

# **Year 10 Curriculum Guide 2022/23**

## **Year 10 Curriculum Guide**

### **Introduction**

Dear Parents and Carers

Welcome to the Year 10 Curriculum Guide. Our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSE and give them the foundation to go on to live rich and fulfilling lives.

Working in partnership with you ensures your child has a smooth academic year. The purpose of this guide is to provide you with the full details of the subjects your child will be studying this year, expectations of homework, how and when your child will be assessed and what you can do to support your child's learning.

If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher. If your questions are about a range of subjects, your child's Personal Tutor should be your first point of contact.

Yours faithfully

**Chatham Grammar**

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## Assessment in Year 10

For GCSE, students will be awarded a numerical score (9 – 1) in each of their subjects. As a Year 10 student at CG, students will be awarded a grade based on their attainment in relation to their grade 9 – 1 target grade.

Please see the table below for further information on assessments and reporting of progress for Year 10s.

<b>By the end of Term 2</b>	<b>By the end of Term 4</b>	<b>Summer Exam Term 6</b>	<b>Grades Given</b>
45 – 50 minutes extended answer tasks for each subject from content learnt from the start of the year.	45 – 50 minutes extended answer tasks for each subject on content learnt from the start of the year.	Full summer end of year exam in each subject.	GCSE 9 – 1 Classwork/Attitude to learning grade. Homework grade.

Please note – core RE, PE and PSHE subjects will not be graded.

## **Subject: Art**

**Subject Leader: Miss Furnell**

**Email: [furnell@universityofkentacademiustrust.org.uk](mailto:furnell@universityofkentacademiustrust.org.uk)**

### **Course Content:**

The AQA Art, craft and Design course allows students to explore a broad range of materials, techniques and processes. Students complete skills based work shops to encourage them to learn new skills, develop existing ones, and to develop their own individual Art style.

#### **Component 1: Portfolio (60% of GCSE grade)**

- workshop 1. Portrait: Impressionism. Students explore different painting techniques with a focus on producing texture and light in order to reflect the style of the impressionist movement.
- workshop 2. Fine Art/still life: Paul Cezanne. Students will explore Cezanne's use of colour, perspectives and shape to develop their analytical writing and to create their own work inspired by him.
- Workshop 3. Shells: printmaking and sculpture. Students will explore the full potential of a single starting point. Using the starting point of shells, students will explore print making, fashion design, Abstract Art and sculpture to produce multiple outcomes.
- Sustained project: Organic form. Students will explore their own personal interests through their sustained project.

#### **Component 2: Externally set assessment (40% of GCSE grade)**

- Students complete a sustained project from one of the starting points provided by the exam board (AQA) which culminates in a 10 hour practical exam.

### **Key Assessments:**

Portfolio work is assessed throughout the GCSE course. Each workshop and project is assessed individually. The portfolio is then assessed in its entirety at the end of the course. Students sit a 5 hour practical mock exam to prepare them for their exam in year 11.

### **Group Organisation:**

Students are taught in mixed ability groups

### **Course Books/Website/Apps:**

[www.tate.org.uk](http://www.tate.org.uk)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

[www.npg.org.uk](http://www.npg.org.uk)

pinterest

### **Additional Material/Equipment Required:**

Ring bound sketchbook (A4 or A3) minimum 140 gsm (can be purchased through school)

Sketching pencils (with B and H range)

It would be beneficial for students to have access to acrylic, water colour and oil paints for homeworking, in addition to dry materials (colour pencils, chalk pastels, oil pastels)

## **Subject: Business Studies**

**Subject Leader: Mrs Sanger**

**Email: [sanger@universityofkentacademistrust.org.uk](mailto:sanger@universityofkentacademistrust.org.uk)**

### **Course Content:**

Pearson Edexcel GCSE Business Studies GCSE (9-1) (1BS0)

Theme 1 and the start of Theme 2 is studied throughout year 10, with 3 hours of teaching and 1 hour homework per week.

Theme 1: Investigating small business

- 1.1 Enterprise and entrepreneurship (Why and how new business ideas come about. Risk and reward. The role of business enterprise)
- 1.2 Spotting a business opportunity (Customer needs. Market research. Market segmentation. The competitive market)
- 1.3 Putting a business into practice (Aims and objectives. Revenue, cost and profit. Cash and cash flow. Sources of finance)
- 1.4 Making the business effective (Options for start-up, location, the Marketing Mix and Business Plans)
- 1.5 Understanding external influences on business (Stakeholders. Technology. Legislation. The economy. External influences.)

Theme 2: Building a business

- 2.1 Growing the business (Business growth. Changes in aims and objectives. Globalisation. Ethics and the environment)

### **Key Assessments:**

- Learning Mats where we answer exam style questions based on a case study at the end of each unit
- Unit tests where we answer exam style questions for each unit
- Multiple choice answer quizzes are completed at the end of each unit
- Theme 1 assessment exam paper

All exam questions will consist of calculations, multiple-choice, short-answer and extended-writing questions.

### **Group Organisation:**

Students are taught in mixed ability groups based on options

### **Course Books/Website/Apps:**

The course companion is available electronically

Seneca platform is used to aid revision

BBC Bitesize is recommended for extra support

A booklet of worksheets for starter and homework activities and exam questions is issued for each unit throughout the year.

Teams is used to store all resources and for submission of work

### **Additional Material/Equipment Required:**

Ring Binder to keep all work organised

Calculator

Pen, pencil, ruler

[Click here to see the full specification](#)

## **Subject: Dance**

**Subject Leader: Mr Ware**

**Email: [ware@universityofkentacademistrust.org.uk](mailto:ware@universityofkentacademistrust.org.uk)**

**Subject Teacher: Mrs Mabb**

**Email: [mabb@universityofkentacademistrust.org.uk](mailto:mabb@universityofkentacademistrust.org.uk)**

### **Course Content:**

The AQA GCSE in Dance offers a broad study of dance and encourages students to:

- Develop as creative and artistic individuals.
- Create creative and imaginative responses to a range of stimuli.
- Use your imagination, problem solving skills and creativity.
- Communicate your ideas, feelings, emotions, meanings and moods.
  
- Apply knowledge, skills and understanding of performing.
- Develop physical, technical, mental and expressive skills.
- Communicate choreographic intention and artistry through performance.
  
- Participate in and appreciate dance from more than one style.
- Critically appreciate at least two professional works by at least two choreographers.
- Develop knowledge, skills and understanding of health, well-being and safe and professional practice relevant to dance.
- Improve own work through analysis, critical self-reflection and evaluation.

### **Key Assessments and exam details:**

- 1 Assessments combine practical and theoretical elements of dance.
- 2 Performance is weighted at 30% of the overall grade for GCSE dance. Students set phrases through a solo performance lasting approximately one minute in length. Students then complete a duet/trio performance (lasting **three** minutes).
- 3 Choreography is weighted at 40% of the overall grade for GCSE dance. Students complete a solo or group choreography.
- 4 Dance Appreciation is weighted at 40% of the overall grade for GCSE dance. Students sit a written exam that focuses on their knowledge and understanding of choreographic processes and performing skills through a detailed understanding of critical appreciation of own work and professional works.

### **Additional Material/Equipment Required:**

- Having the internet at home and YouTube is particularly useful in enabling students to access dance works studied.
- Appropriate dance kit will be needed for the majority of lessons. Chatham Grammar PE kit is expected, black leotard and leggings is also acceptable and will be used for all practical exams, the expectation is bare feet at all times in the dance studio.



## Subject: Drama

**Subject Leader: Mr Ware**

**Email: [ware@universityofkentacademiestrust.org.uk](mailto:ware@universityofkentacademiestrust.org.uk)**

**Subject Teacher: Mr Coare**

**Email: [coare@universityofkentacademiestrust.org.uk](mailto:coare@universityofkentacademiestrust.org.uk)**

### Course Content:

The Eduqas GCSE in Drama offers a broad and coherent course of study which encourages learners to:

- Engage actively in the process of devising and creating original drama based on a given stimulus.
- Develop performing skills individually and in groups using plays and script extracts.
- Broaden drama experience and interests, develop imagination through acting or design.
- Develop awareness of roles within a theatre and learn skills in acting, designing or technical.
- Develop as effective and independent learners with enquiring minds.
- Reflect upon and evaluate their own performances and the performances of others.

### Key Assessments and exam details:

**Component 1** is called *Devising Theatre* and is worth 40% of the overall drama qualification. Students are assessed on either acting or design. They participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner **or** a genre. The evidence portfolio includes:

- A realisation of their piece of devised theatre.
- A portfolio of supporting evidence.
- An evaluation of the final performance or design.

**Component 2** is called *Performing from a Text* and is worth 20% of the overall drama qualification. Students are assessed on either acting or design. They study two extracts from the same performance text, and they then participate in **one** performance using sections of text from both extracts.

**Component 3** is called *Interpreting Theatre* and is a written based examination lasting 1 hour 30 minutes and is worth 40% of the overall qualification. Students sit a written based examination in the Summer of the qualifying year. The examination is in two parts. Section A focusses on a set text. Students are asked a series of questions on the set text *Hard to Swallow* by Mark Wheeller. Section B is a live theatre review. Students answer one question from a choice of two, requiring detailed analysis and evaluation of a given aspect of a live theatre production seen during the course.

### Course Books/Website/Apps:

- Students will need a copy of the set play, currently *Hard to Swallow* written by Mark Wheeller.
- The BBC bitesize website is particularly helpful for GCSE drama.
- All other course materials will be provided as needed.

### Additional Material/Equipment Required:

- Having access to the internet at home and YouTube is particularly useful in enabling students to access live theatre and drama workshops.

### Home Support:

- Rehearsing lines for any performance or assessment will be very important.

## **Subject: English Language and Literature**

**Subject Leader: Mrs Wantling**

**Email: [wantling@universityofkentacademiustrust.org.uk](mailto:wantling@universityofkentacademiustrust.org.uk)**

**Deputy Subject Leader: Ms Ward**

**Email: [ward@universityofkentacademiustrust.org.uk](mailto:ward@universityofkentacademiustrust.org.uk)**

### **Course Content:**

All students study both GCSE English Language and GCSE English Literature, receiving two separate qualifications.

Students explore a range of fiction and non-fiction texts for the English Language qualification in order to develop reading skills, such as inference, comparison and analysis. Students also explore a range of writing techniques in order to support them in being able to produce descriptive and narrative writing, as well as a range of non-fiction writing, including letters, speeches and newspaper reports.

The English Literature qualification explores prose, poetry and drama and exposes students to a wide range of texts. These might include A Christmas Carol, An Inspector Calls, as well as a variety of different poems.

Both courses are linear with no coursework requirement. In order for students to have the English Language GCSE accredited, they must sit a Speaking and Listening assessment that focuses on presentation skills.

#### **Areas of study in Year 10:**

**Term 1:** Power and Conflict poetry (Literature Paper 2) – students will explore the other 8/15 poems that they started in Term 6 of Year 9. Students will continue with their annotations and revision of these poems.

**Terms 2/3:** An Inspector Calls (Literature Paper 2) – this is the student's final GCSE text. They will read the play and start to analyse key characters, themes and plots.

**Term 4:** Macbeth and A Christmas Carol themes revision (Literature Paper 1) – students will recap the two GCSE texts that they learnt last year and further explore key themes within those texts.

**Term 5:** Introduction to Language (Language Papers 1 and 2) – students to be given both language GCSE papers. Students will work through question by question learning the key skills needed for their exams.

**Term 6:** Speaking and Listening (Language) – this is a formal assessment which is part of their English Language GCSE. Students will write a speech on a topic of their choice which they will perform in front of a small group of students in their class. These will be recorded and sent off to the AQA exam board as per the assessment policy.

#### **Key Assessments:**

**Term 1:** Two comparative essays on selected poems from the Conflict Anthology (30 marks).

**Terms 2 and 3:** Two essay responses on An Inspector Calls based around the Literature paper. One will be on a character and one will be on a theme (30 marks plus 4 marks for SPaG).

**Term 4:** Two essay responses on Macbeth and A Christmas Carol based around the Literature paper. One will be based on a character and one will be on a theme (30 marks).

**Term 5:** Two pieces of extended writing based on the Language papers (24 marks for content + 16 marks for SPaG).

**Term 6:** Delivery of an independently researched speech. Official component of English Language GCSE. (pass/merit/distinction).

#### **Group Organisation:**

The year is formed of two bands based on ability; these are the P and Q bands. Students are then allocated a class within that band allowing for movement between them.

#### **Course Books/Website/Apps:**

Resources for this course are put onto Teams. This can be accessed through the groups your child has joined.

#### **Additional useful resources include:**

- Massolit (login can be gained from their teacher).
- York Notes revision guides.

#### **Additional Material/Equipment Required:**

It is recommended that students have their own copies of the set texts for English Literature in order to highlight and make notes. These are 'Macbeth' by William Shakespeare, 'A Christmas Carol' by Charles Dickens and 'An Inspector Calls' by J.B. Priestley

## **Subject: Ethics - Personal, Social, Health and Economic Education (PSHE)**

**Subject Leader: Ms Thomas**

Email: [thomasv@universityofkentacademiestrust.org.uk](mailto:thomasv@universityofkentacademiestrust.org.uk)

### **Course Content: Yr 10**

Personal, Social, Health and Economic Education (PSHE) is a subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, to prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged. Students will learn skills and knowledge that will allow them to progress from education in to the world of employment, with confidence and a broad set of personal qualities and employable skills. PSHE lessons are broken down into the following three main areas:

#### **Health and Wellbeing**

- Mental Health-preparing for exam stress/ happiness/Health diets
- Exploring influences Drugs/role of media/anxiety /self esteem
- Contraception, condoms, sexually-transmitted infections

#### **Relationships**

Skills to deal with challenging relationships -teenage years and adulthood

#### **The Wider World**

- Completing CV, covering letters & emails, applications
- Preparing for Job interview /techniques
- Exploring influences -democracy & value diversity, discrimination

#### **Key Assessments:**

There is no qualification for PSHE. Each session will involve informal formative and summative assessments, and the students will build a portfolio of

#### **Group Organisation:**

Students work within their classes.

#### **Course Books/Website/Apps:**

Due to the range of subjects covered in PSHE, students may need Internet access at home for research purposes. Websites and literature links will be given when the homework is set.

#### **Additional Material/Equipment Required:**

PSHE sessions will not be setting homework for students from week-to-week. Due to the range of topics covered, there may be research tasks set that can easily be achieved with Internet access, to give the students a chance to begin sessions with a base knowledge of a topic. Students being involved in any club would support the PSHE programme as part of social, moral and physical development.

## **Subject: French**

**Subject Leader: Mrs Helen Evans**

**Email: [evansh@universityofkentacademiustrust.org.uk](mailto:evansh@universityofkentacademiustrust.org.uk)**

### **Course Content:**

In the two year course you will:

- develop your understanding of French in a variety of contexts;
- develop your knowledge of the French language learning skills;
- develop your ability to communicate effectively in French;
- develop your awareness and understanding of French speaking communities around the world.

### **Key Assessments:**

*Unit 1: Listening (25%)*

Assessed by listening examination (answers in English and the target language).

*Unit 2: Speaking (25%)*

Assessed by a speaking examination at the end of Year 11. Students will need to do a role-play, discuss a photo card and have a general conversation.

*Unit 3: Reading (25%)*

Assessed by reading examination (answers in English and the target language).

*Unit 4: Writing (25%)*

Assessed by written examination. Students need to do a structured writing task, an open-ended writing task and a translation into the target language.

### **Group Organisation:**

You will communicate using all four skills of listening, speaking, reading and writing.

Target language is used in lessons.

Use of Apps such as Duolingo and Memrise to support language acquisition.

Study of music and cultural topics specific to each language.

### **Course Books/Website/Apps:**

Kerboodle digital book –French

Use of Apps such as Duolingo and Memrise to support language acquisition

Study of music and cultural topics specific to each language

GCSE Bitesize

GCSE Revision guide

**Link to French AQA specification**

**<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>**

### **Additional Material/Equipment Required:**

Ipad

## Subject: Geography

**Subject Leader:** Mrs L Parsons

**Email:** [parsons@universityofkentacademiestrust.org.uk](mailto:parsons@universityofkentacademiestrust.org.uk)

### Course Content:

Students will be taught content following the OCR B Geography for Enquiring Minds specification <https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/specification-at-a-glance/>

The content for year 10 study includes:

**Global Hazards** - This topic allows students to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. They investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. Also, an understanding of tectonic hazards is developed, exploring the causes, consequences and responses to a tectonic event.

**Urban Futures** - This topic seeks to explore why and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC).

**Distinctive Landscapes** - The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed and consideration of the human influence on these.

**Dynamic Development** - We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country, considering its development journey so far, how its global connections may influence the future and possible alternative development strategies.

**Changing Climate** - Climate change is one of the most controversial global issues of the 21st century. In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined.

**Fieldwork** - Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject, including studies in the field. Students will undertake two fieldwork investigations in contrasting locations. The Urban study is to Canterbury and the River study is undertaken along the river Darent near Dartford.

### Key Assessments:

There will be regular assessments, starting with a case study exam question after the first ones are taught. Thereafter there will be assessments for each of the units once they have been completed.

### Group Organisation:

Students are taught in mixed ability groups based on their option choices.

### Course Books/Website/Apps:

Students are loaned two textbooks for the duration of the GCSE, one covers the course content and the other covers the skills and fieldwork aspect of the course.

Useful websites include The Oak Academy <https://www.thenational.academy/> and Revision World <https://revisionworld.com/gcse-revision/geography>

The Geography PiXL App

### Additional Material/Equipment Required:

It is highly beneficial for students to have a world map they can regularly use at home, one on the bedroom wall is ideal.

Revision guides are useful for continued revision and are offered for sale by the department (cheaper than the shops) early in year 10.

GCSE Geography Pocket Poster book would also be useful for revision and includes a digital download.

**Subject: German****Subject Leader: Ms Helen Evans****Email: [evansh@universityofkentacademiustrust.org.uk](mailto:evansh@universityofkentacademiustrust.org.uk)****Course Content:**

In the two year course you will:

- develop your understanding of German in a variety of contexts;
- develop your knowledge of the German language learning skills;
- develop your ability to communicate effectively in German;
- develop your awareness and understanding of German speaking communities around the world.

**Key Assessments:**

*Unit 1: Listening (25%)*

Assessed by listening examination (answers in English and the target language).

*Unit 2: Speaking (25%)*

Assessed by a speaking examination at the end of Year 11. Students will need to do a role-play, discuss a photo card and have a general conversation.

*Unit 3: Reading (25%)*

Assessed by reading examination (answers in English and the target language).

*Unit 4: Writing (25%)*

Assessed by written examination. Students need to do a structured writing task, an open-ended writing task and a translation into the target language.

**Group Organisation:**

You will communicate using all four skills of listening, speaking, reading and writing.

Target language is used in lessons.

Use of Apps such as Duolingo and Memrise to support language acquisition.

Study of music and cultural topics specific to each language.

**Course Books/Website/Apps:**

Stimmt digital book – German

Use of Apps such as Duolingo and Memrise to support language acquisition

Study of music and cultural topics specific to each language

GCSE Bitesize

GCSE Revision guide

<https://filestore.aqa.org.uk/resources/german/specifications/AQA-8668-SP-2016.PDF>

**Subject: History****Subject Leader: Miss Slater****Email: [slater@universityofkentacademiestrust.org.uk](mailto:slater@universityofkentacademiestrust.org.uk)****Course Content:**

The Pearson Edexcel GCSE (9-1) in History consists of three externally examined papers.

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- develop organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

In Year 10, students will study the following units:

- Anglo-Saxon and Norman England, c.1060-1088
- Migrants in Britain, c.800-present and Notting Hill c1948-c1970
- The American West, c.1835-c.1895

**Key Assessments:**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Anglo-Saxon and Norman England, c.1060-1088</b>		<b>Migrants in Britain, c.800-present Notting Hill c.1948-c.1970</b>			<b>The American West, c.1835-c.1895</b>
Anglo-Saxon England and the Norman Conquest, 1060-66 William in Power: Securing the Kingdom, 1066-87 Norman England, 1066-88		C800 – C1500: Migration in Medieval England C1500 – C1700: Migration in early modern England C1700 – C1900: Migration in C18th and C19th Britain C1900 – present day: Migration in modern Britain The Historic Environment: Notting Hill, c1948-c1970			The Early Settlement of the West, c1835 - c1862

Assessments will be set in class and for homework. All assessment questions will be exam questions from past papers.

**Group Organisation:**

In Key Stage 4 (Years 10 and 11) History is organised by mixed ability option classes.

Students will use enquiry-based learning to develop their analytical and evaluative skills. Each lesson will focus on a key question to engage students' interest and will provide opportunities for students to develop a variety of historical skills. Students will compare and contrast source materials, discuss the strength of their judgements and present their opinions in a variety of ways.

Alongside frequent verbal and written feedback from teachers, students will assess themselves and their peers against shared criteria to develop their understanding of the assessment requirements.

Home learning tasks, guided reading and revision activities will be set regularly.

**Course Books/Website/Apps:**

Pearson Active Learn Online textbook

My Revision Notes Revision Guides

GCSEpod

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

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

**Additional Material/Equipment Required:**

A dictionary app would help to support literacy within History.

## Subject: Mathematics

**Subject Leader: Mr Holden**

Email: [holden@universityofkentacademistrust.org.uk](mailto:holden@universityofkentacademistrust.org.uk)

**Deputy Subject Leader: Mrs Vine**

Email: [vine@universityofkentacademistrust.org.uk](mailto:vine@universityofkentacademistrust.org.uk)

### Course Content:

All students study GCSE Mathematics.

Students began to study GCSE Mathematics in Year 9. Full details of the course and copy of the specification are available at [www.edexcel.com](http://www.edexcel.com). Edexcel GCSE Mathematics (9 - 1) is a linear course and all students will study for and be entered for Higher tier for which grades 4 to 9 are available. There are six content domains covered within the specification. The table below shows the content domains and their weighting in higher tier.

Content	Weighting of marks		Weighting of marks
Number	15%	Geometry and measures	20%
Algebra	30%	Probability	15%
Ratio, proportion and rates of change	20%	Statistics	

Students study the following in Year 10:

Term 1 – Equations and Inequalities, Probability

Term 2 – Multiplicative Reasoning

Term 3 – Similarity and Congruence, More Trigonometry

Term 4 – Further Statistics

Term 5 – Equations and Graphs

Term 6 – Circle Theorems.

### Key Assessments:

In Year 10 students are assessed at the end of each unit of work using a short (30-45 minute) test.

Students then receive feedback on what they did well and areas for improvement are identified. In addition, students will complete a longer Mathematics assessment in Term 2, which will focus on content completed in Year 10, as well as topics that were highlighted as weak areas in Year 9. Students will receive a list of the content to be covered at least two weeks prior to the assessment. Students will also sit end of year assessments in Term 6. This will focus mainly on content covered in Year 10 as well as some topics covered in Year 9.

### Group Organisation:

The year is formed of two bands. Students are allocated a class within that band allowing for movement between them where possible.

### Course Books/Website/Apps:

Every student has been given a login for [pearsonactivelearn.com](http://pearsonactivelearn.com), which allows them to access their textbook via their iPad both in class and at home. Students also have a login for Hegarty Maths. Homework tasks may be set from this or other resources and all tasks will be shared on their class Teams page if appropriate.

### Additional Material/Equipment Required:

Wherever possible students should have their own scientific calculator (Casio recommended), green pen, ruler, compass and protractor for all mathematics lessons.



## **Subject: Media Studies**

**Subject Leader: Mr Ware**

**Email: [Ware@universityofkentacademistrust.org.uk](mailto:Ware@universityofkentacademistrust.org.uk)**

**Subject Teacher: Mr Coare**

**Email: [coare@universityofkentacademistrust.org.uk](mailto:coare@universityofkentacademistrust.org.uk)**

### **Course Content:**

OCR GCSE in Media Studies is an engaging and ever-developing subject, allowing students to gain a valuable insight into a subject area which will continue to shape the world around them. The course encourages students to:

- Demonstrate skills of enquiry, critical thinking, decision-making and analysis.
- Acquire knowledge and understanding of a range of important media issues.
- Develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics.
- Understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues.
- Appreciate how theoretical understanding supports practice and practice supports theoretical understanding.
- Develop practical skills by providing opportunities for creative media production.

### **Key Assessments:**

- Introduction to Media – Students will study the key concepts of Media Language, Genre, Representation, Narrative, Audience Theories, Institutions and Text Analysis.
- Music and the News - Students will study two music videos, comparing the Representation and Media Language within both. They will also do an in-depth of a music magazine and a national radio broadcast. Additionally, students will study the Newspaper industry and how it has developed over time. This unit forms 35% of the final grade and is externally assessed via a written examination.
- Television and Promoting Media – Students will study two Television Dramas, a recent one and historical one, comparing the use of Media Language and Representations within both. Additionally, students will study a set film, its partner computer games format and how both products are distributed and promoted. This unit forms 35% of the final grade and is externally assessed via a written examination.
- Practical Project Research – Students will create their own media product applying their knowledge of Media Language, Generic Conventions, Representation and Audience Theories. This unit forms 30% of the final grade and is internally assessed.

### **Group Organisation:**

- Lessons are equally divided to cover the three main assessment strands of the course covering; Television and Promoting Media, Music and News and Creating Media.
- Topics studied remain in the forefront of current Media interests.
- Workshops and visits are organised where appropriate to the topics being studied.

### **Course Books/Website/Apps:**

- My Revision Notes: OCR GCSE (9–1) Media Studies.

### **Additional Material/Equipment Required:**

- Students will be provided with course notes and supporting literature.
- Students will need to bring their iPads to every lesson to enable them to access the relevant Media that is being studied in class. The class teacher will provide students with suitable types of Media along with appropriate links.

### **Home Support:**

- Due to the nature of the subject, students should have access to television, radio, music, newspapers, films, and the internet to enable them to immerse themselves with all aspects of Media.

## Subject: Music

**Subject Leader: Mr Ware**

**Email: [Ware@universityofkentacademistrust.org.uk](mailto:Ware@universityofkentacademistrust.org.uk)**

### Course Content:

The EDUQAS GCSE in Music offers a broad and coherent course of study which encourages students to:

- Engage actively in the process of music study.
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.
- Develop composing skills to organise musical ideas and make use of appropriate resources.
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music.
- Broaden musical experience and interests, develop imagination and foster creativity.
- Develop knowledge, understanding and skills needed to communicate effectively as musicians.
- Develop awareness of a variety of instruments, styles and approaches to performing and composing.
- Develop awareness of music technologies and their use in the creation and presentation of music.
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology.
- Develop as effective and independent learners with enquiring minds.
- Reflect upon and evaluate their own and others' music.
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

### Key Assessments:

- Appraising tasks will be set for the purposes of assessing progress and these may be conducted verbally in lessons or set via Microsoft Teams.
- For some assessments – [www.focusonsound.com](http://www.focusonsound.com) will be used and students will be given a login by their teacher.
- Practical performances by students using their instruments and/or voices.
- Showcasing compositions and development of student's creativity. Using Flat education software.

### Group Organisation:

- Lessons are equally divided to cover the three main assessment strands of the course; performing, composing and appraising.
- Workshops and visits are organised where appropriate to the topics being studied.
- Choir is scheduled every Tuesday after school from 3.15pm to 4.15pm and Orchestra on Thursdays from 3.15pm to 4.15pm. All students are welcome.
- Our annual school production takes place in terms 5 & 6 and all students are welcome to participate.

### Course Books/Website/Apps:

- Students will be issued with a *Step Up to GCSE Music Study Guide* that will support them with the introductory content of the course.
- Students will have access to the Rhinegold *EDUQAS GCSE Music* textbook along with a range of additional text based and digital resources.
- Students will watch performances by musicians live or online covering a range of styles and genres of music.
- Students have the opportunity to attend extra-curricular activities and can have private instrumental lessons with our qualified and experienced team of instrumental tutors.

### Additional Material/Equipment Required:

- Having access to the internet at home and YouTube is particularly useful in enabling students to access a range of different musical styles and genres in support of classroom learning.
- Students should have access to their musical instrument(s) and/or voice(s) to enable regular practice and development of practical skills throughout the course.

### Home Support:

- Rehearsing material learned in preparation for the next lesson or assessment.
- Microsoft Teams and Focus on Sound assessments.
- Catch up on any lessons missed via Microsoft Teams.

## Subject: Core Physical Education

**Subject Leader:** Julie Wakeman

**Email:** [wakeman@universityofkentacademistrust.org.uk](mailto:wakeman@universityofkentacademistrust.org.uk)

### Course Content:

Students will work within a games for understanding approach for sports previously studied and will be introduced to new sports.

**Badminton** - Continue developing tactical play to effectively outwit opponents, lead and manage tournaments, umpire doubles games and tournaments and coach peers to improve performance.

**Basketball** - Continue developing tactical play to effectively outwit opponents, lead and manage tournaments, umpire games and tournaments and coach peers to improve performance.

**Fitness** - Use of knowledge from KS3 fitness to create, design and implement their own fitness programme.

**Tag Rugby** - Introduce and develop fundamental skills (catching, passing, travelling with ball), knowledge of basic rules and how to apply them in competitive game play.

**Football** - Introduce and develop fundamental skills (dribbling, passing and shooting), knowledge of basic rules and how to apply them in competitive game play.

**Touch ball** - Introduce and develop fundamental skills (dribbling, passing and shooting), knowledge of basic rules and how to apply them in competitive game play.

**Volleyball** - Introduce and develop fundamental skills (dig, set, serve and smash), knowledge of basic rules and how to apply them in competitive game play.

**Frisbee** - Introduce and develop fundamental skills (holding the frisbee, passing and catching), knowledge of basic rules and how to apply them in competitive game play.

**Rounders** - Continue developing tactical play to effectively outwit opponents, lead and manage tournaments, umpire games and tournaments and coach peers to improve performance.

**Tennis** - Continue developing tactical play to effectively outwit opponents, lead and manage tournaments, umpire doubles games and tournaments and coach peers to improve performance.

### Key Assessments:

Non-examination. Students are given an attitude to learning grade, with assessment ongoing throughout the year.

### Group Organisation:

Students are in mixed ability classes.

### Course Books/Website/Apps:

YouTube or sports channels, to give you the opportunity to watch games being played will always be useful.  
BBCbitesize

### Additional Material/Equipment Required:

Full PE kit that can be found on the uniform list.  
Hairbands to ensure hair is tied up and out of students faces.

### Home Support:

Knowledge of the rules of the various games is always useful and if you have the opportunity to watch games on YouTube or sports channels, it would also be beneficial.

We run a range of extra-curricular clubs after school.

Clubs will vary within terms 1, 2, 3 and 4: (However, some clubs are likely to run right through from term 1 to 4).

The following clubs will be offered (days to be confirmed).

Badminton

Basketball

Netball

Fitness

Further clubs may be introduced as the year develops.

Terms 5 and 6: We will be offering cricket, tennis, rounders and athletics in the summer terms (days to be confirmed).

### Competitions and Fixtures

We have a number of teams that take part in the School Sports Games competitions on Thursdays, in events such as cross country, handball and rowing. The SSG calendar of events can be found by students on the notice board in the Sports hall. Alongside this, we also have a number of netball fixtures running throughout the academic year.

## **Subject: GCSE PHYSICAL EDUCATION**

**Subject Leader: Julie Wakeman**

**Email: [wakeman@universityofkentacademiestrust.org.uk](mailto:wakeman@universityofkentacademiestrust.org.uk)**

### **Course Content**

#### **Theoretical content:**

**The structure and functions of the musculoskeletal system:** bones, structure of the skeleton, joints and their structure and movement, muscles and types of contractions.

**The structure and functions of the cardio-respiratory system:** pathway of air, mechanics of breathing, lung volumes and spirometer trace, gaseous exchange, blood vessels and their characteristics, structure of the heart and the cardiac cycle, knowledge of cardiac output, stroke volume and heart rate.

**Anaerobic and Aerobic exercise:** Understand the terms anaerobic and aerobic and link with practical examples to sport, EPOC and oxygen debt, recovery process from strenuous exercise, knowledge of immediate, short and long-term effects of exercise.

**Components of fitness, benefits for sport and how fitness is measured:** Components of fitness, reasons for and limitations of fitness testing, data collection

**Principles of training and their application to personal exercise/training programmes:** SPORT and FITT principles, types of training and their advantages/disadvantages

**How to optimise training and prevent injury:** training intensities, warm up, cool down, high altitude training, seasonal aspects

**Health, fitness and wellbeing:** consequences of a sedentary lifestyle, obesity, somatotypes

**Energy use, diet, nutrition and hydration**

**Skill classification and performance and outcome goals**

**Goal setting and SMART targets**

**Basic information processing**

**Guidance and feedback**

**Mental preparation for performance:** Arousal, inverted U theory, stress management and motivation, types of aggression and personality.

#### **Practical content:**

**Sports covered and assessed within practical lessons:** Netball, Handball and Athletics. Badminton offered at after school clubs

Development and application of core skills/techniques in increasingly demanding and progressive drills.

Development of knowledge, understanding and ability to effectively apply attacking/defensive principles and set plays.

Development of knowledge, understanding and application of rules and umpiring.

Evaluation and analysis of performance and knowledge of how to improve performance.

Application of theoretical content, such as performing warm-ups and cool downs and demonstration of psychological control (arousal, aggression, anxiety etc).

#### **Key Assessments:**

**Term 1:** End of topics test and assessment of Netball skills

**Term 2:** Examination with extended answer question included and assessment of Netball skills and application within a competitive game situation.

**Term 3:** End of topics test and assessment of Handball skills

**Term 4:** Examination with extended answer question included and assessment of Handball skills and application within a competitive game situation.

**Term 5:** Non-Examination Assessment- Part 1 (Analysis- strengths and weaknesses) first draft. Assessment of Athletics skills

**Term 6:** Non-Examination Assessment- Part 1 (Analysis- strengths and weaknesses) Final draft. Examination with extended answer questions included and assessment of Athletics skills and application within a competitive situation.

Additional activities students wish to be assessed in because they take part in these activities outside of school, should submit video evidence (even if not finished) by the end of this term. This allows teachers to assess and give feedback for improvement in time for completion in year 11.

#### **Group Organisation:**

2 Theory lessons a week

1 Practical lesson a week (Students will also undertake coaching, peer assessment and umpiring roles within these lessons)

#### **Course Books/Website/Apps:**

Kahoot

BBC bitesize GCSE P.E

Youtube for professional games being played

#### **Additional Material/Equipment Required:**

Revise AQA GCSE (9-1) Physical Education REVISION GUIDE (Purchased on parent pay or available online)

Revise AQA GCSE (9-1) Physical Education WORKBOOK (Purchased on parent pay or available online)

## **Subject: Art Photography**

**Subject Leader: Miss Furnell**

**Email: [furnell@universityofkentacademiestrust.org.uk](mailto:furnell@universityofkentacademiestrust.org.uk)**

**Course Content:**

In GCSE Art Photography, students explore a range of photographic approaches including digital and physical editing before specialising in more individual styles of photography in their sustained project.

**Component 1: Portfolio (60% of GCSE grade)**

-workshop 1. Perspective. Students learn about composition and angle whilst considering the effects produced by different perspectives.

-workshop 2. Light and movement. Students experiment with lighting, including coloured filters and studio lighting to create dramatic portraits. They will learn how to use DSLR cameras to create the effect of movement in their photographs.

-Workshop 3. Changes. Students will explore a range of physical and digital techniques to transform their photographs.

-Sustained project: Manipulating reality. Using a starting point of 'manipulating reality', students will explore the work of other Art photographers to inspire their own ideas. The sustained project provides students with the opportunity to pursue and develop their own interests.

**Component 2: Externally set assessment (40% of GCSE grade)**

-Students complete a sustained project from one of the starting points provided by the exam board (AQA) which culminates in a 10 hour practical exam.

**Key Assessments:**

Portfolio work is assessed throughout the GCSE course. Each workshop and project is assessed individually. The portfolio is then assessed in its entirety at the end of the course.

Students sit a 5 hour practical mock exam to prepare them for their exam in year 11.

**Group Organisation:**

Students are taught in mixed ability groups

**Course Books/Website/Apps:**

[www.Photopea.com](http://www.Photopea.com), Google photo, Fish eye App and photoshop

**Additional Material/Equipment Required:**

Ring bound sketchbook (black pages)-These are available to purchase from the school

Access to printing facilities

Photographic paper for final outcomes

**Key Assessments:****Paper 1**

Written examination – 50%

1 hour 45 minutes

**Paper 2**

Written examination – 50%

1 hour 45 minutes

Assessment will be 100% examination at the end of the final year of study.

Students will complete regular teams assessments to check understanding throughout each topic.

**Group Organisation:**

The subject is organised by mixed ability.

**Course Books/Website/Apps:****Textbooks**

Access to the electronic textbook will be provided to students at the beginning of the course. The textbook and additional revision resources (Illuminate Publishing) can be purchased through Amazon.

**Websites**

[www.learndojo.org](http://www.learndojo.org)

[www.simplypsychology.com](http://www.simplypsychology.com)

**Additional Material/Equipment Required:**

iPads should be brought to each lesson to complete Teams assignments and to be able to access the online textbooks.

**Subject:** Psychology

**Subject Leader:** Ms Shergold

**Email:** [laurashergold@universityofkentacademiestrust.org.uk](mailto:laurashergold@universityofkentacademiestrust.org.uk)

**Course Content:**

Psychology is the scientific study of the mind and human behaviour.

Students will cover a range of topics, which will inspire and engage them by developing an understanding of the ideas and values that characterise themselves and those around them. These topics cover a broad range including social influence, the brain and neuropsychology, psychological problems and research methods. In the social influence topic, students will understand the influence of other people, for example, why people obey orders, even when they know it to be wrong. Explanations and treatments for psychological disorders, such as schizophrenia and clinical depression are also covered.

The Psychology course will provide students with a sound understanding of the various methods and approaches at an introductory level. Students will gain knowledge of methods and approaches to Psychology by looking at various topic areas such as biological, cognitive, social, developmental and individual differences. This will enable students to relate the knowledge learnt in Psychology to everyday life.

**Areas of study in Year 10**

**Term 1-2:** Memory and Research methods - students begin the course by learning how memory works, including different models and theories of memory. Research methods is embedded into this topic and students complete practical investigations to enhance the knowledge and application skills.

**Term 3:** Perception and research methods - students continue to learn the underpinning research methods in psychology and apply this to the topic of perception.

**Term 4:** Development and research methods - students continue to learn the underpinning research methods in psychology and apply this to the topic of development, including the work of Jean Piaget.

**Term 5:** Research methods application and revision – during this term, students will continue to apply the research methods they have learnt throughout year 10 in a series of mini-investigations. They will prepare for their end of year exam.

**Term 6:** Social Influence – students will begin the first topic of paper 2, including the research of Asch and Milgram.

**Key Assessments:**

Students will be assessed throughout year 10 in the three key assessment objectives: knowledge and understanding, application and evaluation. Students will complete short Teams quizzes every week to check current and prior understanding and knowledge. Every two weeks they will complete a short (6-10 mark) exam questions to assess their application and evaluative skills.

In terms 2, 4 and 6 students will complete summative assessments, which will form part of their tracking data.

**Term 2:** the assessment will include questions to assess all three assessment objectives in the topics: memory, perception and research methods.

**Term 4:** the assessment will include questions to assess all three assessment objectives in the topics: memory, development and research methods. Students will be given longer (9-mark questions) within this assessment.

**Term 6:** students will sit a full paper 1 as part of their end of year exam. The paper will include memory, perception, development, research methods and will be 100 marks, lasting 1 hour 45 minutes.

**Group Organisation:**

The subject is organised by mixed ability.

**Course Books/Website/Apps:**

**Textbooks**

Access to the electronic textbook will be provided to students at the beginning of the course. The textbook and additional revision resources (Illuminate Publishing) can be purchased through Amazon.

**Websites**

[www.learndojo.org](http://www.learndojo.org)

[www.simplypsychology.com](http://www.simplypsychology.com)

[www.psychboost.com](http://www.psychboost.com)

**Additional Material/Equipment Required:**

iPads should be brought to each lesson to complete Teams assignments and to be able to access the online textbooks.

## **Subject: Religious Studies**

**Subject Leader: Ms Thomas**

**Email: [thomasv@universityofkentacademiestrust.org.uk](mailto:thomasv@universityofkentacademiestrust.org.uk)**

**At Chatham Grammar all students are taught Core Religious Studies. Students can also choose, if they wish, to study this subject for GCSE.**

### **Course content:**

In year 10 students will study three units in Religious studies which are; Relationships and families, Religion and life and Crime and punishment. All units will focus on philosophical and ethical studies in the modern world. Students who wish to study Religious Studies as a GCSE will also cover units about beliefs, teaching and practices in Christianity and Islam.

### **Relationships and families unit covers the following;**

- Sex, marriage and divorce
- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.
- The roles of men and women, Gender equality, Gender prejudice and discrimination including examples.

### **Religion and life unit covers the following;**

- The relationship between scientific views, such as the Big Bang theory, and religious views.
- Religious teachings about the origins of human life.
- Religious teachings about the value of the world and the duty of human beings to protect it, including stewardship, dominion, responsibility and the use of natural resources, pollution.
- Religious teachings about the use and abuse of animals, including animal experimentation and the use of animals for food.
- The concepts of sanctity of life and the quality of life.
- Religious teachings, beliefs and attitudes about abortion, including situations when the mother's life is at risk.
- Religious teachings, beliefs and attitudes about abortion, including situations where the mother's life is at risk.
- Religious teachings, beliefs and attitudes about euthanasia and attitudes about death and an afterlife.

### **Religion and life unit covers the following;**

- Good and evil intentions and actions, including whether it can ever be good to cause suffering.
- Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law.
- Good and evil intentions and actions
- Views about people who break the law for the reasons given in lesson
- Views about different types of crime, including hate crimes, theft and murder
- The aims of punishment, including retribution, deterrence and reformation.
- Religious attitudes regarding forgiveness and empathy

### **Developing skills in RE**

Students will develop skills in investigation, interpretation, reflection, synthesis, empathy, evaluation, analysis, application and expression.

### **Key assessments:**

Each session will involve informal formative and summative assessments, and the students will build a portfolio of work. Student will develop key skills that will support them with Religious Studies GCSE qualification.

### **Group organisation:**

The year is formed of two bands based on ability; students are then allocated a class within that band allowing for movement between them.

### **Course books/website/apps:**

Due to the range of subjects covered in Religious Studies, students may need Internet access at home for research purposes. Websites and literature links will be given when the homework is set.

Students who are involved in any club would support the Religious Studies programme as part of social, moral and physical development.

Homework for students will be set on a weekly basis. Due to the range of topics covered, there may be research tasks set that can easily be achieved with Internet access, to give the students a chance to begin sessions with a base knowledge of a topic.

## Subject: Science

Subject Leader: Ms Lauren Cherry

Email: [laurecherry@universityofkentacademistrust.org.uk](mailto:laurecherry@universityofkentacademistrust.org.uk)

### Course Content:

Year 10 sees students continue studying the newly developed spiral curriculum, where 10 key themes are revisited in greater depth year on year. The 10 themes are as follows: forces, electromagnets, energy, waves, matter, reactions, earth, organisms, ecosystems, and genes. Students will study these across the sciences in the year. Students will either continue with core science (AQA Trilogy – 4h/wk) or elect to take triple science (AQA Single Science – 7h/wk). Per the curriculum plan below, topics are divided into Biology, Chemistry or Physics topics and preceded with B, C or P and their unit number for reference against the AQA Specifications. Each table below shows the content covered by the cohort.

### Core Science – AQA Trilogy – 4h/wk

Term	Key theme	Topics
1	Matter	P4.3 – Particle Model
	Organisms	B4.3 – Infection & Response
	Reactions	C4.4 – Chemical Changes
2	Matter	P4.4 – Atomic Structure
	Ecosystems	B4.4 – Bioenergetics
3	Energy	C4.5 – Energy Changes
	Forces	P4.5 – Forces
4	Organisms	B4.5 – Homeostasis
	Energy	C4.6 – Rate & Extent of Chemical Change
5	Waves	P4.6 – Waves
	Genes	B4.6 – Inheritance
6		

### Triple Science – AQA Biology/Chemistry/Physics – 7h/wk

Term	Biology	Chemistry	Physics
1	Organisms – B4.3 – Infection & Response	Reactions - C4.4 – Chemical Changes	Matter – P4.3 - Particle Model
2	Ecosystems – B4.4 – Bioenergetics	Energy – C4.5 – Energy Changes	Matter – P4.4 - Atomic Structure
3	Organisms – B4.5 – Homeostasis	Energy – C4.6 – Rate & Extent of Chemical Change	Forces – P4.5 - Forces
		Earth – C4.7 – Organic Chemistry	
4	Genes – B4.6 – Inheritance	Matter – C4.8 – Identifying Ions	Waves – P4.6 – Waves
5			
6		Earth – C4.9 – Chemistry of the Atmosphere	

Students studying triple science will also have 1h/wk dedicated to scientific skills including drawing graphs, calculating tangents and practical skills.

### Key Assessments:

Six papers in total: Two in Biology, two in Chemistry and two in Physics (each 1 hour 45 minutes). Each paper will assess different topics and is worth 100 marks and is equally weighted.

Built into the GCSE papers are questions assessing the required practical assessments. These are specific practical activities that the students complete throughout the course. These are completed and recorded in practical books that are provided to the students. The practical activities and the skills they develop will be tested in the final examinations.

Purple Assessments (PA's) will be set in-class every 6 lessons or so to assess progress and understanding. Constructive, bespoke feedback will be provided for all students, and they will be given opportunities to improve within class time with teacher-led support. Students will be told in advance of the PA, but should be continuously revising to ensure progress is made.

### Group Organisation:

Students are grouped according to ability. The subject is taught through a series of theory and practical lessons. Students will learn collaboratively within lessons. The teachers will use a variety of teaching strategies to engage students, utilising real life situations, presentations and peer and self-assessment techniques. Homework will be set to be completed outside lessons.

### Course Books/Website/Apps:

In Year 10 students are continuing to learn as per the GCSE Single Science specifications and so information and resources from Combined Science will not be suitable.

Students have access to a copy of the textbook via the relevant icons on their iPads.

Supporting material can be found at:

[https://www.cgpbooks.co.uk/Student/books\\_gcse\\_science](https://www.cgpbooks.co.uk/Student/books_gcse_science)

The specification and other exam board information can be found at:

<https://www.aqa.org.uk/subjects/science/gcse>

Educake (online web page) is used to provide students with homework using exam-style questions.

**Additional Material/Equipment Required:** There are no additional materials required beyond normal school stationery and equipment.

### Home Support:

If your child needs any further support or clarification, then YouTube can be a good place to start. We would suggest that Free Science Lessons (found via a YouTube search for Free Science Lessons) can be a valuable resource, as can other channels



such as Tyler DeWitt (again found through a YouTube search of Tyler Dewitt) and Primrose Kitten (also found through a YouTube search of Primrose Kitten) which has some useful extension questions.

## **Subject: Sociology**

**Subject Leader: Gemma Lynch**

**Email: [lynch@universityofkentacademiestrust.org.uk](mailto:lynch@universityofkentacademiestrust.org.uk)**

### **Course Content:**

Eduqas GCSE Sociology Component 1: Understanding Social Processes

#### **Topic 1: Key concepts and processes of cultural transmission**

- Introduction to sociology with a focus on key concepts of norms, values, status, identity, culture, sanctions and the agencies of socialisation
- Students will complete research on different societies, historical changes and the use of laws to define accepted behaviours.
- Indepth study of the agencies of socialisation and how they relate to identities created by age, gender, social class, religion and ethnicity.

#### **Topic 2: Families**

- Knowledge of different types of families and how laws have created change over time
- The social changes that have happened in the family including changed gender roles, marriage and divorce patterns and the impact of feminism and secularisation on family type and size
- Sociological debates on the role of the family including functionalism, Marxism, feminism and New Right and how the family can support of damage society

#### **Topic 3: Education**

- Theories of education and the role it plays for society including Marxism, functionalism and feminism
- How internal processes such as labelling, setting and subcultures can impact the attainment levels of different groups of students
- Patterns of attainment for gender, class and ethnicity. Students will be conducting independent research tasks for homework during these sessions to access the most up to date figures including a discussion on the impact of learning during home learning during covid.
- Applying sociological theories to patterns of attainment and building evaluative reasoning.

#### **Topic 4: Sociological research methods**

- Introduction to key terms including quantitative and qualitative data, practical issues, ethical issues, sampling methods, validity and reliability.
- Building an understanding of the strengths and weaknesses of research methods using the key concepts and applying them to interviews, questionnaires, observations, official statistics and documents.
- Students will create their own research based on reviewing family and education topics or thinking ahead to crime and stratification topics at the end of the academic year. This will encourage students to also complete the applied theories and methods from component 2.

### **Key Assessments:**

Terms 2, 4 and 6 assessment questions will come from the exam board as officially provided resources or past papers. Formative assessment will also include questions in the style of exam questions but tailored to the needs of the students during ongoing learning.

#### **Written assessment**

##### **Term 1**

Culture questions 1-4 marks with a focus on developed points

Extended writing pieces using PEEL paragraph structure to develop evaluation skills

##### **Term 2**

8-15 mark questions using the content for families

Component 1 Q1 and Q2 on culture topics

##### **Term 3**

1-4 mark questions will be given to review learning on culture and families during class or for homework

8-15 mark questions on family set during lesson or set as homework

Introduction on 1-4 mark question on education

##### **Term 4**

Component 1 exam questions on family and culture 1-15 marks and some education questions from topics covered

##### **Term 5**

8-15 mark education questions

2, 4 and 12 mark research method questions

##### **Term 6**

End of year assessment full Component 1 paper on culture, family, education and research methods. 1hour 45 minute paper.

Students will also be assessed throughout the year with recall starter activities, peer and self assessed questions, live modelling of questions and homework tasks.

### **Group Organisation:**

Sociology is an optional subject so the groups will be mixed ability based on the option chosen.

Within lesson there will be a range of activities that include debates, group work, research and exam practice that will require students to mix with other students in the class.

**Course Books/Website/Apps:**

[https://www.edugas.co.uk/qualifications/sociology-gcse/#tab\\_overview](https://www.edugas.co.uk/qualifications/sociology-gcse/#tab_overview)

WJEC Edquas GCSE Sociology Student Book

Steve Tivey, Marion Davies

WJEC Edquas GCSE Sociology Revision Book

Steve Tivey, Kathryn Bowman

Tutor2u.net for physical resources and online support

Thesociologyguy.com or youtube channel for videos to explain concepts

**Additional Material/Equipment Required:**

Students will be supplied with a textbook to use in lesson and a folder and exercise book to use for the GCSE course. They may wish to purchase the revision guide suggested above.

## **Subject: Spanish**

**Subject Leader: Mrs Helen Evans**

**Email: [evansh@universityofkentacademiustrust.org.uk](mailto:evansh@universityofkentacademiustrust.org.uk)**

### **Course Content:**

In the two year course you will:

- develop your understanding of Spanish in a variety of contexts;
- develop your knowledge of the Spanish language learning skills;
- develop your ability to communicate effectively in Spanish;
- develop your awareness and understanding of Spanish speaking communities around the world.

### **Key Assessments:**

*Unit 1: Listening (25%)*

Assessed by listening examination (answers in English and the target language).

*Unit 2: Speaking (25%)*

Assessed by a speaking examination at the end of Year 11. Students will need to do a role-play, discuss a photo card and have a general conversation.

*Unit 3: Reading (25%)*

Assessed by reading examination (answers in English and the target language).

*Unit 4: Writing (25%)*

Assessed by written examination. Students need to do a structured writing task, an open-ended writing task and a translation into the target language.

### **Group Organisation:**

You will communicate using all four skills of listening, speaking, reading and writing.

Target language is used in lessons.

Use of Apps such as Duolingo and Memrise to support language acquisition.

Study of music and cultural topics specific to each language.

### **Course Books/Website/Apps:**

Viva digital book – Spanish

Use of Apps such as Duolingo and Memrise to support language acquisition

Study of music and cultural topics specific to each language

GCSE Bitesize

GCSE Revision guide



## **Subject: Art Textiles**

**Subject Leader: Miss Furnell**

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### **Course Content:**

**In GCSE Art Textiles, students explore a range of Textiles techniques before specialising in more individual styles of Textiles in their sustained project.**

#### **Component 1: Portfolio (60% of GCSE grade)**

**-workshop 1. Textile Portraits. Students will learn new processes and techniques, including dying, weaving and trapunto to create their quilted portrait.**

**-workshop 2. Fruit and Vegetables: fabric manipulation. Students will investigate shape and surface texture to create their own embellished textile outcomes**

**-Workshop 3. Shells: printmaking, underwater inspired headwear. Students will explore printing processes inspired by shells. They will experiment with a range of techniques in response to the theme under the sea. Taking inspiration from Selfridges 'washed up' exhibition, students will design and make their own underwater inspired head wear.**

**-Sustained project: Organic form. Students will begin their sustained project in which they will select the artists/designers that they wish to explore. They will continue with the project in year 11.**

#### **Component 2: Externally set assessment (40% of GCSE grade)**

**-Students complete a sustained project from one of the starting points provided by the exam board (AQA) which culminates in a 10 hour practical exam.**

### **Key Assessments:**

Portfolio work is assessed throughout the GCSE course. Each workshop and project is assessed individually. The portfolio is then assessed in its entirety at the end of the course.

Students sit a 5 hour practical mock exam to prepare them for their exam in year 11.

### **Group Organisation:**

Students are taught in mixed ability groups

### **Course Books/Website/Apps:**

[www.vam.ac.uk](http://www.vam.ac.uk)

[www.fashionmuseum.co.uk](http://www.fashionmuseum.co.uk)

[www.ftmlondon.org](http://www.ftmlondon.org)

[www.textileartist.org](http://www.textileartist.org)

[www.arttextilesmadeinbritain.co.uk](http://www.arttextilesmadeinbritain.co.uk)

pinterest

### **Additional Material/Equipment Required:**

Ring bound sketchbook (available to purchase from school)

Basic hand embroidery equipment (embroidery hoop, embroidery threads and needles)

Basic drawing materials, including: drawing and colour pencils, watercolour paints.

Natural calico (1 metre)