well as religious teachings and practices.

Topics/Modules to be covered:

GCSE Content:

Paper 1

- Buddhism – Beliefs and Teachings
- Buddhism – Practices

Paper 2

- Theme B: Religion and life
- Theme C: The existence of God and revelation

Assessment:

After every topic, students will complete a GCSE style assessment.

Each questions tests:

- Knowledge
- Understanding
- Evaluation

Homework:

The majority of homework will be consolidation and exam practice. Students will be set homework through GCSE Pod and Seneca.

Enhancement Activities:

- Documentaries
- Holocaust Day
- Online resources – GCSE Pod and Seneca
- Visiting speakers and visits may be possible to places of worship

Texts to be issued and arrangements for return:

A range of textbooks are available for use in lessons but are not taken home. Main textbooks available through Kerboodle.



Faculty: Science - Subject: Separate Sciences

Faculty Introduction:

Students are taught Biology, Chemistry and Physics as separate GCSEs, by three subject specialists. They will cover topics to a greater depth than students following the Trilogy course. This qualification is equivalent to three GCSEs. Foundation and Higher tier papers are available. Specification: Biology 8461, Chemistry 8462 and Physics 8463

Biology	Chemistry:	Physics:	Assessment:
Cell Biology (B1-2)	Atomic structure and the periodic table (C1-2)	Energy (P1-3)	AQA specification
Organisation (B3-4)	Bonding, structure, and the properties (C3)	Electricity (P4-5)	Terminal examination in Year 11
Disease (B5-7)	Chemical calculations (C4)	Particle model of matter (P6)	
Bioenergetics (B8-9)	Chemical changes and electrolysis (C5-6)	Radioactivity (P7)	Six papers (two each for Biology, Chemistry and Physics) will be taken at the end of Y11. Each paper is 1 hour 45 minutes duration.
Completion of 8 required practical activities	Energy changes (C7)	Completion of 8 required practical activities	A minimum of 10% of marks will test maths.
	Completion of 8 required practical activities		15% of marks will assess practical skills.

Homework:

45-60 minutes' homework is set once per week (one homework for each teacher). Homework will include examination questions, worksheets, research topics and learning for tests. Work will also be given to develop key ideas (subject specific). A key aspect of any assessment/homework is the use of formative assessment (www/ebi/mri) to improve learning and examination outcomes.

Enhancement activities:

- Enhancement activities will be available on the Science VLE.
- Science, Technology, Engineering and Maths (STEM) Activities

Texts:

Students will receive a digital copy of their science text books along with resource bank through Kerboodle. Revision guides and workbooks (including level 8-9) will be available for the students to purchase.



Faculty: Science - Subject: Trilogy

Faculty Introduction:

Students will study the GCSE Combined Science course (Trilogy); this will be a combination of Biology, Chemistry and Physics topics. This qualification is equivalent to two GCSEs (Double Science) and will be taught by two subject specialist teachers. Two tiers are available, Foundation and Higher.

Biology:	Chemistry:	Physics:	Assessment:
Cell Biology (B1-2)	Atomic structure and the periodic table (C1-2)	Energy (P1-3)	AQA specification 8464
Organisation (B3-4)	Bonding, structure, and the properties (C3)	Electricity (P4-5)	Terminal examination in Year 11
Disease (B5-7)	Chemical calculations (C4)	Particle model of matter (P6)	
Bioenergetics (B8-9)	Chemical changes and electrolysis (C5-6)	Radioactivity (P7)	Six papers (two each for Biology, Chemistry and Physics) will be taken at the end of Y11. Each paper is 1 hour 15 minutes duration.
Completion of <u>7</u> required practical activities	Energy changes (C7)	Completion of <u>7</u> required practical activities	A minimum of 10% of marks will test maths.
	Completion of <u>6</u> required practical activities		15% of marks will assess practical skills.

Homework:

45-60 minutes' homework is set once per week (one homework for each teacher). Homework will include examination questions, worksheets, research topics and learning for tests. Work will also be given to develop key ideas (subject specific). A key aspect of any assessment/homework is the use of formative assessment (www/ebi/mri) to improve learning and examination outcomes.

Enhancement Activities:

- Enhancement activities will be available on the Science VLE and delivered in class
- Science, Technology, Engineering and Maths (STEM) Activities

Texts:

Students receive syllabuses; have access to an online log in to 'Kerboodle' a virtual text book and resource bank (VLE). Revision guides and workbooks (including grades 8-9) are available to purchase.



Faculty: Modern Languages - Subject: GCSE Spanish

Faculty Introduction:

Students study 6 of the GCSE topic areas. Modules cover language for communication, combined with associated vocabulary and grammatical structures

Topics/Modules to be covered:

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals
- Home town, neighbourhood and region

Assessment:

- AQA specification
- There will be an assessment at the end of each module in one or more of the skill areas and an end of year exam.
- At the end of Year 11, the students will sit four exams in Speaking/Listening/Reading and Writing.

Homework:

45 minutes homework is set once per week.

Texts to be issued and arrangements for return:

“Viva GCSE” used in lessons on a needs basis. Students will be issued with vocabulary guides and have access to online resources.

Students will also need to bring their own bilingual dictionaries to lessons.

PSHE

(Personal, Social, Health and Economic Education)

We live in a society where the pace of change is more rapid than at any point in history. Changes in society, including the use of technology have a profound effect on the lives of our young people that can impact their personal development, health and wellbeing and have implications for employment. To meet these challenges, the PSHE programme helps our students to develop the knowledge, confidence, and skills they need to make well informed, considered choices and which enable them to progress smoothly into adult life.

The PSHE programme for Year 10 and 11 is delivered through enrichment days delivered by external agencies and PSHE teachers. It develops the prior knowledge gained in KS3 and allows them to apply issues such as drugs, alcohol, relationships, and online behaviours to their social settings. Through discussion and real-life examples students are given the opportunities to problem solve and build their resilience to navigate their way through the everyday trials and tribulations that wider society presents to them.

Topics:

The programme in Year 10 and 11 is designed to provide students with information, advice and guidance on personal safety, issues surrounding drugs, gang culture, knife crime and County Lines.

Raising awareness of healthy and unhealthy relationships, the importance of consent and equipping them with the confidence to speak out and report inappropriate behaviours. Exploring issues regarding sexual health and wellbeing. Signposting where to get help and advice on these issues. Reminding young people about their responsibilities as well as their rights in society. Exploring the digital world and the use of social media, examining our digital footprints and what they say about us, considering the wider implications about what our online behaviour can have on our futures in society and in employment.

Key Skills:

- Self-Awareness - exploring personal values and relationships, and how they might change over time. Knowledge of how to carry out personal checks regarding sexual health.
- Decision Making - how to make well informed and realistic decisions about their health and wellbeing.
- Communication Skills – giving confidence in knowing how to respond to peer pressure and reporting harassment and abusive behaviour.

PSHE is delivered through discreet sessions throughout the school year.

Careers Education, Information, Advice and Guidance (CEIAG)

Introduction:

We live in a time where the pace of change is more rapid than at any point in history. Changes in society and the nature of work (including the use of technology and the influences of the global market) will have a profound effect on patterns of employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 10 is delivered by study skills tutors. It is mapped to the learning outcomes of the Career Development Institute's (CDI) Career Development framework.

Topics:

The programme in Year 10 is designed to provide students with information, advice and guidance on the options open to them after Year 11, progression routes and career opportunities from these options.

- **Self-Awareness** - exploring personal values and goals, and how they might change over time.
- **Labour Market Information** - a review of how jobs are changing, the factors influencing the changes and the impact this has on career planning.
- **Decision Making** - how to make a well informed and realistic decision about the future.
- **Work Skills** – identifying that making good career choices is based on self - awareness.
- **Options Post Year 11** - understanding the opportunities for progression to further learning afforded by each course/pathway, including to higher education. Linking personal progress to options. Planning and researching options.

Enrichment activities:

- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: careers@bishopstopford.com
- **Careers Talks and Societies** – Year 10 students are welcome to attend any of the lunchtime Careers Café, career talks and school societies arranged at lunchtimes across the school year.
- **Progress Review Evening** - an opportunity for students and parents to meet with the school's Careers Adviser.
- Students who are looked after, attract Pupil Premium funding or have an Education Health Care Plan (EHCP) have an interview automatically arranged with the Careers Adviser.
- **Year 10 Enterprise Day** - Students spend a full school day working with Employer Ambassadors developing skills across core employability competencies through a range of entrepreneurial and group activities. This activity is delivered by the Young Enterprise Company

Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards. The school are holders of a national Quality in Careers Standard



LEARNING FOR LIFE Subject: Learning for Life - Year 10

Introduction:

The most successful students are those who can study well using a variety of resources, have a clear understanding of how they are progressing, and know how to make effective personal choices about the present and the future. Our Learning for Life programme at Key Stage 4, therefore, is designed to complement learning which takes place in individual subjects.

The fortnightly KS4 Learning for Life programme includes 'Study Skills', 'Life Skills' such as money management and 'Careers Education and Guidance'.

A bespoke booklet is used throughout the year to accompany the course.

By the end of Year 11, students will have the skills, knowledge, and encouragement they need to study effectively for their GCSE examinations. They will also be prepared to make well-informed post-16 choices and also be more prepared for the workplace.

Topics to be covered in the year will include:

- Careers Education and Guidance
- Life Skills (ie, financial management)
- PSHE
- Study Skills

Homework:

None

Enhancement Activities:

- Visits from outside speakers
- Personal careers guidance

Texts to be issued and arrangements for return:

- 'Learning for Life booklets' will be issued at the start of year 10. These will be used throughout the year as resources to accompany the course. Students are also issued with a 'How to revise' guide.

Enhancement Activities

Trips and Visits: Voluntary Contributions

The viability of trips and visits is entirely dependent on parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution. However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead. Consideration for students facing financial hardship will be detailed in any information issued.

Notes