



Year 10 Curriculum Handbook

2025-2026

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Welcome to Year 10

Dear Year 10 families,

We have produced this handbook to support you with the education of your Year 10 son/daughter here at Kingsthorpe College. We hope that you will use this information to ask questions of your child whilst they progress through the curriculum this year and/or support them with their learning.

We have worked hard to design an ambitious and engaging curriculum which supports your child from their studies key stage 3 into key stage 4. There are lots of opportunities for enrichment opportunities to further their studies as shown throughout this handbook.

If you have any queries, the best people to contact are either your child's teacher of the subject or their tutor in the first instance. We have also given you some key contacts for subject areas if you have any general questions.

We look forward to working with you over this academic year.

Yours sincerely,

Miss Helen Gilligan

Deputy Headteacher, Quality of Education

Year 10 Curriculum Overview

Students in Year 10 study a broad and balanced curriculum. They are in sets for English/ Humanities/ MFL and Maths/ Science/ IT; all other subjects are taught mixed ability. Setting is fluid throughout the year and groups are looked at regularly. The number of hours given to each subject per fortnight and a key contact is shown in the table below:

Subject	Hours	Key contact
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English	7	Mrs Wright Hayley.Wright@kingsthorpecollege.org.uk
Maths	7	Mr Rushton Matthew.rushton@kingsthorpecollege.org.uk
Science	7	Mr Kent Robert.kent@kingsthorpecollege.org.uk
Geography	5	Mrs Sheriff Fiona.old@kingsthorpecollege.org.uk
History	5	Mrs Paice Gail.paice@kingsthorpecollege.org.uk
RE	2	Mrs Ackumey Mabel.ackumey@kingsthorpecollege.org.uk
MFL – French or German	3	Mrs Sherred Sarah.sherred@kingsthorpecollege.org.uk
IT	2	Mrs Landers frances.landiers@kingsthorpecollege.org.uk
Visual Arts	3	Mr Griffiths Peter.griffiths@kingsthorpecollege.org.uk
Performing Arts – dance, drama, music	5	Mrs Townsend Lucy.townsend@kingsthorpecollege.org.uk
PE & Health and Social	3	Miss Newell Victoria.newell@kingsthorpecollege.org.uk
PSHE	2	Mrs Lloyd-Jones Ella.lloyd-jones@kingsthorpecollege.org.uk
Electives	2	Mrs Lloyd-Jones Ella.lloyd-jones@kingsthorpecollege.org.uk

Year 10 Assessments

In year 10 they will be placed into one of 5 bands depending on their key stage 2 SATs scores. At each of the two reporting points during the year, your child will be rank scored into one of the 5 bands depending on the progress they are making in each subject. Teachers will also report an "attitude to learning" grade.

Each key stage 3 band refers to the typical grades your child will achieve at key stage 4 in each subject as shown in the table below.

Key Stage 3 Band	Typical Key Stage 4 Grades
1	7 to 9
2	5 to 7
3	4 to 6
4	3 to 5
5	1 to 4

At the start of Year 7, all students will sit English, maths and science baseline assessments; these will show in detail to our core teachers the strengths and areas of development for the year group as well as each student individually. Students will then sit a similar progress test at the end of year 7 so we can monitor the progress that has been made. This assessment will not be shared with students or parents as it is used to support teaching.

Although there are two summative in class assessment points during the year, some subjects may wish to do more frequent assessment for learning (eg end of unit tests). Details of assessments, including what your child will be assessed on is given in more detail on the subject pages which follow

Key dates for Year 10 for the academic year 2024-25 are shown below:

Dates	Activity

Year 10 English

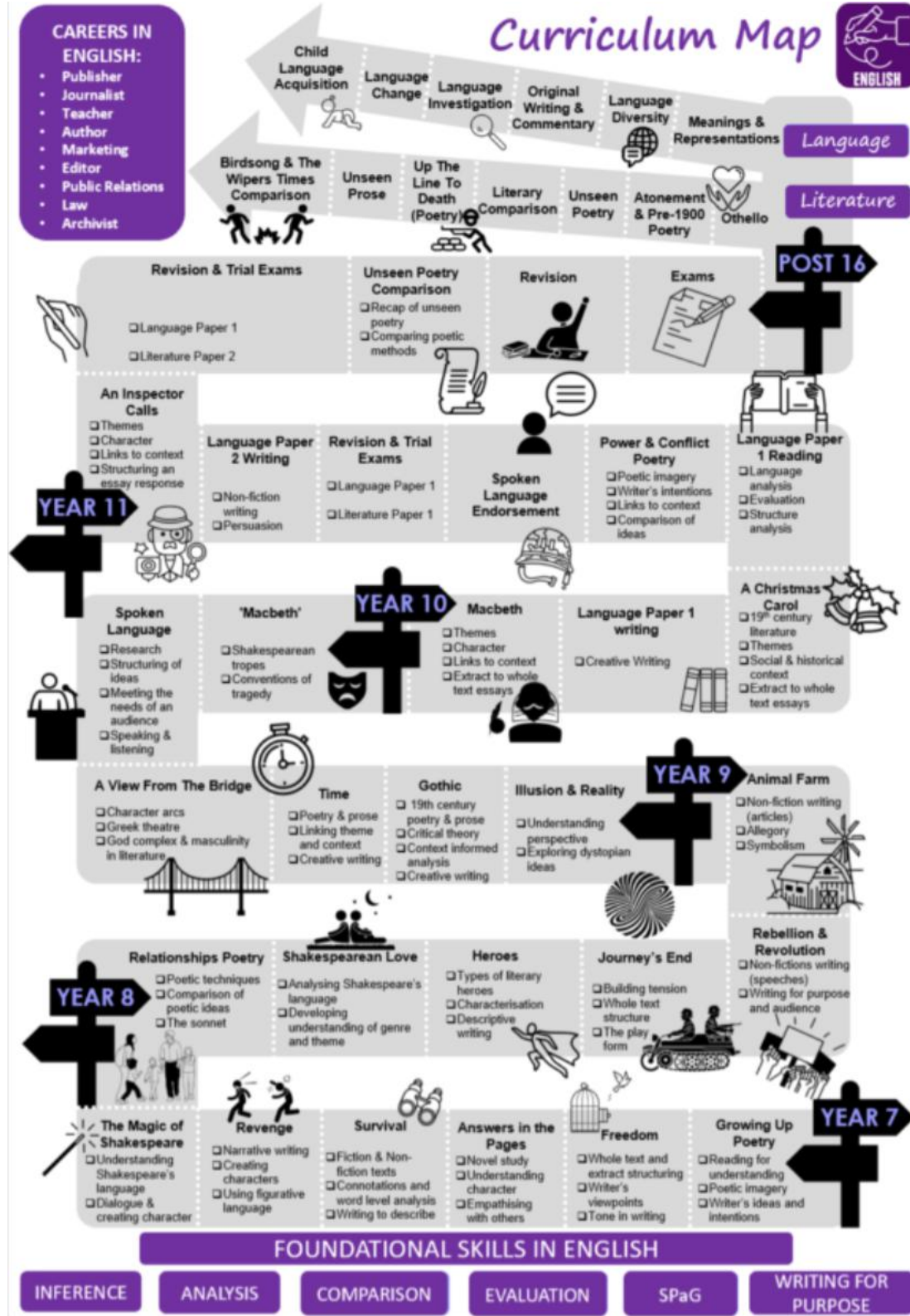
Subject Overview	<p>English Language</p> <p>GCSE English Language is a two-year course covering years 10 and 11, in which students follow either the AQA or EDUQAS English Language route. This is made clear to students from Year 10. Students will develop the ability to communicate clearly, accurately and effectively when speaking and writing. They will also develop their ability to analyse, infer and present opinions effectively. We encourage students to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used.</p> <p>Students will cover a range of topics and texts from the 19th, 20th and 21st century time periods as well as focus on being able to write clearly, coherently and accurately using a range of vocabulary and sentence structures. Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.</p> <p>English Literature</p> <p>Our GCSE English Literature students are given the opportunity to immerse themselves in the world of Literature throughout the duration of their two-year study period. Students will explore and analyse different forms of prose, drama and poetry from various time periods and cultures. This course will be invigorating and inspiring.</p> <p>Students will study a Shakespeare play, a 19th century novel, modern drama and poetry. Texts are subject to change, but students currently study:</p> <ul style="list-style-type: none"> • Macbeth by William Shakespeare • A Christmas Carol by Charles Dickens • An Inspector Calls by J.B. Priestley <p>In preparation for the poetry element of the course students will study poems from a collection called Power and Conflict from AQA's Power and Conflict anthology as well as unseen poetry. All students follow the AQA English Literature route.</p>
Curriculum Content	
Term 1	Macbeth – Themes, characters, links to context, extract to whole text essay.
Term 1	Language Paper 1 writing – creative writing.
Term 2	A Christmas Carol – 19 th Century literature, themes, social and historical context, extract to whole text essays.
Term 3	Language Paper 1 reading – Language analysis, evaluation, structure analysis.
Term 4	Power and Conflict Poetry – Poetic imagery, writers' intentions, links to context, comparisons of ideas.
Term 5	Spoken language: Research, structuring of ideas, meeting the needs of an audience, speaking and listening.
Term 6	Language Paper 2 Reading – Comparison of ideas, comparison of methods, language analysis.

Additional Information	
Assessments	Students will all be assessed through external examinations at the end of the course sitting two papers. Throughout the course students will complete formative and summative assessments each term which will be assessed by their class teacher. These will allow staff to monitor the progress of students in line with exam board requirements.
Homework	<p>Homework is set and marked regularly by class teachers and students are expected to stick to deadlines set for them. All students also receive spelling homework which is set and checked on a weekly basis.</p> <p>Students will be asked to read literature in advance of studying to prepare them for lessons and complete their own research to support creating their own opinions around the different texts; this will also include writing notes, summaries and practice exam responses. Students are expected to spend an hour a week working on Century Tech on English Language/Literature to improve against their own targets. It will aim to enable students to become responsible for their own revision and stretch their understanding further.</p>
Enrichment	We offer many opportunities for students to develop their writing skills through entry to national writing and poetry competitions. In Year 10, we take students to see a production of A Christmas Carol and/or Macbeth – where this is possible with theatre performances.
Online resources	<p>A Christmas Carol: https://www.bbc.co.uk/bitesize/topics/zyr639q</p> <p>Macbeth: https://www.bbc.co.uk/bitesize/topics/zp32frd</p> <p>English Language: https://www.bbc.co.uk/bitesize/subjects/zr9d7ty</p>
Extra reading	<p>Students are encouraged to read a range of fiction and non-fiction texts to broaden their own vocabulary. Age appropriate texts for Year 11 can be found here:</p> <p>https://schoolreadinglist.co.uk/reading-lists-for-ks4-school-pupils/suggested-reading-list-year-10-pupils-ks4-age-14-15/</p>

CAREERS IN ENGLISH:

- Publisher
- Journalist
- Teacher
- Author
- Marketing
- Editor
- Public Relations
- Law
- Archivist

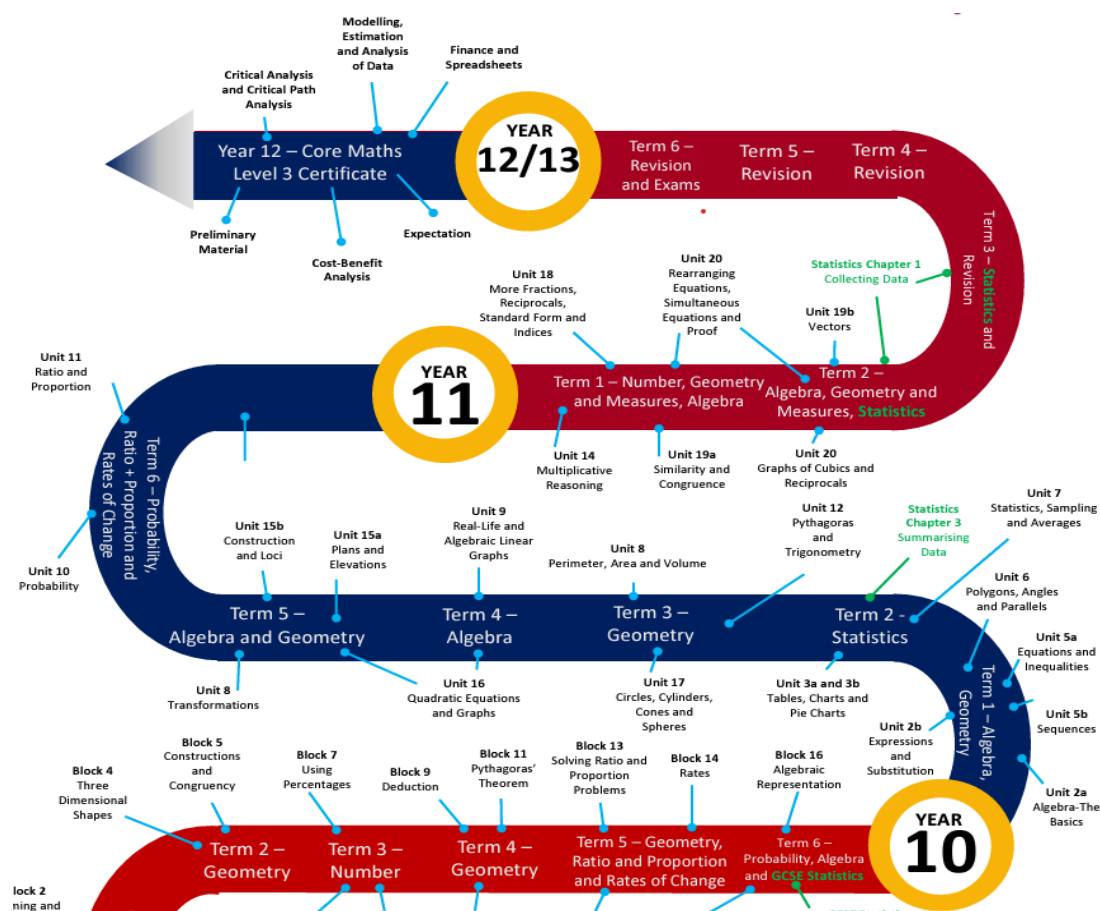
Curriculum Map



Year 10 Maths

Subject Overview	<p>Teaching and learning is at the heart of everything we do in the maths team; we want to encourage risk taking and creativity in our students by being creative teachers. ICT is used to enhance teaching and learning and promote independent learning using online resources.</p> <p>The GCSE course incorporates all aspects of Mathematics: Number, Algebra, Measures, Shape and Space, Geometry, Statistics and Probability. It focuses on applying Mathematics in context, problem solving, reasoning and the functional elements of Mathematics, concentrating on the knowledge and applications that are most accessible and relevant. The course is a linear scheme. There is not a coursework element to GCSE Maths.</p>
Curriculum Content	
Term 1	Algebra and Geometry – Algebra the basics, Expressions and Substitution, Sequences, Equations and Inequalities, Polygons, Angles and Parallels.
Term 2	Statistics – Statistics, Sampling and Averages, Tables, Charts and Pie Charts and Summarising Data.
Term 3	Geometry – Pythagoras and Trigonometry, Perimeter, Area and Volume, Circles, Cylinders, Cones and Spheres.
Term 4	Algebra – Real life, and Algebraic Linear Graphs, Quadratic Equations and Graphs.
Term 5	Algebra and Geometry - Quadratic Equations and Graphs, Plans and Elevations, Transformations, Construction and Loci.
Term 6	Probability, Ratio, Proportion and Rates of Change – Probability, Ratio and Proportion.
Additional Information	
Assessments	<p>The course is assessed by taking 3 examinations of equal weighting at the end of Year 11. We follow the Edexcel GCSE Maths course at both Higher and Foundation level. There is one non-calculator paper, and two calculator allowed papers. Each worth 80 marks and are 1 hour 30 minutes long each.</p> <p>Students are formally assessed regularly with topic tests and/or past papers. Maths grades awarded, are numbered from 1 to 9.</p> <p>Students sit a trial examination towards the end of the year.</p>
Homework	Homework is set regularly, and students are given a roughly a week in which to complete it. It may take the form of a set of questions related to the topic being currently studied; an online task set through the mathswatch website or a set of past key stage questions. Books and homework are reviewed according to the College policy. Students will be guided and supported on how to improve if any misconceptions are uncovered.
Enrichment	
Online resources	
Extra reading	

Maths (Foundation)



Year 10 Combined Science

Subject Overview	<p>In Years 10 and 11, students study either AQA Trilogy Combined Science, which provides two GCSE grades, or AQA Separate Sciences (“Triple Science”), which provides students with individual GCSEs in Biology, Chemistry and Physics.</p> <p>Pupils studying Triple Science receive individual lessons in Biology, Chemistry and Physics. They cover the same basic content as Combined Science (and in the same order) but with additional, Triple-only content.</p> <p>Topics / Modules to be covered:</p> <p>Biology:</p> <ul style="list-style-type: none"> • Biology 3 – Health and Disease • Biology 4 – Reactions in Biology • Biology 5 – Coordination and Control • Biology 6 – Practical Ecology <p>Chemistry:</p> <ul style="list-style-type: none"> • Chemistry 3 – Chemical Calculations • Chemistry 4 – Reactions in Chemistry • Chemistry 5 – How Far, How Fast <p>Physics:</p> <ul style="list-style-type: none"> • Physics 3 – Electricity • Physics 4 – Matter and Radioactivity
Curriculum Content	
<p>B3 Health and Disease – Diet and exercise, alcohol and smoking, cancer, pathogens and their diseases, human defence mechanism, drug development, vaccination and antibodies, plant diseases and defences.</p>	
<p>C3 Amounts in Chemistry – Relative formula mass, balancing equations, calculating concentration and moles.</p>	
<p>P3 Electricity – Electrostatic forces, electric fields, circuit components, series and parallel, current, charge, potential difference and resistance, component characteristics, alternating and direct current, cables and plugs, national grid, power and energy transfer, appliances and efficiency.</p>	
<p>C4 Reactions in Chemistry – Metals and Oxygen, Metals and Acid, Metals and water, reactivity series, reactivity and acids, electrolysis, extracting metals.</p>	
<p>P4 Matter and Radioactivity – Discovery of the nucleus, atoms and electrons, radioactive decay, uses of radiation, half-life and nuclear equations, radioactive contamination and nuclear power.</p>	
<p>B4 Reactions in Biology – Photosynthesis, factors affecting photosynthesis, aerobic respiration, anaerobic respirations.</p>	

C5 How fast? How fast? – Exothermic and endothermic, collision theory, rate of reaction, factors effecting rate, reversible reactions, equilibrium.	
B5 Coordination and Control – Homeostasis, nervous system, endocrine system, menstrual cycle, contraception.	
B6 Practical Ecology – Competition, adaptations, ecosystem and biodiversity, factors effecting ecosystems, population sampling and speciation.	
Additional Information	
Assessments	Pupils are assessed via “Summative Assessments”, which test pupils recall and understanding of content over a longer period of time, and via “Formative Assessments”, which are a chance for pupils to receive regular feedback on both their assessment and the quality of work produced in their exercise books.
Homework	<p>Homework is set centrally on Sparx Science. This is set every Wednesday morning and due in for the following Tuesday evening.</p> <p>For most pupils, this should take between 45 and 75 minutes and tests both their recall and understanding of content seen in lessons and in previous years of study.</p>
Enrichment	
Online resources	<p>BBC Bitesize GCSE: https://www.bbc.co.uk/bitesize/levels/z98jmp3</p> <p>Physics and Maths tutor: https://www.physicsandmathstutor.com/</p> <p>Oak National Academy virtual lessons: https://www.thenational.academy/pupils/years/year-10/subjects</p> <p>Cognito Science Videos: https://www.youtube.com/@Cognitoedu</p>
Extra reading	

Year 10 Biology

Subject Overview	<p>Pupils studying Triple Science receive individual lessons in Biology, Chemistry and Physics. They cover the same basic content as Combined Science (and in the same order) but with additional, Triple-only content.</p> <ul style="list-style-type: none"> • Biology 3 – Health and Disease • Biology 4 – Reactions in Biology • Biology 5 – Coordination and Control • Biology 6 – Practical Ecology
Curriculum Content	
B3	Health and Disease – Diet and exercise, alcohol and smoking, cancer, pathogens and their diseases, human defence mechanism, drug development, vaccination and antibodies, plant diseases and defences.
B4	Reactions in Biology – Photosynthesis, factors effecting photosynthesis, aerobic respiration, anaerobic respirations.
B5	Coordination and Control – Homeostasis, nervous system, endocrine system, menstrual cycle, contraception.
B6	Practical Ecology – Competition, adaptations, ecosystem and biodiversity, factors effecting ecosystems, population sampling and speciation.
Additional Information	
Assessments	Pupils are assessed via “Summative Assessments”, which test pupils recall and understanding of content over a longer period of time, and via “Formative Assessments”, which are a chance for pupils to receive regular feedback on both their assessment and the quality of work produced in their exercise books.
Homework	<p>Homework is set centrally on Sparx Science. This is set every Wednesday morning and due in for the following Tuesday evening.</p> <p>For most pupils, this should take between 45 and 75 minutes and tests both their recall and understanding of content seen in lessons and in previous years of study.</p>
Enrichment	
Online resources	<p>BBC Bitesize GCSE: https://www.bbc.co.uk/bitesize/levels/z98jmp3</p> <p>Physics and Maths tutor: https://www.physicsandmathstutor.com/</p> <p>Oak National Academy virtual lessons: https://www.thenational.academy/pupils/years/year-10/subjects</p> <p>Cognito Science Videos: https://www.youtube.com/@Cognitoedu</p>

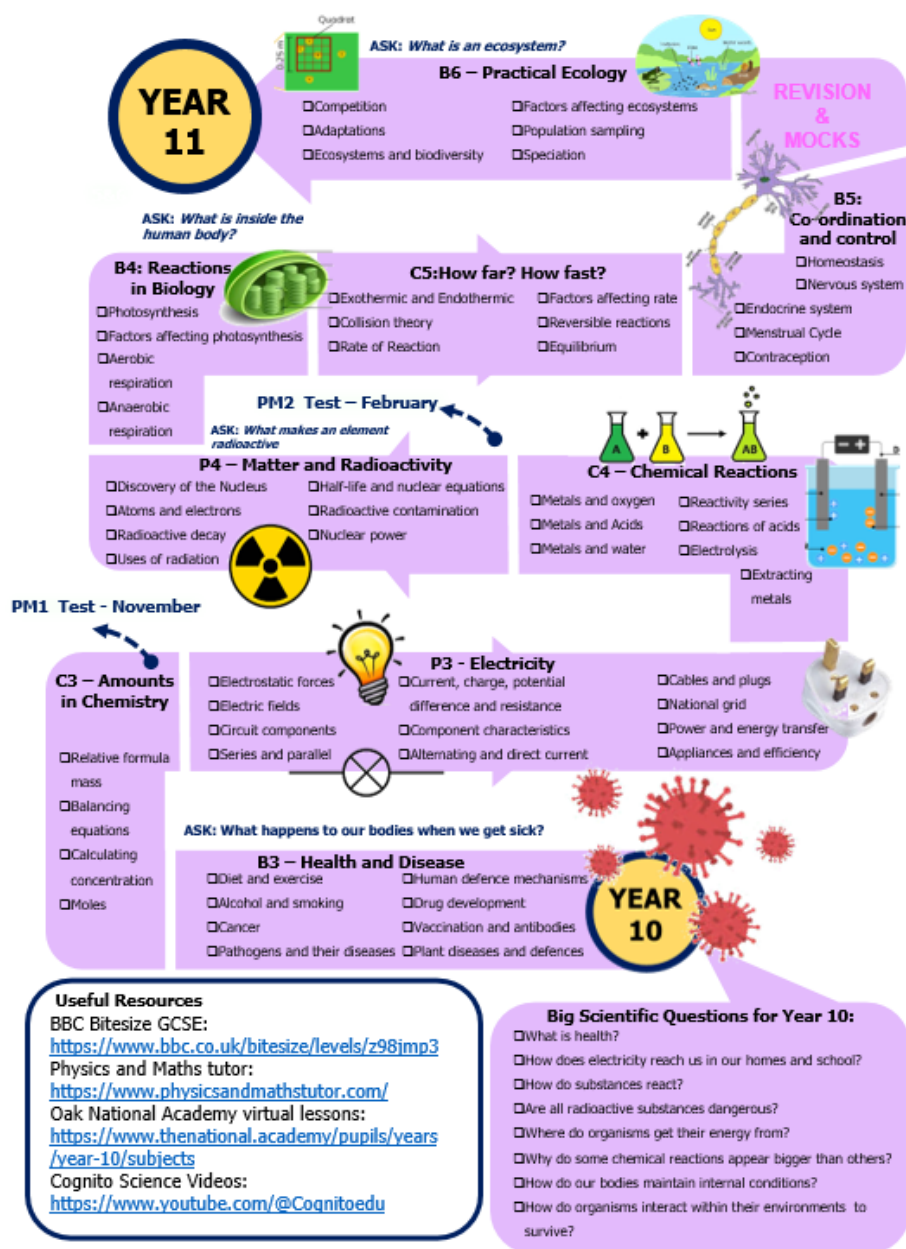
Year 10 Chemistry

Subject Overview	<p>Pupils studying Triple Science receive individual lessons in Biology, Chemistry and Physics. They cover the same basic content as Combined Science (and in the same order) but with additional, Triple-only content.</p> <ul style="list-style-type: none"> • Chemistry 3 – Chemical Calculations • Chemistry 4 – Reactions in Chemistry • Chemistry 5 – How Far, How Fast • Chemistry 6 – Organic Chemistry (Triple Only for Year 10 – Year 11 for Combined Science)
Curriculum Content	
C3	Amounts in Chemistry – Relative formula mass, balancing equations, calculating concentration and moles.
C4	Reactions in Chemistry – Metals and Oxygen, Metals and Acid, Metals and water, reactivity series, reactivity and acids, electrolysis, extracting metals.
C5	How fast? How fast? – Exothermic and endothermic, collision theory, rate of reaction, factors affecting rate, reversible reactions, equilibrium.
C6	Organic Chemistry
Additional Information	
Assessments	Pupils are assessed via “Summative Assessments”, which test pupils recall and understanding of content over a longer period of time, and via “Formative Assessments”, which are a chance for pupils to receive regular feedback on both their assessment and the quality of work produced in their exercise books.
Homework	<p>Homework is set centrally on Sparx Science. This is set every Wednesday morning and due in for the following Tuesday evening.</p> <p>For most pupils, this should take between 45 and 75 minutes and tests both their recall and understanding of content seen in lessons and in previous years of study.</p>
Enrichment	
Online resources	<p>BBC Bitesize GCSE: https://www.bbc.co.uk/bitesize/levels/z98jmp3</p> <p>Physics and Maths tutor: https://www.physicsandmathstutor.com/</p> <p>Oak National Academy virtual lessons: https://www.thenational.academy/pupils/years/year-10/subjects</p> <p>Cognito Science Videos: https://www.youtube.com/@Cognitoedu</p>
Extra reading	

Year 10 Physics

Subject Overview	<p>Pupils studying Triple Science receive individual lessons in Biology, Chemistry and Physics. They cover the same basic content as Combined Science (and in the same order) but with additional, Triple-only content.</p> <ul style="list-style-type: none"> • Physics 3 – Electricity • Physics 4 – Matter and Radioactivity • Physics 5 – Forces (Triple Only for Year 10 – Year 11 for Combined Science)
Curriculum Content	
P3	Electricity – Electrostatic forces, electric fields, circuit compounds, series and parallel, current, charge, potential difference and resistance, compound characteristics, alternating and direct current, cables and plugs, national grid, power and energy transfer, appliances and efficiency.
P4	Matter and Radioactivity – Discovery of the nucleus, atoms and electrons, radioactive decay, uses of radiation, half-life and nuclear equations, radioactive contamination and nuclear power
P5	Forces
Additional Information	
Assessments	Pupils are assessed via “Summative Assessments”, which test pupils recall and understanding of content over a longer period of time, and via “Formative Assessments”, which are a chance for pupils to receive regular feedback on both their assessment and the quality of work produced in their exercise books.
Homework	<p>Homework is set centrally on Sparx Science. This is set every Wednesday morning and due in for the following Tuesday evening.</p> <p>For most pupils, this should take between 45 and 75 minutes and tests both their recall and understanding of content seen in lessons and in previous years of study.</p>
Enrichment	
Online resources	<p>BBC Bitesize GCSE: https://www.bbc.co.uk/bitesize/levels/z98jmp3</p> <p>Physics and Maths tutor: https://www.physicsandmathstutor.com/</p> <p>Oak National Academy virtual lessons: https://www.thenational.academy/pupils/years/year-10/subjects</p> <p>Cognito Science Videos: https://www.youtube.com/@Cognitoedu</p>
Extra reading	

YEAR 10 SCIENCE CURRICULUM MAP



Year 10 Geography

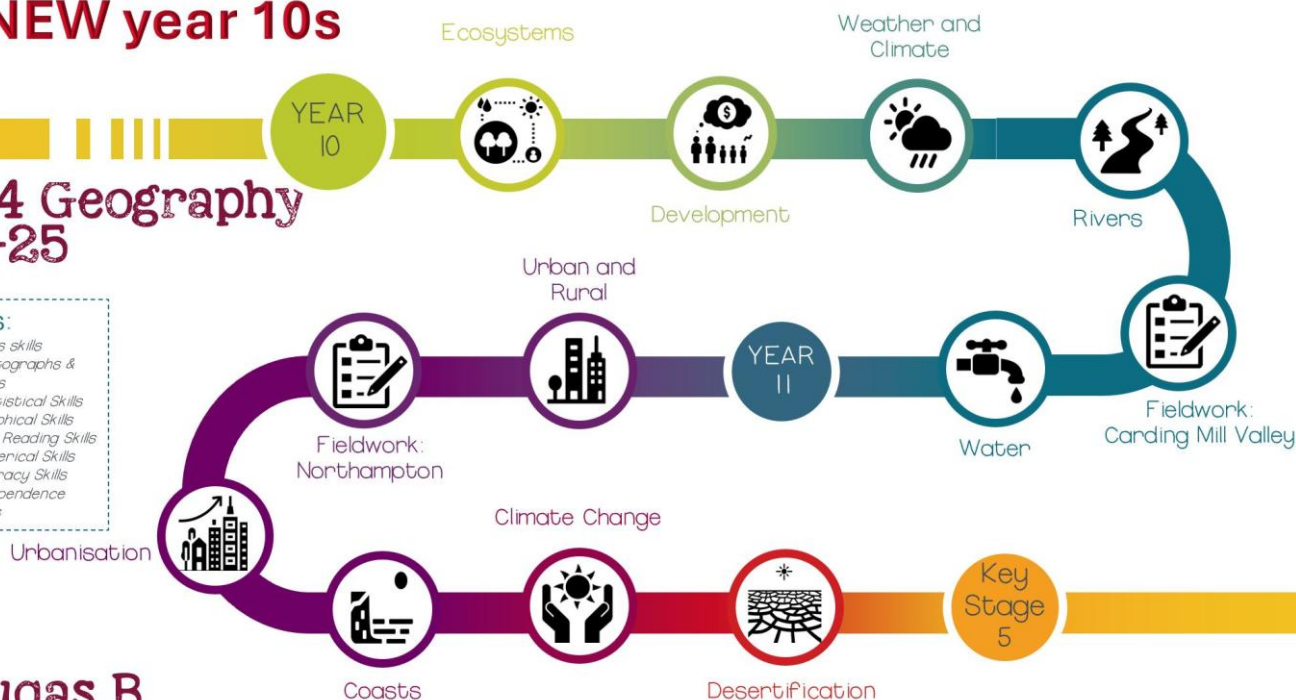
Subject Overview	<p>Geography is a flexible subject about the real world outside the classroom. It integrates many other subject areas such as Biology, Sociology, Economics, History, English, Maths, Physics, Chemistry and Information Technology. Geography assists the development of many job relevant skills and it is also a "living" subject happening everywhere, and a successful medium for investigating the past, present and future. Geography can lead to a wide and varied number of careers and broaden your understanding of the world, its environments and its peoples.</p> <p>Topics / Modules to be covered:</p> <p>At GCSE students follow the Eduqas B Specification. The course consists of the following units:</p> <p>Theme 1: Changing places, changing economies This unit covers: Development and globalisation, Urban and Rural Change and Urbanisation in contrasting global cities.</p> <p>Theme 2: Changing Environments This unit covers: Rivers, weather and climate, coasts and climate change.</p> <p>Theme 3: Environmental Challenges This unit covers: Ecosystems, water resources and desertification.</p> <p>Units covered in Year 10</p> <ul style="list-style-type: none"> • Ecosystems • Development • Weather and Climate • Fieldwork • Water
Curriculum Content	
Term 1	<p>Ecosystems</p> <p>Students will study the Semi-Arid Grasslands and Tropical Rainforests, investigating the threats and challenges that the ecosystems face. We will also study a small-scale ecosystem in the UK – Ynyslas Dunes in Wales. This unit builds on their ecosystem knowledge from KS3.</p>
Term 2	<p>Development</p> <p>Building on their KS3 knowledge of development, students will study development in Malawi, India and the UK. They will use a critical lens to understand development indicators and why they cannot be used in isolation.</p>
Term 3	<p>Weather and Climate</p> <p>Students will study the weather in detail, applying their knowledge of high and low pressure to hazards such as drought and tropical storms. In-depth case studies of Typhoon Haiyan and the Californian Droughts will exemplify their knowledge, where they can also apply their knowledge of development to the range of impacts caused by hazards.</p>
Term 4	<p>Rivers</p> <p>Students will study the full length of a river, as well as flooding and flood management. Throughout this unit students will study a range of landforms and processes, understanding their formation and the impacts that humans can have on river landscapes.</p>
Term 5	<p>Fieldwork</p>

	Students will visit Carding Mill Valley in Shropshire to complete fieldwork. Back in the classroom students will practice their data presentation and evaluation techniques.
Term 6	Water Students will investigate the issues surrounding water such as over-abstraction and water scarcity. We will study a range of locations such as Kerala and the impact of Coca Cola on the region and the China South-North Water Transfer Scheme.
Additional Information	
Assessments	Students will complete an end of unit assessment for each unit completed, these will contain questions from the current unit and previous units. These assessments are marked out of 50 and a GCSE grade applied. Throughout the units students will complete past paper questions to build on their exam technique and feedback will be provided for these. Students will sit a trial paper at the end of Year 10. This will be a trial Paper 1 which will be marked out of 100.
Homework	Homework is set twice a week and it is marked in agreement with the school's feedback policy. It will often involve completion of past exam questions and papers. In addition, throughout both years, but particularly in Year 11, students will be given specific revision tasks.
Enrichment	Students are required to attend two field trips as an essential part of the course, in particular to their Component 3 exam. We organise a human geography and physical geography field work trip, which usually take place in the summer term of year 10. The trips are subject to change as the focus is set by the exam board every year, however, most recently we have visited Carding Mill Valley in Shropshire and Northampton Town Centre.
Online resources	Geography blended learning from Eduqas: https://resourcefilter.eduqas.co.uk/en/Geography/?tags=Blended+learning&level=KS4
Extra reading	Fred Pearce: When the Rivers Run Dry Tim Marshall: Prisoners of Geography Dharshini David: The Almighty Dollar Dipo Faloyin: Africa is Not a Country

NEW year 10s

KS4 Geography 24-25

Skills:	
<input type="checkbox"/>	Atlas Skills
<input type="checkbox"/>	Photographs & Maps
<input type="checkbox"/>	Statistical Skills
<input type="checkbox"/>	Graphical Skills
<input type="checkbox"/>	Map Reading Skills
<input type="checkbox"/>	Numerical Skills
<input type="checkbox"/>	Literacy Skills
<input type="checkbox"/>	Independence Skills



Eduqas B Specification

Year 10 History

Subject Overview

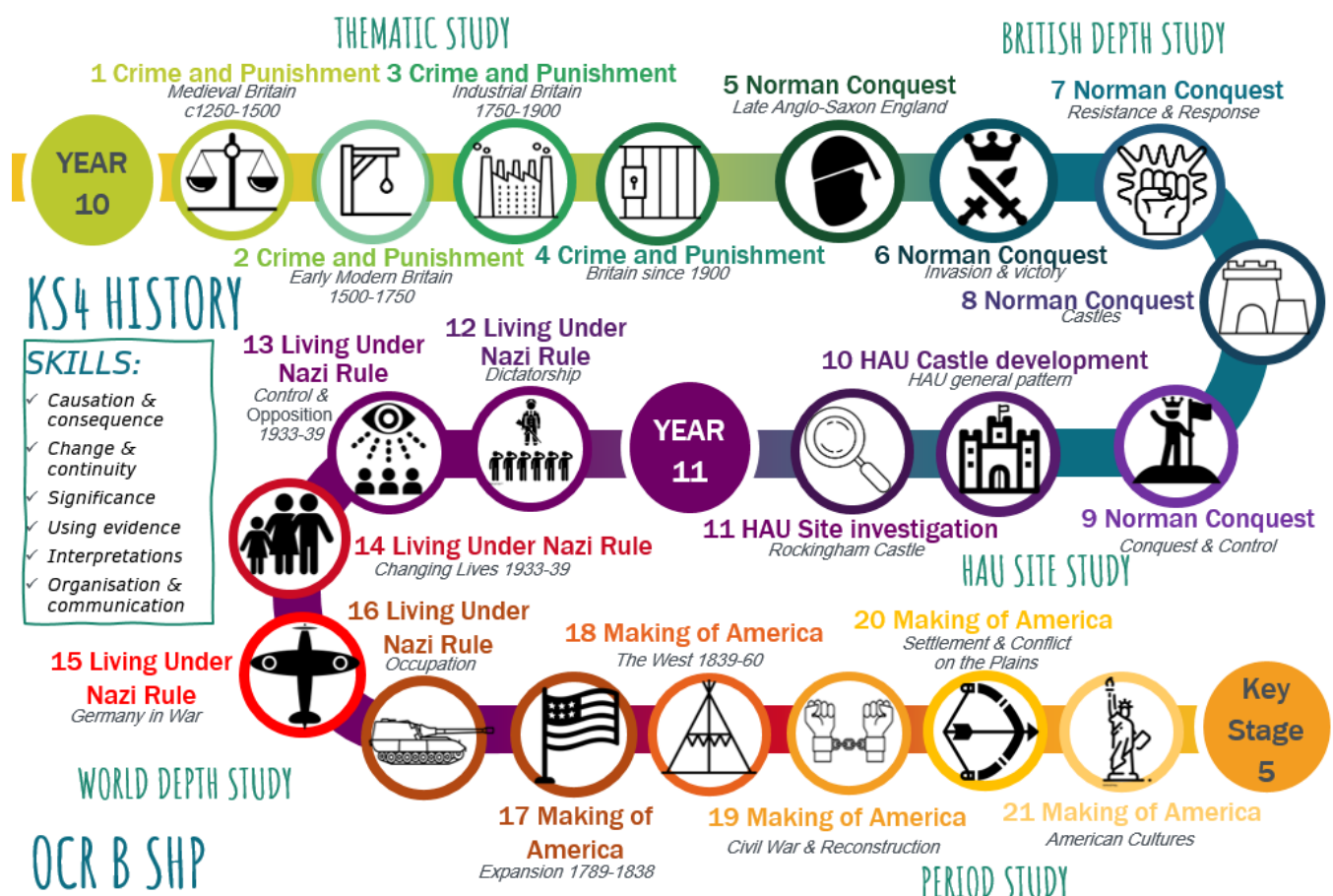
History at GCSE will inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens. History is a broad subject that enables you to acquire the skills employers look for: the ability to assess, analyse, communicate, write reports and make presentations. History can lead to careers in areas such as law, journalism and education.

If you choose to study History at KS4 we follow the OCR History B Schools History Project Full Course (J411)

Topics / Modules to be covered:

1. Crime and Punishment c.1250 to present (exam course – thematic study 20%) The first unit of the GCSE course allows students to explore a theme over time. This unit looks at attitudes to crime and punishment from the later Middle Ages to the present, including topics such as witchcraft, highway robbery, the death penalty, prisons and the police.
2. The Norman Conquest, 1065–1087 (exam course – British depth study 20%) This depth study should enable learners to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087. Topics include the battles of Stamford Bridge and Hastings, William's "Harrying of the North", Norman castles and the Domesday Book.
3. Site investigation of Rockingham Castle (exam course – History Around Us 20%) This unit is a site investigation allowing students to examine evidence for themselves to draw conclusions about change and continuity over time and the usefulness and reliability of sources of evidence.

	<p>4. The Making of America, 1789-1900 (exam course – period study 20%) This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world’s dominant power. Learners will need to understand how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.</p> <p>5. Living Under Nazi Rule 1933 – 1945 (exam course – world depth study 20%) The final unit of the GCSE explores life inside the Third Reich for different groups of society and should enable learners to understand the impact of the Nazi dictatorship on people’s lives both within Germany and across occupied Europe.</p>
Curriculum Content	
Unit 1	Thematic Study - Crime and Punishment – Medieval Britain, early modern Britain, industrial Britain, Britain since 1900.
Unit 2	British Depth Study - Norman Conquest – Late Anglo-Saxon England, invasion and victory, resistance and response, castles, conquest and control.
Unit 3	HAU Site Study – Rockingham Castle - Castle development general pattern, Rockingham Castle site investigation and sources.
Additional Information	
Assessments	<ul style="list-style-type: none"> British History Paper (Component Group 1 – 1 hour 45 minutes) 40% – assessing the Crime and Punishment and Norman Conquest units (taught in Y10) History Around Us (Component Group 2 – 1 hour) 20% - assessing the Rockingham Castle site study (taught in Y10) World History Paper (Component Group 3 – 1 hour 45 minutes) 40% - assessing the Making of America and Living Under Nazi Rule units (taught in Y11)
Homework	Homework at KS4 is set in line with the whole school policy. Parental co-operation is valued. We aim to set a range of tasks and can include reading, research, writing and revision. Homework is also a good opportunity for students to reflect on feedback comments made by their teachers and improve or re-attempt written work as necessary. Independent reading and lots of revision is also encouraged
Enrichment	Compulsory site investigation visits to Rockingham Castle for the examination in term 5 of Year 10. Enrichment trip to the Galleries of Justice in Nottingham.
Online resources	GCSE Pod https://members.gcsepod.com/login
Extra reading	Marc Morris “The Norman Conquest”



Year 10 RE

Subject Overview	<p>Faculty Introduction:</p> <p>At KS4, Religious Education is delivered as a short course GCSE in Philosophy and Ethics to all students for one lesson a fortnight.</p> <p>The full course GCSE is also offered to students as an option and is taught for six lessons a fortnight.</p> <p>Philosophy and Ethics enables students to:</p> <ul style="list-style-type: none"> • Adopt an enquiring, critical and reflective approach to the study of religion • Explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
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- Enhance their spiritual and moral development, and contribute to their health and well being
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion
- Develop their interest in and enthusiasm for the study of religion, and relate it to the wider world
- Reflect on and develop their own values, opinions and attitudes in light of their learning.
- Gain an understanding of the beliefs of Christianity and how they impact on cultural and social issues in the community and family.

Topics / Modules to be covered:

Year 10 full course students will study four units as follows:

- Religion, crime and punishment
 - Reasons for crime
 - Attitudes to lawbreakers and different types of crime
 - Aims of punishment
 - Religious attitudes to suffering and the causes of suffering
 - Treatment of criminals
 - Religious attitudes to forgiveness
 - Religious attitudes to the death penalty
- Relationships and families
 - Human sexuality
 - Marriage
 - Divorce
 - The nature and purpose of families
 - Religious attitudes to gender equality
- Religion and Life
 - The origins of the universe
 - The value of the world
 - Use and abuse of the environment
 - Use and abuse of animals
 - Abortion
 - Euthanasia
 - Death and the afterlife
- Religion, peace and conflict
 - Violence
 - Reasons for war
 - Nuclear weapons
 - The just war
 - Holy war and religion as a cause of violence
 - Pacifism and peacemaking
 - Religious responses to victims of war

Year 10 short course students will study two units as follows:

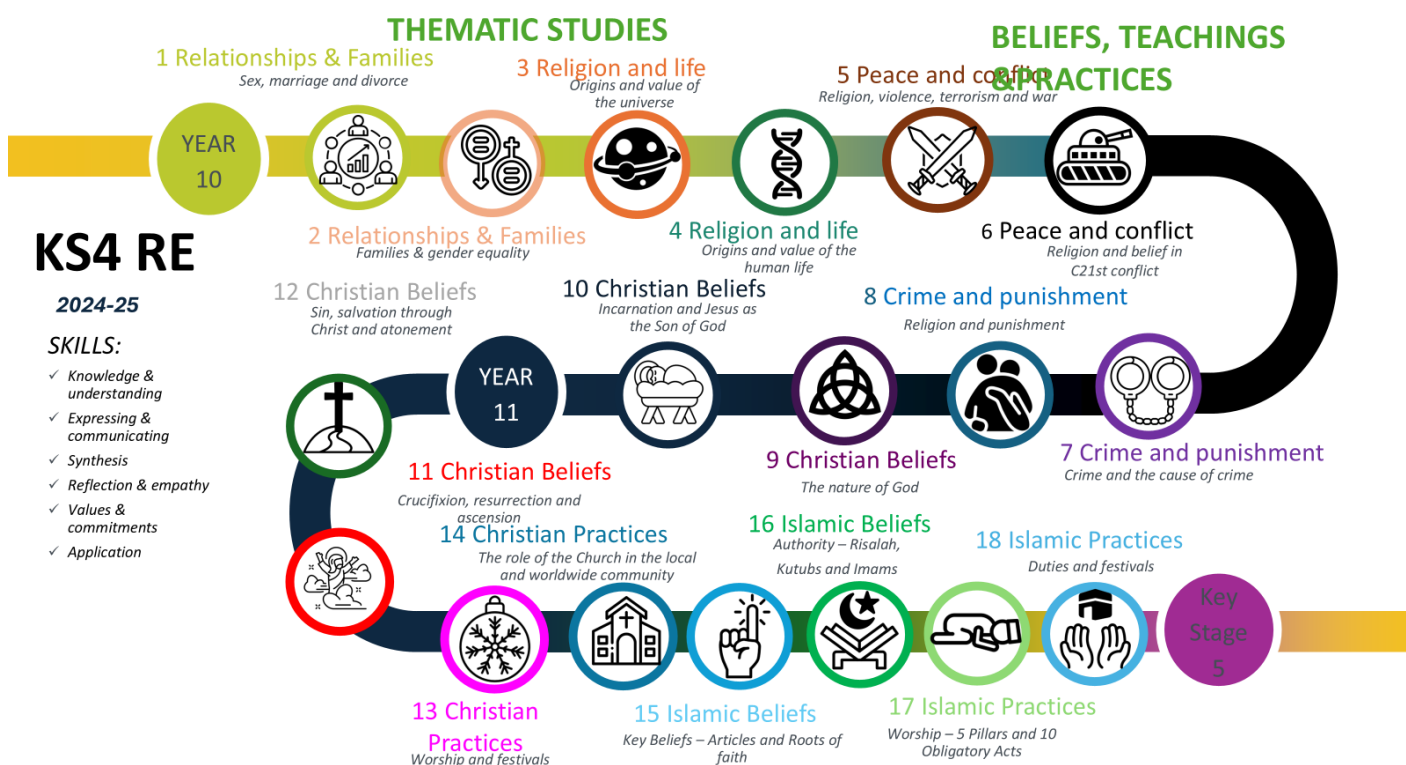
- Relationships and Families
 - This includes a selection of the topics from the same unit above
- Religion, peace and conflict
 - This includes a selection of the topics from the same unit above

Additional Information

Unit 1 Relationships and Families – Sex, marriage and divorce, families and gender equality.

Unit 2	Relationship and Life – Origins and values of the universe, origins and values of human life.	
Unit 3	Peace and Conflict – Religion, violence, terrorism and war, religion and belief in 21 st century conflict.	
Unit 4	Crime and Punishment – Crime and the case of crime, religion and punishment.	
Unit 5	Christian Beliefs – The nature of God, incarnation and Jesus and Son of God.	
Additional Information		
Assessments	GCSE Religious Education Key Exam Information Year 11 FULL COURSE	
	Subject: Religious Studies Full Course	
	Exam Board	AQA
	Examination Details	Paper 1 – 50% (96 marks) Paper 2 – 50% (96 marks)
	Controlled Assessment	None
	Exam Paper Details	Paper 1 – Christianity and Islam – Written Exam (1 hour 45 minutes) Paper 2 – Thematic Studies – Written Exam (1 hour 45 minutes)
	Key Topics	Component 1: The study of Christianity and Islam: beliefs, teachings and practices. Component 2: Thematic studies. The choice of 4 philosophical and ethical themes out of 6. A. Relationship and families B. Religion and life D. Peace and conflict E. Crime and Punishment
	GCSE Religious Education Key Exam Information Year 11 SHORT COURSE	
	Subject: Religious Studies	
	Exam Board	AQA
	Examination Details	Paper 1 – 100%
	Controlled Assessment	None
	Exam Paper Details	Paper 1 – All 4 topics examined in 1 hour and 45 minutes
	Key Topics	Christian Beliefs, Teachings and Practices Islamic Beliefs, Teachings and Practices Relationships and families Religion, peace and conflict
Home work	Homework is assigned twice a week and is marked in accordance with the school's feedback policy. It often includes completing past exam questions and papers. Additionally, throughout both years—especially in Year 11—students are given targeted revision and research tasks to reinforce their learning.	
Enrichment	Guest speakers	
Online resources	<ul style="list-style-type: none">• GCSE Specification OCR• GCSE Specification AQA• BBC Bitesize: Christianity Revision• BBC Bitesize: Islam Revision• Seneca Learning	

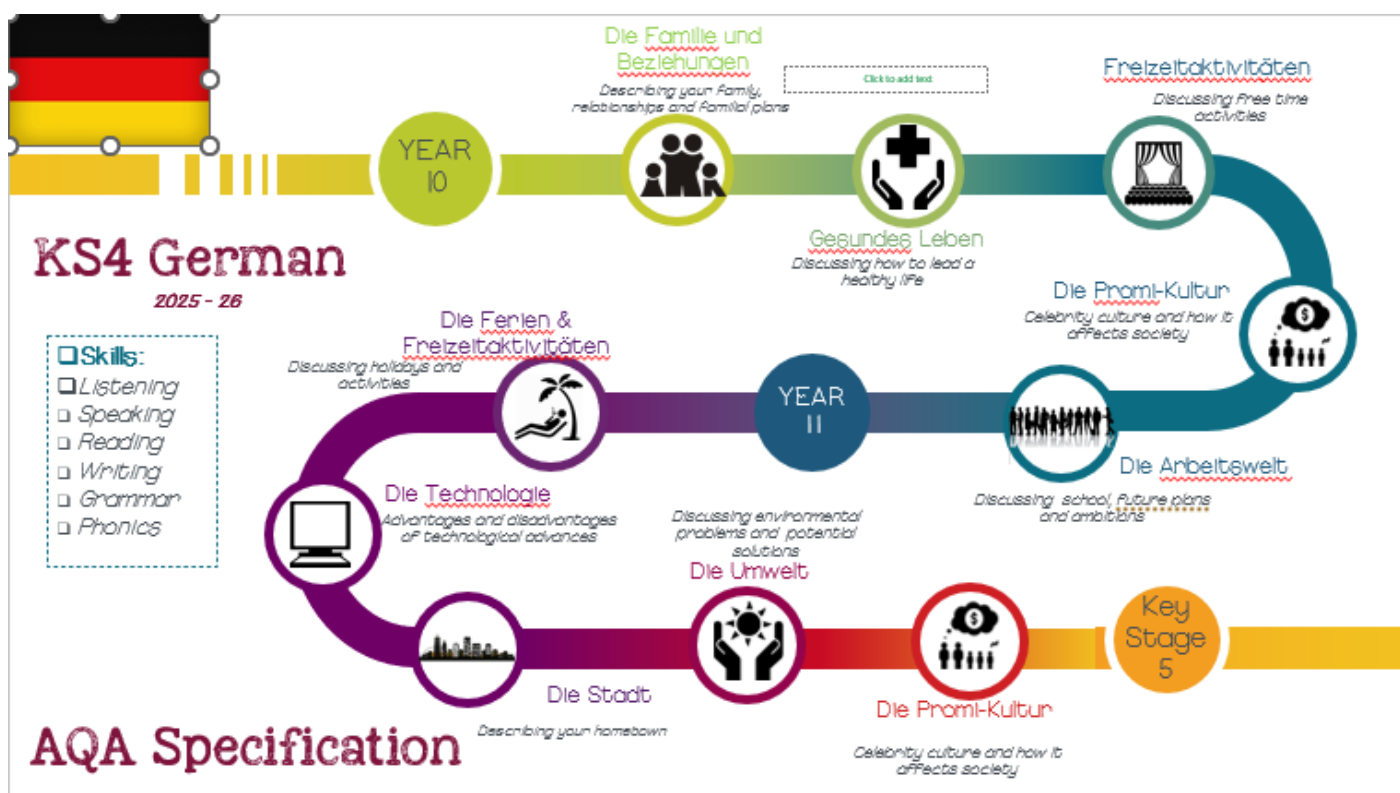
	<ul style="list-style-type: none"> • Quizlet: Christianity Revision • Quizlet: Islam Revision • GCSEPod: All Topics Revision
Extra reading	<ul style="list-style-type: none"> • A pocket guide to Ethical Issues: A resource for understanding ethical issues in religious studies. • "Christianity for Dummies" by R Wagner: A simplified introduction to Christianity. • "The Boy at the Back of the Class" by Onjali Q. Raúf: Explores themes of equality and religious identity. • "The Blind Watchmaker" by Richard Dawkins: Explores the existence of God. • "The Puzzle of God" by Peter Vardy: Explores the existence of God. • "The Problem of Pain" by C.S. Lewis: Explores the problem of suffering and God's existence. • "All-American Muslim Girl" by Nadine Jolie Courtney: Provides a perspective on Islam



Year 10 MFL German

Subject Overview	<p>At GCSE, students will learn to develop their knowledge of the language and culture across a range of settings. This may include study of the culture and communities other than in the European country where the language is spoken. Students will continue to develop the 4 language skills of listening, reading, speaking and writing, and will have 6 lessons across the two-week timetable.</p> <p>Topics / Modules to be covered – Family & relationships, healthy living, free time activities, celebrity lifestyle and the world of work</p>
Curriculum Content	
Unit 1	Die Familie und Beziehungen – Describing yourself & your family and being able to discuss family relationships in detail and your plans for the future.
Unit 2	Gesundes Leben – Talking about how to lead a healthy life.
Unit 3	Freizeitaktivitäten – Describing your free time and hobbies, and why you like and dislike certain activities.
Unit 4	Promi-Kultur – Talking about the rise in celebrity culture.
Unit 5	Die Arbeitswelt – Discussing different types of job and their advantages & disadvantages and your plans for the future.
Additional Information	
Assessments	<p>Listening - Understanding and responding to different types of spoken language Listening exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE</p> <p>Speaking - Communicating and interacting effectively in speech for a variety of purposes Non-exam assessment 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time 50 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p> <p>Reading - Understanding and responding to different types of written language Reading exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) 50 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p> <p>Writing - Communicating effectively in writing for a variety of purposes Written exam: 1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p>
Homework	Students will receive a variety of homework tasks over the course of the academic year which will include all 4 skill areas. As language learners students are often asked to practice speaking the foreign language as well as doing reading, listening and written tasks. Teachers will also set vocabulary learning as homework, as well as activities on Language Gym -

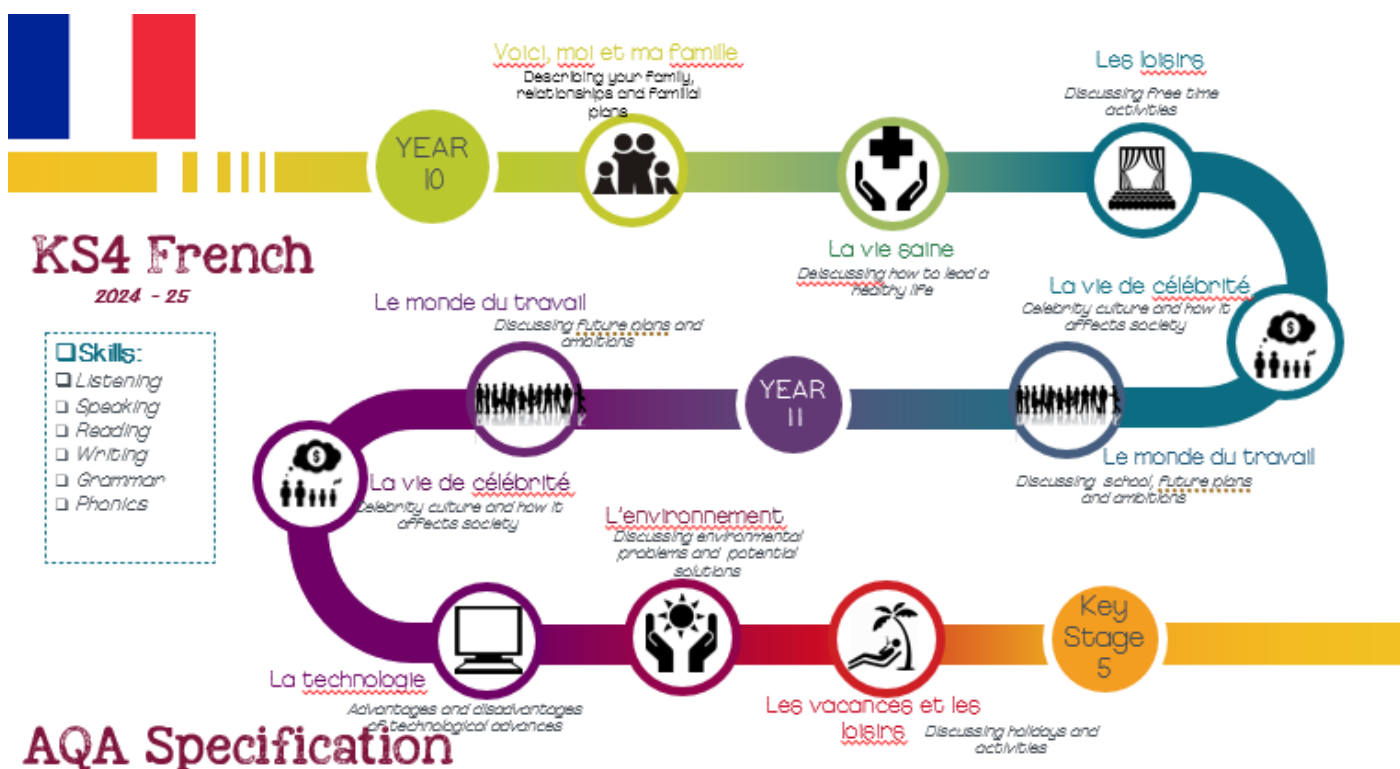
	Home (language-gym.com). Students should be receiving a minimum of 1 piece of homework per week.
Enrichment	There are options for students who speak another language (i.e. Polish, Italian etc.) to gain early GCSE's in these subjects in conjunction with the EAL department.
Online resources	Language Gym - Home (language-gym.com) school account https://www.duolingo.com/ many students set up their own accounts
Extra reading	



Year 10 MFL French

Subject Overview	<p>At GCSE, students will learn to develop their knowledge of the language and culture across a range of settings. This may include study of the culture and communities other than in the European country where the language is spoken. Students will continue to develop the 4 language skills of listening, reading, speaking and writing, and will have 6 lessons across the two-week timetable</p> <p>Topics / Modules to be covered - Family & relationships, healthy living, free time activities, celebrity lifestyle and the world of work</p>
Curriculum Content	
Unit 1	Voici, moi et ma famille - Describing yourself & your family and being able to discuss family relationships in detail and your plans for the future.
Unit 2	La vie saine – Describing how to lead a healthy life.
Unit 3	Les loisirs – Describing your free time and hobbies, and why you like and dislike certain activities.
Unit 4	La vie de célébrité - Talking about the rise in celebrity culture.
Unit 5	Le monde du travail – Discussing different types of job and their advantages & disadvantages and your plans for the future.
Additional Information	
Assessments	<p>Listening - Understanding and responding to different types of spoken language Listening exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE</p> <p>Speaking - Communicating and interacting effectively in speech for a variety of purposes Non-exam assessment 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time 50 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p> <p>Reading - Understanding and responding to different types of written language Reading exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) 50 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p> <p>Writing - Communicating effectively in writing for a variety of purposes Written exam: 1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p>
Homework	Students will receive a variety of homework tasks over the course of the academic year which will include all 4 skill areas. As language learners students are often asked to practice speaking the foreign language as well as doing reading, listening and written tasks. Teachers will also set vocabulary learning as homework, as well as activities on Language Gym -

	Home (language-gym.com). Students should be receiving a minimum of 1 piece of homework per week.
Enrichment	There are options for students who speak another language (i.e. Polish, Italian etc.) to gain early GCSE's in these subjects in conjunction with the EAL department.
Online resources	Language Gym - Home (language-gym.com) school account https://www.duolingo.com/ many students set up their own account
Extra reading	



Year 10 Visual Arts

Subject Overview	<p>Fine Art</p> <p>This course will introduce students to a range of processes and techniques that take account of both traditional and new methods such as: painting, drawing using a wide range of media, printmaking, collage, mixed media. Students will also learn to research historical and contemporary creative practice, and to communicate ideas, feelings and images both visually and through words.</p> <p>This GCSE covers a range of creative activities through the duration of an extended coursework portfolio. Students will have the opportunity to experiment with different media in order to explore your strengths and preferences. The main aim of the course is to develop students visual language skills and for students to build a comprehensive portfolio of work to progress to further courses or employment.</p>
Curriculum Content	
Unit 1	Exploration of Portraiture : facial features in a range of media
Unit 2	Chuck Close : Tonal drawing skills and hyper-realism:
AP1	
Unit 3	Stephen Conroy /Lucian Freud Fine-liner drawing skills
Unit 4	Stephen Conroy/ Lucian Freud: :painting skin tones
Unit 5	Mark Powell:: Biro drawings and story telling through portraiture
AP2	
Unit 6	Francoise Neilly: : Expressive colour in portraits using oil pastel and acrylic paints.
Unit 7	Personal response::photography skills experimentation and developing ideas
Unit 8	Personal Response :creation of a large scale personal outcome
Ap3	
Additional Information	
Assessments	<p>Students will be expected to produce a coursework portfolio throughout the course. It is essential that students investigate the work of a variety of artists and can demonstrate (both in their planning and final pieces) how this and other research has informed their study. Coursework makes up 60% of the GCSE.</p> <p>Upon completion of the coursework portfolio, Students then prepare for the externally set task (exam). Students will have access to the exam paper prior to the exam to enable students to create their own response and preparatory work before students sit the 10-hour exam, split over 2 days. The externally set task makes up the other 40% of the GCSE.</p>
Homework	Homework is set regularly to support delivery of the individual project that is being studied at that time and is crucial to ensure students do not fall behind in meeting the GCSE criteria. It could be theory based to help develop knowledge and understanding of artists, designers and practitioners or a more practical challenge.
Enrichment	Students are encouraged to attend Art session 6 in Ar1 on a Monday or Tuesday at least once a week.
Online resources	<p>You can find reels with exemplar portfolios and student guides on the VAF Instagram page.</p> <p>@vafkingsthorpecollege</p>

**Extra
reading**

Lots of interesting articles and further information about a wide variety of traditional and contemporary artists can be found on the following sites:

<https://www.tate.org.uk/>

<https://www.npg.org.uk/>

Subject Overview	<p>Textiles</p> <p>This course will introduce students to a range of processes and techniques in fabric design and manipulation, during the course students should develop skills in; Print making Fabric construction Fabric dying Surface design Drawing Embellishment Students will also learn to research historical and contemporary creative practice in art and fashion, and to communicate ideas, feelings and images both visually and through words.</p> <p>This GCSE covers a range of creative activities through the duration of an extended coursework portfolio. Students will have the opportunity to experiment with different media in order to explore strengths and preferences. The main aim of the course is to develop visual language skills and for students to build a comprehensive portfolio of work to progress to further courses or employment.</p>
Curriculum Content	
Unit 1	Batik: Tamara Phillips
Unit 2	Applique: Anne Brooke
Unit 3	Hand Embroidery: Hannah Kwasnycia
Unit 4	Felting: Sue Hotchkis
Unit 5	Final piece planning and making
Additional Information	
Assessments	<p>Students will be expected to produce a coursework portfolio throughout the course. It is essential that students investigate the work of a variety of artists and can demonstrate (both in their planning and final pieces) how this and other research has informed their study. Coursework makes up 60% of the GCSE.</p> <p>Upon completion of the coursework portfolio, students then prepare for the externally set task (exam). You will have access to the exam paper prior to the exam to enable you to create your own response and preparatory work before you sit the 10-hour exam, split over 2 days. The externally set task makes up the other 40% of the GCSE.</p>
Homework	Homework is set regularly to support delivery of the individual project that is being studied at that time and is crucial to ensure students do not fall behind in meeting the GCSE criteria. It could be theory based to help develop knowledge and understanding of artists, designers and practitioners or a more practical challenge.
Enrichment	Trips to support students obtaining primary research. After school sessions offered on Tuesdays
Online resources	
Extra reading	



Topic Overview

Year 10

Manipulation (Key Skills)



Introduction to course



Natural forms



Tamara Phillips
Sealife



Batik



Hand
Embroidery



Hannah Kwasnycia
Texture



Applique



Anne Brooke
Florals

Assessment
point 2

Sue Hotchkis



Felting
Digital printing



Final piece planning



Final piece

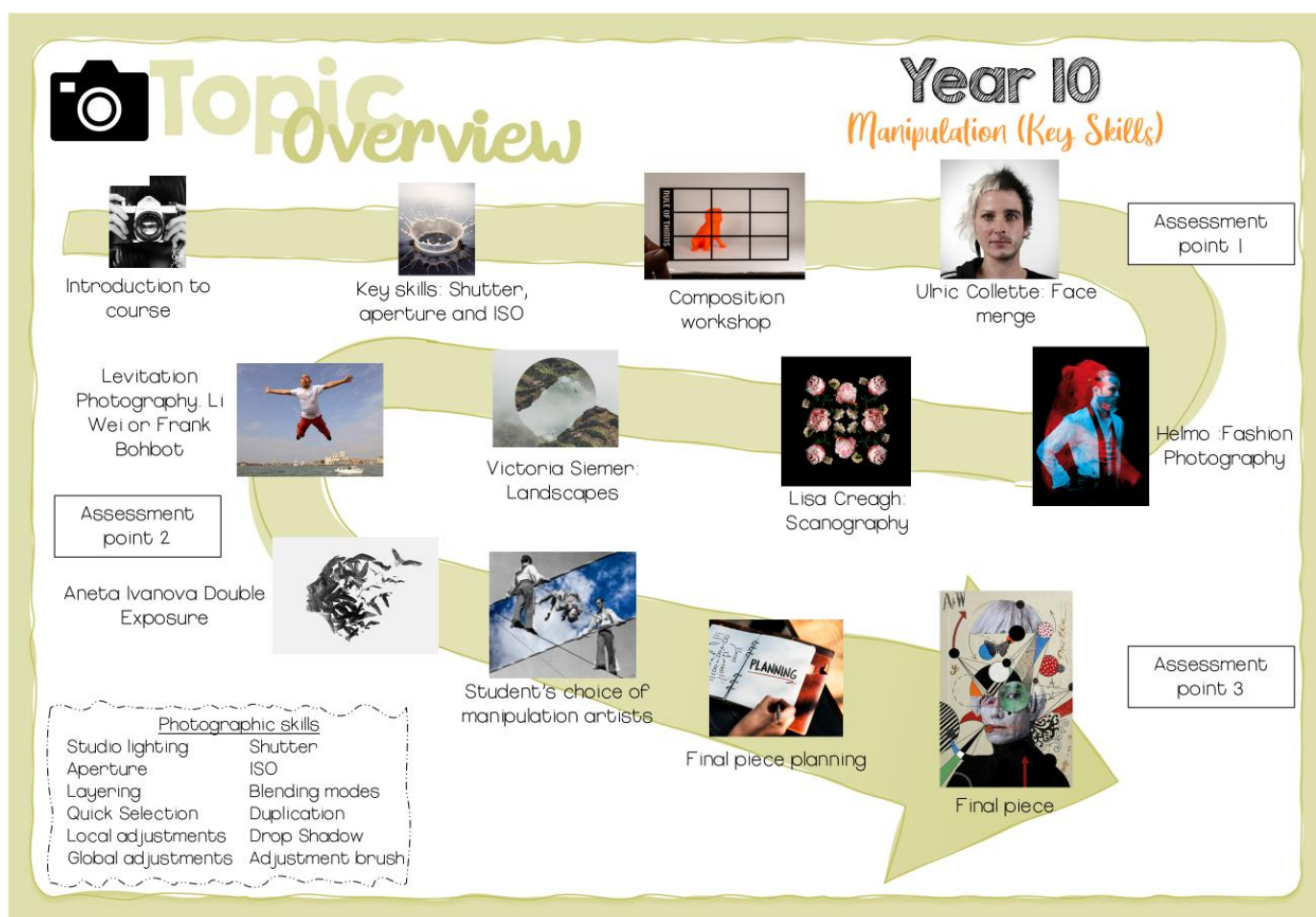
Assessment
point 3

Textile skills

Batik
Fabric dyeing
Fabric painting
Quilting
Applique
Reverse Applique
Felting
Hand embroidery
Lino printing
free motion
embroidery
Solvay
fabric manipulation

Subject Overview	<p>Photography</p> <p>The main aim of the course is to develop visual language skills and for students to build a comprehensive portfolio of work to progress to further courses or employment. Students will have the opportunity to experiment with different cameras, as well as editing software and possibly traditional darkroom methods.</p> <p>We want this course to be an inspiring and creative GCSE that will encourage students to consider a wide range of approaches to express a student's photographic sensitivity. The course covers a range of activities and in-depth assignments to support students in their individual creative photographic development. For this course, students should have a desire and ambition to develop their visual skills and understanding of the Photographic process. It would be beneficial to have some experience of using a digital camera and image editing software.</p>
Curriculum Content	
Topic 1	Key skills: Shutter, aperture and ISO. Focuses on the fundamentals of how to use the camera and be able to set it up so that you can create different aesthetics and focal points. Shutter exploitation and depth of field are the main focus.
Topic 2	Composition workshop. Learning how to frame images to make them compositionally sound. Different techniques explored so that students understand what methods can be used in order to create beautiful imagery.
Topic 3	Ulric Collette: Face merge. Dual studio lighting used to create high key imagery. Photoshop then introduces layer masks and global adjustments to seamlessly merge images together.
	Assessment Point 1
Topic 4	Helmo: Fashion photography. Low key studio lighting using one flash. How to highlight specific areas of a model using off camera lighting. Photoshop focus on blending modes and builds upon using layer masks, this time with use of opacity adjustments.
Topic 5	Lisa Creagh: Scanography. Different technique of taking images using a flatbed scanner. Photoshop focus is then on selection tools and free transform.
Topic 6	Victoria Siemer: Landscapes. Creative landscapes that show a different way to approach landscapes. Duplication of areas then building on the use of free transform and layer masks learned previously.
Topic 7	Levitation Photography: Li Wei or Frank Bohbot. Levitation techniques of how to use two images to remove certain areas. Builds on the use of masks along with drop shadow incorporated.
	Assessment Point 2
Topic 8	Aneta Ivanova: Double exposure. Portraiture using three lights. Key and fill for subject but then backlit to make easier to cut out. Photoshop then focuses on how to add multiple images in specific areas. First time refining selections using select and mask.
Topic 9	Students' choice of manipulation artists. Incorporating previously learned skills to choose a relevant artist that fits the manipulation theme. First time students have the option to select their own artists.
Topic 10	Final piece planning and execution. Learning how to finish a portfolio in a way that brings their work to a conclusion. Includes introducing piece, extra research, planning, editing and presentation.
	Assessment point 3
Additional Information	
Assessments	Practical outcomes supported by your photographic investigations will be presented in a PowerPoint presentation which documents and records the creative photographic journey from start to finish. This is known as the 'coursework portfolio'. Students are expected to

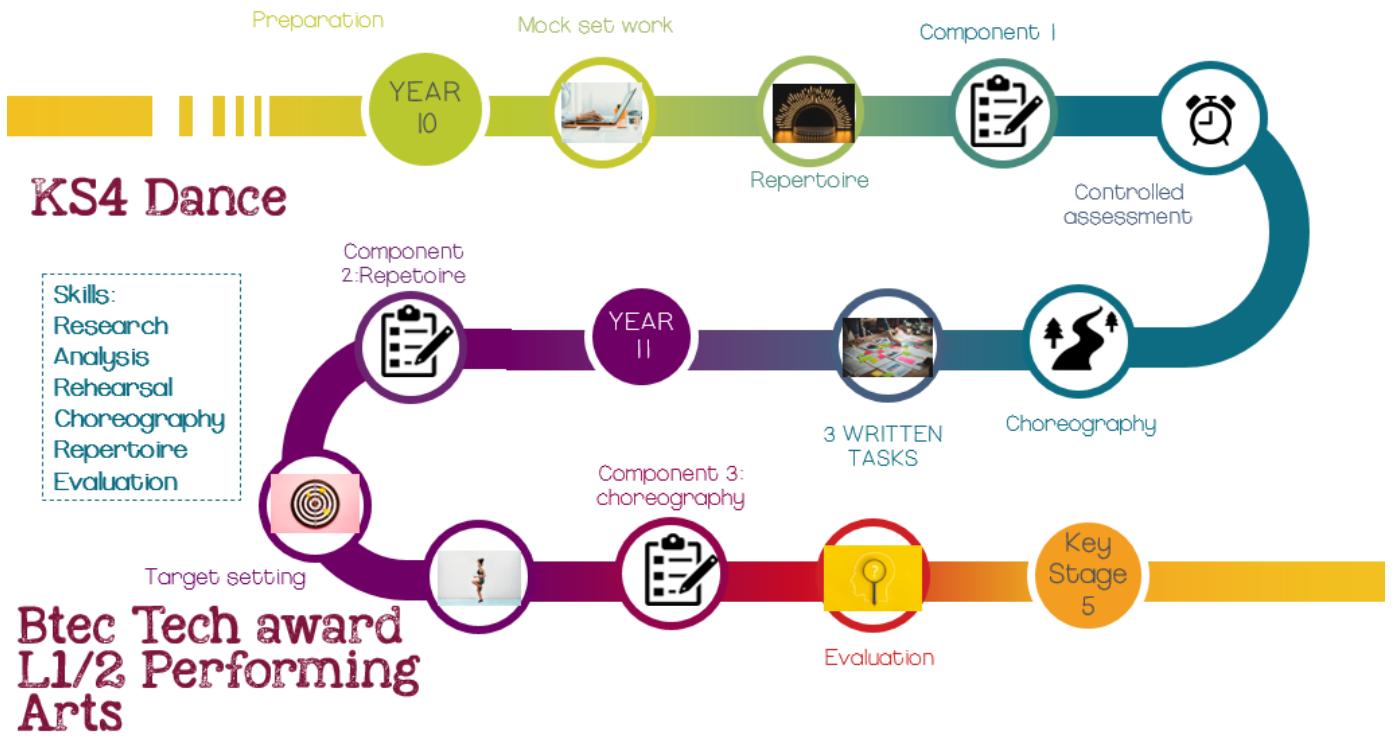
	<p>select and present their best work as a single body of work. Coursework makes up 60% of the GCSE.</p> <p>Upon completion of the coursework portfolio, they then prepare for the externally set task (exam). Students will have access to the exam paper prior to the exam to enable them to create their own response and preparatory work before they sit the 10 hour exam, split over 2 days. The externally set tasks makes up the other 40% of the GCSE.</p>
Homework	<p>Homework is set weekly to support delivery of the individual projects that are being studied. In year 10, homework focuses on the key skills needed to be successful on the course. A lot are theory based to help develop knowledge and understanding of artists and how to analyse their work. As the year progresses the work is more practical and focuses on skill development. The homework is marked in line with the school's feedback policy.</p>
Enrichment	<p>Trips arranged throughout year. Also, after school photography sessions are offered on Thursday and Friday.</p>
Online resources	<p>Editing guides are provided for students so they can experiment with new techniques. Links to artist pages and</p>
Extra reading	



Subject Overview	<p>3D Ceramics</p> <p>This course will give students the opportunity to design and make their own original artworks out of clay. Students will develop an understanding of ceramics by researching artists and experimenting with materials. The course has a vocational focus, giving students the opportunity to apply their academic knowledge to everyday and work contexts. Students will develop their skill in modelling, coiling and slab building. Students will also learn to add surface finish to their work using materials such as glaze and oxides. Students will also complete work in traditional and new technologies such as photography and digital editing. A three-dimensional design course encourages you to think outside the box. If you prefer to make with your hands and sculpt with both form and shape, this is the ideal hands on course for you. Students will have the opportunity to experiment with different media in order to explore your strengths and preferences.</p>
Curriculum Content	
Topic 1	Theme: Sealife. Artist: Ernst Haeckel. Techniques: pinch pot and hand building.
	Assessment point 1
Topic 2	Theme: Machines. Artist: Eduardo Paolozzi. Techniques: tile making and extruding.
	Assessment point 2
Topic 3	Theme: Microscopic. Artist: Rob Kessler. Techniques: Making hollow forms and adding texture.
	Assessment point 3
Additional Information	
Assessments	Assessment takes place in year 11 and is made up of two separate components. The assessments take the form of real-life briefs that students use as a starting point for their own project. These assessments are completed in lesson with their teacher.
Homework	Homework is set regularly to support delivery of the individual project that is being studied at that time and is crucial to ensure students do not fall behind in meeting the GCSE criteria. It could be theory based to help develop knowledge and understanding of artists, designers and practitioners or a more practical challenge.
Enrichment	Trips arranged throughout year. Also, after school pottery sessions are offered on Tuesday and Thursday.
Online resources	The national magazine Ceramic Review website (www.ceramicreview.com) has images , articles and videos on contemporary ceramics.
Extra reading	BBC Bitesize has a guide on ceramics. www.bbc.co.uk/bitesize/guides/zphv46f/revision/1

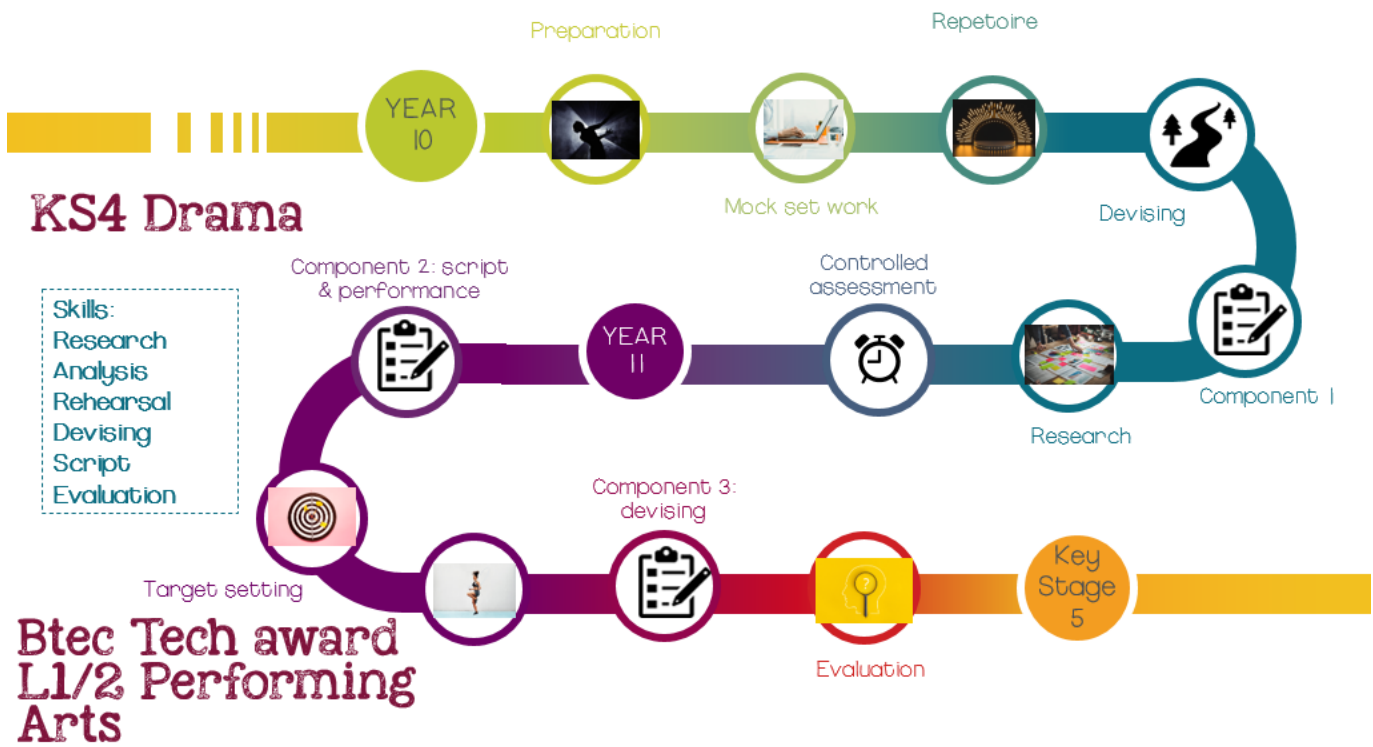
Year 10 Dance

Subject Overview	<p>The course will give students the opportunity to work in the studio and get hands-on experience of dancing in a number of different styles, choreographing, and developing performances for an audience. Students will also develop their understanding of the performing arts by examining practitioners' work and the processes used to create dance performance.</p> <p>Course Outline & content Performance skills Choreography and rehearsal practice Analysis of performance skills Target setting linked to areas for development Reflection and collaboration with others</p>
Curriculum Content	
Unit 1	Mock set work
Unit 2	Repertoire
Unit 3	Component 1
Unit 4	Controlled assessment
Unit 5	Choreography
Unit 6	Written tasks
Additional Information	
Assessments	<p>A BTEC in Dance is very practical and designed to prepare you for working in this sector, so you will be given real-life scenarios to focus your work on which is mainly practical and internally assessed. There are also written elements in the form of journals and assignments.</p> <ul style="list-style-type: none"> • Component 1: Exploring the Performing Arts. • Component 2: Developing Skills and Techniques in the Performing Arts. • Component 3: Performing to a Brief.
Homework	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
Enrichment	<p>The KC Performing Arts extra-curricular offer is extensive:</p> <p>Students can attend after school sessions in dance in all year groups. We also have an elite dance company, Defined, who compete in the national Udance competition.</p> <p>There is an annual dance showcase every March, and we also attend Move It in London.</p> <p>There are frequent trips in Performing Arts as well as professional visitors.</p>
Online resources	



Year 10 Drama

Subject Overview	<p>You will engage in a range of drama activities exploring a theme, topic or issue. This will enable you to deepen your understanding of the theme and come to appreciate how the dramatic medium can be used to communicate meaning.</p> <p>Students will develop skills in a range of areas including your vocal abilities, movement, role play, group work and interpretation. This course will also deepen knowledge of theatre practitioners and dramatic style. Finally, students will learn how to interpret authors' intentions by producing a published play.</p>
Curriculum Content	
Unit 1	Preparation
Unit 2	Mock work set
Unit 3	Repertoire
Unit 4	Devising
Unit 5	Component 1
Unit 6	Research
Unit 7	Controlled assessment
Additional Information	
Assessments	<p>Students will be assessed practically, and your work will be accompanied by written log books, online exams and presentations.</p> <p>Component 1: Exploring the Performing Arts. Component 2: Developing Skills and Techniques in the Performing Arts. Component 3: Responding to a Brief.</p>
Homework	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
Enrichment	<p>The KC Performing Arts extra-curricular offer is extensive:</p> <p>Actors focus on the whole school production in the autumn term, before the return of Drama club from January. Our elite actors compete in National Theatre Connections.</p> <p>There are frequent trips in Performing Arts as well as professional visitors.</p>
Online resources	
Extra reading	



Year 10 Music

Subject Overview	All students will develop their key skills as performers, both solo and in small ensembles. The underpinning skills of theory and composition will be further developed, along with aural skills. Students will also learn about the history of western classical music and other genres. This course combines practical performance with the essential skills of theory and composition, along with the skill of listening and responding to music.
Curriculum Content	
Unit 1	Course introduction
Unit 2	Composition
Unit 3	History of music
Unit 4	Performance
Unit 5	Listening/analysis
Unit 6	Solos
Unit 7	Ensemble performances
Additional Information	
Assessments	<ul style="list-style-type: none"> • Listening and contextual understanding – Written examination (1 hour 30 minutes) – 40% of the total examination marks. • Performing, both solo and ensemble – internally assessed and externally moderated – 30% of the total examination marks. • Composing – one composition to a set brief, one free choice composition, to last a minimum of 3 minutes in total – 30% of the total examination marks.
Homework	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
Enrichment	Musicians can attend, orchestra, choir and we have peripatetic lessons in Brass, Strings, Singing, Piano, Drums, Guitar and Woodwind.
Online resources	
Extra reading	



Year 10 Core PE

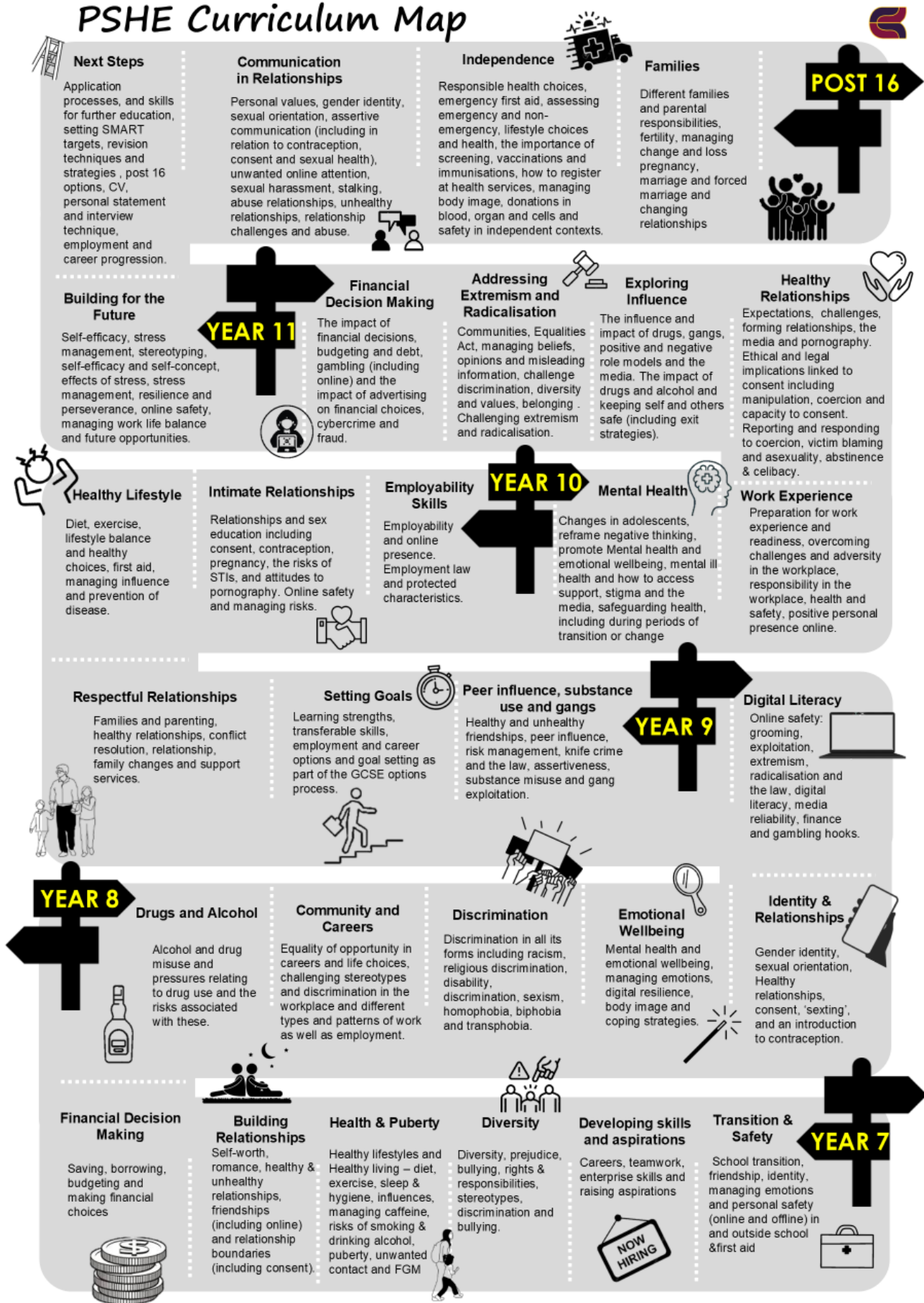
Subject Overview	<p>At Kingsthorpe College, the KS4 PE curriculum aims to develop students' physical, social, emotional and cognitive well-being through engaging physical activities.</p> <p>Physically, the curriculum aims to improve fundamental movement skills, physical competence, and fitness levels.</p> <p>Socially - there are opportunities for students to foster teamwork, communication, cooperation, and respect for others through physical activity.</p> <p>Emotionally, the activities help in building self-confidence, resilience, and positive attitudes towards physical challenges and competition.</p> <p>Cognitively - students should develop an understanding of tactics, strategies, rules, and the importance of healthy lifestyles.</p> <p>KS4 PE is about exploring different roles with sport and physical activity.</p> <p>Our aim is to provide pupils with the opportunity to participate in a range of activities to inspire them to continue to be involved in some sporting activity outside of school.</p>
Curriculum Content	
Term 1-6	<p>PE in Key Stage 4 follows a similar structure to KS3, but pupils have the opportunity to broaden the range of activities covered. Activities include; fitness, basketball, badminton, football, OAA, netball, target games, dodgeball, rounders, softball, longball, tennis and trampolining. The focus is on applying skills, techniques and tactics learnt during KS3 to the range of activities. Pupils can take on different roles during lessons, including performing, officiating and scoring.</p>
Additional Information	
Assessment	<p>Pupils will take part in a range of physical activities across the range and content of the National Curriculum.</p> <p>Pupils' attitude to learning will be regularly assessed throughout the year.</p>
Enrichment	<p>All pupils will be actively encouraged to take part in recreational activities and competitive sports after-school through extra-curricular clubs and/or through community links. We offer a range of extra-curricular sports clubs and regularly participate in a number of competitions at both district, county and national level, across a range of sports. The extra-curricular programme is continually being developed and refined to ensure that all pupils are provided with the opportunity to participate in a range of activities.</p>

Year 10 PSHE

Subject Overview	Education that prepares for life today, and tomorrow. What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change and giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically and enjoy greater success.
Curriculum Content	
Term 1	Health and Wellbeing - Mental Health: <ul style="list-style-type: none"> • How to manage challenges during adolescence • How to reframe negative thinking • Strategies to promote mental health and emotional wellbeing • About the signs of emotional or mental ill-health • How to access support and treatment • About the portrayal of mental health in the media • How to challenge stigma, stereotypes and misinformation
Term 2	Living in the Wider World – Work Experience: <ul style="list-style-type: none"> • How to evaluate strengths and interests in relation to career development • About opportunities in learning and work • Strategies for overcoming challenges or adversity • About responsibilities in the workplace • How to manage practical problems and health and safety • How to maintain a positive personal presence online • How to evaluate and build on the learning from work experience
Term 3	Relationships – Healthy Relationships: <ul style="list-style-type: none"> • About relationship values and the role of pleasure in relationships • About assumptions, misconceptions and social norms about sex, gender and relationships • About the opportunities and risks of forming and conducting relationships online • How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • How to recognise and challenge victim blaming • About asexuality, abstinence and celibacy

Term 4	Health and Wellbeing – Exploring Influences: <ul style="list-style-type: none"> • About positive and negative role models • How to evaluate the influence of role models and become a positive role model for peers • About the media’s impact on perceptions of gang culture • About the impact of drugs and alcohol on individuals, personal safety, families and wider communities • How drugs and alcohol affect decision making • How to keep self and others safe in situations that involve substance use • How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • Exit strategies for pressurised or dangerous situations • How to seek help for substance use and addiction
Term 5	Relationships - Addressing Extremism and Radicalisation: <ul style="list-style-type: none"> • About communities, inclusion, respect and belonging • About the Equality Act, diversity and values • About how social media may distort, mis-represent or target information in order to influence beliefs and opinions • How to manage conflicting views and misleading information • How to safely challenge discrimination, including online • How to recognise and respond to extremism and radicalisation
Term 6	Living in the Wider World - Financial Decision Making: <ul style="list-style-type: none"> • How to effectively budget and evaluate savings options • How to prevent and manage debt, including understanding credit rating and pay day lending • How data is generated, collected and shared, and the influence of targeted advertising • How thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling • Strategies for managing influences related to gambling, including online • About the relationship between gambling and debt • About the law and illegal financial activities, including fraud and cybercrime • How to manage risk in relation to financial activities
Additional Information	
Homework	Research from some elements for discussion. Look at websites / networks for support
Enrichment	SMSC, building cultural capital, links to debate elective group, links to British Values, Protected Characteristics, links to What’s in the News? In form time & assembly themes, various academic opportunities/trips offered.
Online resources	PSHE Association
Extra reading	https://pshe-association.org.uk/

PSHE Curriculum Map



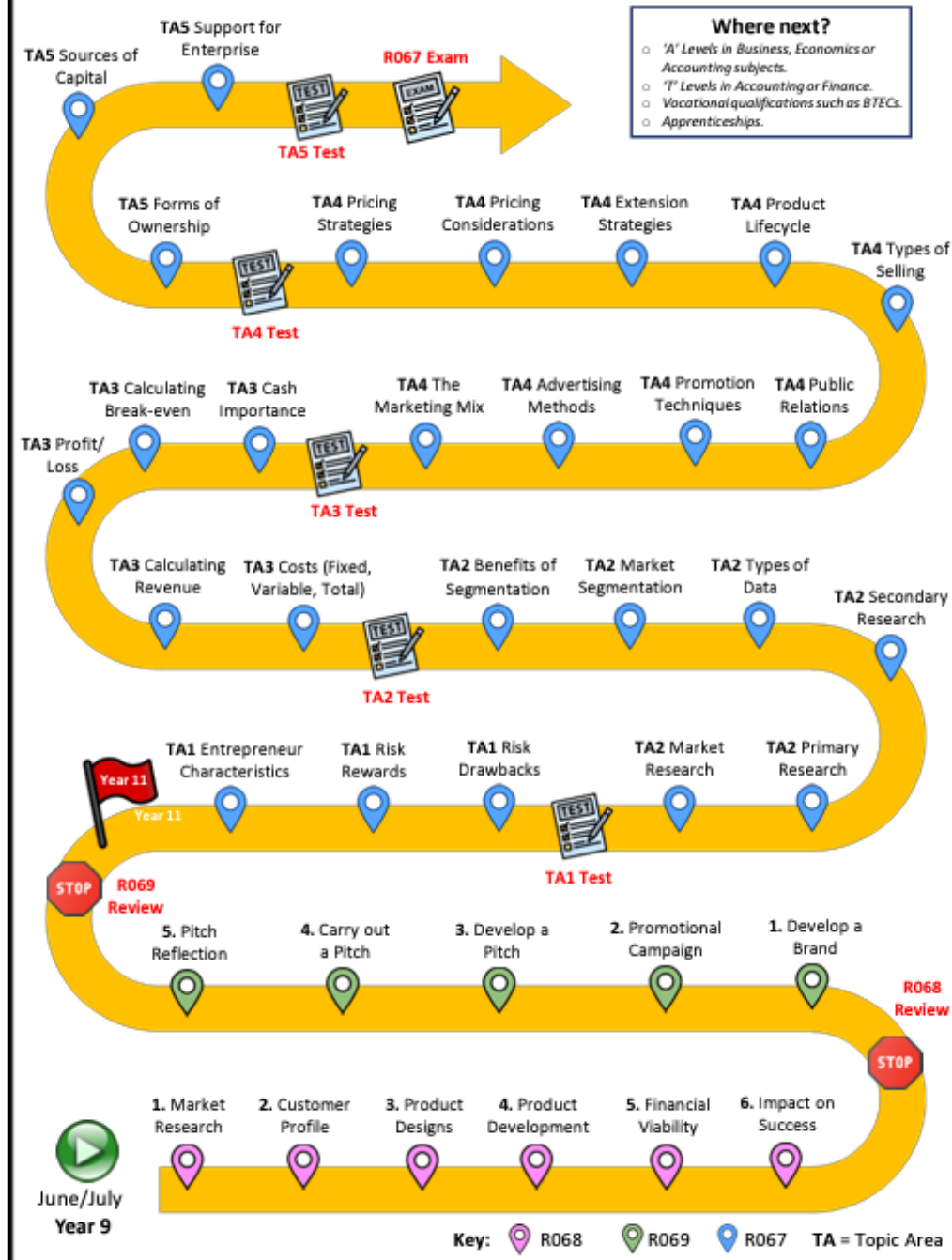
Year 10 Cambridge National in Enterprise & Marketing

Subject Overview	<p>A Cambridge National qualification is a vocational qualification equivalent in value to a GCSE and gives students the chance to put their learning into practice, develop skills and builds confidence. Cambridge National in Enterprise and Marketing aims to encourage students to develop the skills and applied knowledge they'll need in the business and enterprise sector.</p> <p>As part of the Cambridge National, students will cover:</p> <ul style="list-style-type: none"> • Applying real life business techniques to understand your customers and develop a product • How businesses attract and keep their customers • Researching and designing your own business proposal – complete with facts and figures • How to research potential customers, present data and act on feedback • Preparing a business proposal and pitching your idea • How to develop a brand identity and promote your product <p>Building futures through practical skills: This course will develop a range of skills which will help students succeed in other subjects too. These skills include: Analytical skills Creative thinking Digital presentation skills Research and planning Problem solving Verbal communication and presentation skills.</p>
Curriculum Content	
Term 1	Market Research - the purpose of it to aid in business decision making and gaining clearer insight into customer needs and current market trends.
Term 2	How to identify a customer profile and develop a business proposal
Term 3	Review whether a business proposal is financially viable
Term 4	Review the likely success of the business proposal
Term 5	Develop a brand identity to target a specific customer profile
Term 6	Create a promotional campaign for a brand and a product, plan and pitch this proposal.
Additional Information	
Assessments	<ul style="list-style-type: none"> • Non-exam internal assessments (Unit 1 Design a Business Proposal and Unit 2 Market and Pitch a Business Proposal weighted 30% each) total of 60%.

	<ul style="list-style-type: none"> • Final exam total of 40% (this is the final unit studied and the terminal point of the course) • The assessment process recognises your strengths. Good performance in some units will make up for weaker performance in others.
Homework	Students may be asked to undertake tasks such as conducting research for their NEA coursework, completing interviews in preparation for assessment or answering exam questions
Enrichment	There will be opportunities for students to attend intervention/revision sessions throughout the academic year in order to develop their knowledge and understanding within specific topic areas or to improve their set coursework assignments.
Online resources	Resources are shared with students through Teams.
Extra reading	It would benefit students to undertake their own research from time to time for example, potential external threats such as political, economic, social or environmental that could impact on businesses in the UK in a variety of ways and pose a low medium or high level risk to their survival or profitability.

Cambridge National in Enterprise & Marketing

Full Course Learning Journey



Year 10 Health and Social Care

Subject Overview	Health and Social Care is a growing industry which has seen incredible levels of growth over the last few years. This course introduces students to the specialist knowledge and skills needed to work in various health and social care settings. To work in a health or social care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied. This qualification will help to develop this knowledge and to understand the importance of effective communication skills when working in these settings.
Curriculum Content	
RO32 Exam	<p>RO32: Principles of care in health and social care settings</p> <p>This mandatory unit is assessed by an exam.</p> <p>This unit covers the key topics that are important when caring for and protecting people in health and social care.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • The rights of service users in health and social care settings • Person-centred values • Effective communication in health and social care settings • Protecting service users and service providers in health and social care settings
RO33 NEA	<p>RO33: Supporting individuals through life events</p> <p>This mandatory unit is assessed through a portfolio of coursework evidence based on a set assignment provided by the exam board.</p> <p>This unit is about growth and development through the life stages and how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Life stages • Impacts of life events • Sources of support
RO34 NEA	<p>RO34: Creative and therapeutic activities</p> <p>This unit is assessed through a portfolio of coursework evidence based on a set assignment provided by the exam board.</p> <p>This unit involves researching creative and therapeutic activities and then planning a creative activity for individuals or a group of people in a health or social care setting.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Therapies and their benefits • Creative activities and their benefits • Plan a creative activity for individuals or groups in a health or social care setting • Deliver a creative activity and evaluate your own performance
Additional Information	
Assessment	<p>RO32 will be externally assessed in the form of an exam sat at the end of Year 11.</p> <p>For the other 2 units studied, content will be taught that will then be assessed by applying this knowledge to an assignment brief set by the exam board. This assessment takes place in controlled conditions in the student's timetabled lesson time. These assessments will be marked internally but moderated by the exam board.</p>
Homework	Students may be asked to undertake tasks such as conducting research for their NEA coursework, completing interviews in preparation for assessment or answering exam questions.

Enrichment	There will be opportunities for students to attend intervention/revision sessions throughout the academic year in order to develop their knowledge and understanding within specific topic areas.
Online resources	Resources are shared with students through Teams.
Extra reading	It would benefit students to undertake any reading in the news around the health and social care sector.

Learning Journey for KS4 H&SC June (yr9) – Feb (yr10)

The Journey Starts

All students to complete R034 by February half term break

R034 Creative and therapeutic activities (optional NEA)

There are 4 topics to be taught followed by an NEA assessment and delivery of a creative activity. This forms 30% of your final grade.

NEA – non-examined assessments

This is internally marked, but externally moderated. The set task changes each year, so you need to get it right first time.

R034 Task 1 – Plan a creative activity

Produce a plan for a creative activity suitable for your set assignment target audience and that fulfils the requirements of the specified "scenario" e.g. homeless shelter. You need to explain the factors that affected your choice of activity and explain the benefits to the individual/group in terms of PIEs.

R034 Task 2 – Deliver the planned creative activity

You need to deliver and supervise the creative activity that you planned in Task 1 to your assigned target audience.

R034 Task 3 – Evaluate your own performance

You now need to evaluate your strengths and weaknesses in relation to how well you planned (Task 1) and delivered your creative activity (Task 2). Make suggestions for how you could have improved certain aspects of your plan and/or activity based on feedback you collected from your target audience.

R034 Task 4 – Therapies and their benefits

Recommend two therapeutic activities that would be suitable for your target audience outlined in the set assignment scenario. Explain how your chosen therapies would benefit the individual/group in terms of PIEs.

Learning Journey for KS4 H&SC Feb – July (yr10)

R033 Supporting individuals through life events (mandatory NEA)

R033 Topic 2: Impacts of life events

Look at expected and unexpected events and their impacts.

R032: Principles of Care in HSC settings (mandatory exam unit)

There are 4 topics to be taught followed by an external examination assessment, this exam will form 40% of your final grade.

R032 Topic 1: Rights of individuals in HSC

You will look at types of care settings, the rights of individuals and the benefits of maintaining rights and meeting the needs of service users.

NEA – non-examined assessments

This is internally marked, but externally moderated. The set task changes each year, so you need to get it right first time.

R033 Task 2a and 2b

You will be set a task on life events and sources of support for individuals. In this task you will need to interview a real person e.g. relative, friend of the family, teacher.

R032 Topic 2: Person-centred values

You will look at how person-centred values are applied by service providers. The 6 Cs of care, examples of application in HSC settings and the benefits of these approaches to service users and providers.

15th May - External Moderation

R034 coursework has to have been posted off to the exam board for this date. After this your marks will be confirmed – August.

R033 Topic 1: Life Stages

Look at 5 different life stages, factors affecting growth and development and PIEs.

R033 Task 1

You will be set a task on growth and development through a life stage. This can be any of the 5 studied & factors affecting that life stage e.g. adolescence, middle adulthood, older adulthood.

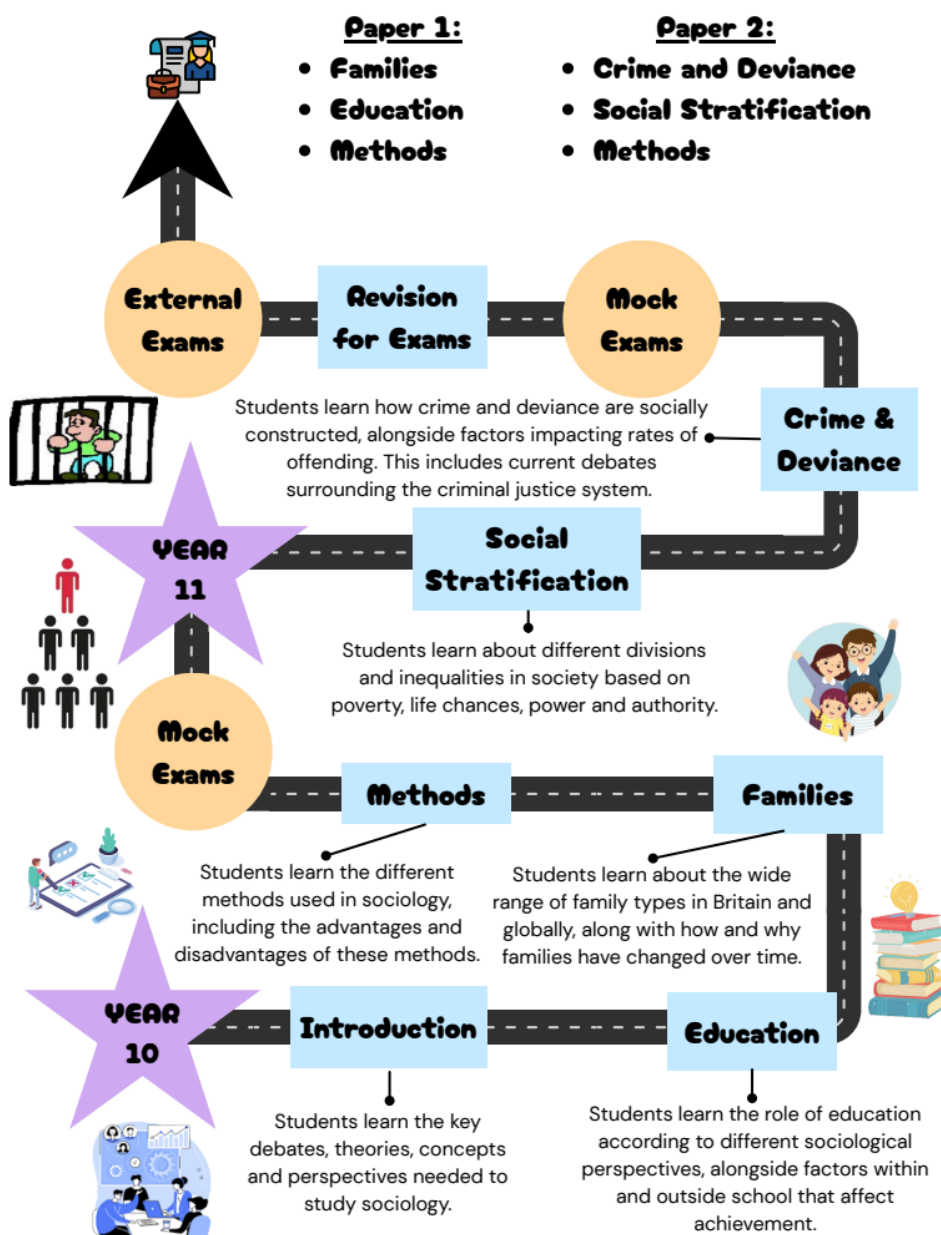
Year 10 Sociology

Subject Overview	Sociology involves studying human social life, groups and societies in a systematic way. Sociologists investigate and explain the social world and our behaviour in it. They are particularly interested in understanding the ways in which society influences us and shapes our daily lives. As a sociology student, you will explore and ask questions about the workings of society you live in and explore examples of inequalities within UK society through differing arguments. Studying society will help you to understand how society is organised, and to make sense of your own experiences in it.
Curriculum Content	
Term 1	Introduction into Sociology: Learning key debates, theories, concepts and perspectives needed to study.
Term 2	Families: Family types in Britain and Globally/how and why have they changed.
Term 3	Education: The role of education according to different sociological perspectives, alongside factors within outside factors within and outside school that affect educational achievement.
Term 4	Research Methods: Students learn the different methods used in Sociology and the advantages/disadvantages and methodological issues of using those methods.
Additional Information	
Assessments	<p>Topics / Modules to be covered:</p> <p>Students will complete 2 externally assessed exams:</p> <p>Paper 1</p> <p>Education:</p> <ul style="list-style-type: none"> • How is the education system organised in contemporary Britain? • What is the role of the education system? • How can parental attitudes affect achievement? • How might the school affect achievement? • Are there ethnic and gender differences between school experiences? <p>Family:</p> <ul style="list-style-type: none"> • How might an individual's family and household settings change over the course of their life? • What were gender roles and relationships between adult partners like in the past? • How have relationships between parents and their children changed over time? • What are the consequences of divorce and other forms of family diversity? <p>Theory and methods</p> <p>Paper 2</p> <p>Crime and deviance:</p> <ul style="list-style-type: none"> • What are the differences between formal and informal control? • How do sociologists explain criminal and deviant behaviour? • How far do official statistics on recorded crime measure the extent of crime? • Why is youth crime viewed as a social problem? <p>Social inequality:</p> <ul style="list-style-type: none"> • How are wealth and income distributed in Britain? • How much social mobility is there in Britain? • How do we explain poverty?

	<ul style="list-style-type: none"> How have governments attempted to tackle social problems such as poverty, unemployment & the ageing population? Theory and methods
Homework	Students will periodically be set homework related to their studies in class. They will also be encouraged to engage in wider reading at home based on how their lessons relate to current world events.
Enrichment	There will be opportunities for students to attend revision sessions to develop their knowledge, as well as the potential for trips to extend their understanding of the topics covered in class.
Online resources	Resources will be shared with students through their class Teams page.
Extra reading	It would be beneficial for students to keep up to date with current world events, as this will be useful to apply in their lessons. Students can also talk to their class teachers about any wider reading specific to individual topics.



KS4 SOCIOLOGY

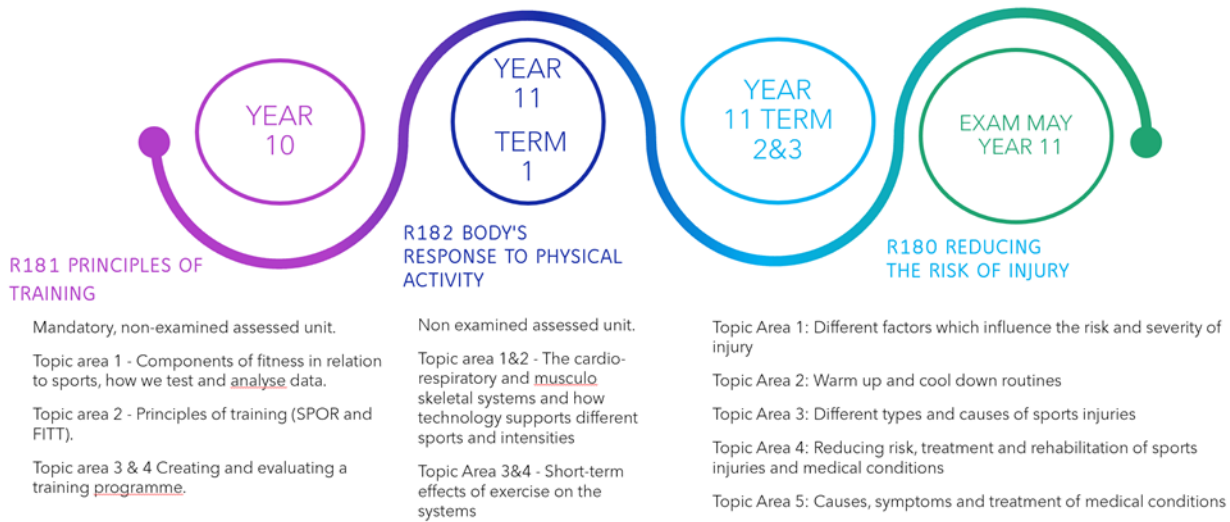


Year 10 Sport Science

Subject Overview	<p>The Level Two BTEC First Sport qualification will enable students to develop their knowledge and understanding of a range of activities and environments within the sports sector.</p> <p>Topics / Modules to be covered:</p> <p>Students will study two mandatory units:</p> <p>R180: Reducing the risk of sports injuries and dealing with common medical conditions.</p> <p>R181: Applying the principles of training: fitness and how it affects skill performance.</p>
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	<p>One optional unit will also be studied, from:</p> <p>R182: The body's response to physical activity and how technology informs this.</p> <p>R183: Nutrition and sports performance.</p>
Curriculum Content	
Term 1	R181 – Task 1
Term 2	R181 – Task 2
Term 3	R181 – Task 4
Term 4	R181 – Task 4 and 5
Term 5	R181 – Task 5
Term 6	R181 – Task 3
Additional Information	
Assessments	R180 will be externally assessed in the form of an exam sat at the end of Year 11. For the other 2 units studied, content will be taught that will then be assessed by applying this knowledge to an assignment brief set by the exam board. This assessment takes place in controlled conditions. These assessments will be marked internally but moderated by the exam board.
Homework	Students will be expected to use study time at home to undertake research for their assignments and complete tasks that allow them to practice applying knowledge to different scenarios.
Enrichment	There will be opportunities for students to attend intervention/revision sessions throughout the academic year in order to develop their knowledge and understanding within specific topic areas.
Online resources	Resources will be shared with students through their class Teams page.
Extra reading	It would be of benefit to students to read around the world of sport and also to watch a variety of sports to develop knowledge and understanding of a range of activities to support them in applying knowledge to these.

CAMBRIDGE NATIONALS SPORT SCIENCE



Year 10 Creative iMedia

Subject Overview	For ICT, students study Cambridge National in Creative iMedia. This course will encourage students to:
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	<ul style="list-style-type: none"> • 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 • Develop learning and practical skills that can be applied to real-life contexts and work situations • Think creatively, innovatively, analytically, logically and critically • Develop independence and confidence in using skills that would be relevant to the media industry and more widely • Design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.
Curriculum Content	
Term 1	Unit R093: Creative iMedia in the media industry. In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.
Term 2	Unit R094: Visual identity and digital graphics In this unit students will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.
Term 3	The third unit will be a controlled assessment from: Characters and comics, Animation and audio, Interactive digital media, Visual imaging or Digital games.
Additional Information	
Assessments	OCR iMedia is assessed through two controlled assessment units that make up 60% of the final grade, Unit R093 is assessed by exam (40% of the final grade).
Homework	Students will be set homework once a week on an online platform https://erevision.uk/
Enrichment	There will be chance for students to develop skills using Adobe Photoshop and Animate in our Project design with graphics and animation session
Online resources	https://erevision.uk/ - R093 revision tests https://www.youtube.com/results?search_query=know+it+all+ninja+imedia+revise - revision video clips
Extra reading	Clear Revise – OCR Creative iMedia J834



LEARNING JOURNEY

Cambridge Nationals

Creative iMedia Level 1/Level 2 - J834

