



**GEORGE
SPENCER
ACADEMY**

Our Year 10 Curriculum

A guide for parents and students

ETHOS OF EXCELLENCE

An introduction to our Year 10 Curriculum

Welcome to our Year 10 Curriculum booklet and thanks for taking the time to read and engage with this information. Year 10 is an exciting year as students begin to specialise in their option subjects and begin work in earnest on their GCSE or other level 2 courses.

The overall purpose of this booklet is to share our curriculum with parents so that you are more able to support your children with their learning. At George Spencer Academy, we pride ourselves on providing students with rich learning experiences through a creative and innovative curriculum. Our formal curriculum is built from sequences of topics and lessons which are designed to help students know more and remember more in each subject. Students learn better when they understand how lessons fit within their broader context and when they are able to make connections between and within their subjects. Parents can support their children by discussing this formal curriculum at home, and the information in this booklet will help you do this by summarising key topics and discussion points in each subject.

Alongside the formal curriculum, our wrap-around curriculum aims to provide a holistic approach to the development of each child. This includes Form time learning on topics such as well-being, learning strategies and values for life in modern Britain. It also includes opportunities for extending learning outside of the classroom, especially through reading texts, watching films or documentaries and visiting places of interest. As parents, your help with this is much appreciated and this booklet provides ideas for partnership learning at home which will usefully complement what is being taught in school.

Included in this booklet:

- A one-page curriculum summary with half-termly topics and allocated teaching hours in each subject;
- A list of ideas for students to read, watch and visit at home for each subject;
- A calendar of key curriculum dates;
- A page for each subject which includes an intent statement, links between and within subjects, half-termly topics, skills and key questions for discussion, plus information on how students will be assessed. Also included is information on revision guides and websites and on the exam specification being studied.

If you have any queries regarding our Year 10 curriculum, please contact Mrs L. Floate at lfloate3@george-spencer.notts.sch.uk . This booklet is also available in the Curriculum section of the school website if you wish to use the hyperlinks that are included in some places.

Our Year 10 Curriculum on one page

		HT1	HT2	HT3	HT4	HT5	HT6
English 5 hours a week for Lang and Lit combined	English Lang	Explorations in creative writing		Writers' Viewpoints and Perspectives		Speaking and listening NEA PPE preparation - Language Paper 2	PPE feedback and consolidation of Paper 2 skills
	English Lit	A Christmas Carol		Poetry Anthology		An Inspector Calls A Christmas Carol / Poetry Anthology revision	An Inspector Calls
Maths 5 hours a week	Maths	Number; Algebraic Manipulation	Solving Equations and Inequalities; Ratio and Proportion	Sequences; Perimeter Area and Volume; Basic Trig	Angle Properties and Constructions; Graphs; Measures	Measures continued; Probability Statistics	Revision for PPE and exam technique Feedback from PPE
Science Separate Science students have 5.5 hours of Science each week. Combined Science students have 4.5 hours of Science each week, plus an additional hour of either English or Maths.	Biology	Organisation	Infection and Response	Bioenergetics	Homeostasis and Response	Ecology REVISION / PPE	Organisation
	Chemistry	Bonding, structure and properties of matter Quantitative chemistry	Quantitative chemistry Chemical Changes	Chemical Changes Energy changes	The rate and extent of chemical change	Organic Chemistry	Organic Chemistry REVISION / PPE
	Physics	-Electric Circuits	-Electricity in the Home Particle Model of Matter	-Atomic Structure (Radioactivity) -Forces in Balance	-Forces in Balance -Motion	-Force and Motion -Forces and Pressure	Revision and PPEs
	Combined Science	Organisation Bonding Qualitative Chemistry	Infection and Immunity Electricity	Bioenergetics Chemical Changes Homeostasis and Response	Homeostasis and response Chemical Changes	Chemical analysis Chemistry of the atmosphere Particle model of matter Atomic structure	Revision and - Assessments
PE <i>This is a typical year. Activities and order of delivery may vary.</i>	PE 1 hour a week	Football	Fitness Suite	Badminton	Trampolining	Tennis	Softball
Options subjects	Option A 3 hours/ week Option B 2.5 hours a week Option C 3 hours/ week	Please see subject pages for details of course content.					
Personal Development	Personal Development Two 30-minute slots per week	Mental health	Financial decision making	Healthy relationships	Exploring influence	Addressing extremism and radicalisation	Preparing for work

English and option subjects are taught in mixed ability sets, apart from in Languages where there is some ability setting. Maths and Science are taught in ability-based sets. Personal development is taught in form time.

Read, watch and visit- supporting our Year 10 Curriculum at home

Here are some ideas to extend learning outside of the classroom in each subject. There are a lot, but students obviously only study some of these courses and they might want to focus on subjects of particular interest as they move towards post-16 study.

So that we can keep track of participation and reward excellent effort, please log activity at

https://docs.google.com/forms/d/e/1FAIpQLSfDxOAEh5snHt1hiih1JAjCRau-yG0WFJHQRKLhH82reIV28A/viewform?usp=sf_link

		Read	Watch	Visit
Core subjects	English Language	New York Times teen opinion pieces	Stacey Dooley Investigates (BBC iPlayer)	Your local Magistrates Court (language in action)
	English Literature	Complete Ghost Stories by Charles Dickens	The Man Who Invented Christmas (2017)	The Workhouse at Southwell
	Maths	The Curious Incident of the Dog in the Night-Time by Mark Haddon	Exam Techniques for GCSE Maths https://www.youtube.com/watch?v=izQGGG_5rAE	Thinktank Birmingham Museums
	Combined Science	The Physics Book: Big Ideas Simply Explained	Kurzgesagt Youtube Channel	Museum of Derby
	Biology	'Kay's Anatomy: A complete (and completely disgusting) guide to the human body	BBC Dynasties	Science museum, London- especially the medical exhibitions
	Chemistry	Stuff Matters -The Strange Stories of the Marvellous Materials that Shape Our Man-made World	Strange Materials	Catalyst Science discovery centre https://www.catalyst.org.uk/
	Physics	Atomic Women: The Untold Stories of the Scientists Who Helped Create the Nuclear Bomb by Roseanne Montillo	Veritasium Youtube Channel	Museum of Making (Derby) FREE
	PE	The Running Dream – Wendelin Van Draanen	The Game Changers	The Peak District – Monsal Trail
MFL	French	Le Petit Prince by Antoine de Saint-Éxupéry	Intouchables (Netflix)	The Christmas market in Lille
	Spanish	Enciclopedia de las Fiestas de España	Taco Chronicles (Netflix series)	National Maritime Museum (London)
Social Sciences	Geography	There is No Planet B by Mike Berners-Lee (2021)	Into the Wild	Holderness Coast
	History	Mark of the Plague by Kevin Sands	Elizabeth- a Golden Age	Thackray Museum of Medicine
	Philosophy	Life of Pi By Yann Martel	Comparison of the basics of Buddhism & Christianity	Nottingham/ Derby Cathedral
	Psychology	You Are Awesome by Matthew Syed	The Mind Explained, Netflix	National Justice Museum

		Read	Watch	Visit
Technology	Design Technology	Daydream pocket sized revision guide	Dyson Challenges Grand designs - Channel 4	The Museum of Making - Derby New Designers exhibition - London
	Fashion Textiles	Daydream pocket sized revision guide	Past and Present professionals- http://www.julieboyd.co.uk/lets-learn/past-present-professionals/	Fashion and Textiles museum
	Food Preparation and Nutrition	The Man Who Ate Everything by Jeffrey Steingarten The Way We Eat: Why Our Food Choices Matter by Peter Singer & Jim Mason	Masterchef https://www.bbc.com/future/bespoke/follow-the-food/ https://www.channel4.com/programmes/food-unwrapped	Cadburys World https://bluebelldairy.co.uk/
	Construction	Cool Architecture - Simon Armstrong How was that built - Roma Agrawal	Grand Designs	Sateba With permission - Any construction jobs being done on a house. With permission - A construction site
		Read	Watch	Visit
Creative Arts	Art	The Art book (and other books in series), Observational Drawing Tips https://www.studentartguide.com/articles/realistic-observational-drawings	What is a natural form? https://youtu.be/5bGIVeWDRA	Butterfly farm, Stratford https://www.butterflyfarm.co.uk/attraction/ - To collect photos
	Drama	Noughts and Crosses by Malorie Blackman	Examples of Theatre in Education 1 - 2 - 3	Playhouse Theatre Nottingham
	Music	Bach https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/teaching-and-learning-materials/Bach_Brandenburg_set_work_support_guide.pdf	Hairspray the Musical (2007)	Peggy's Skylight - Live jazz and kitchen Nottingham https://peggysskylight.co.uk
	Photography	How to take Stunning Digital Photography, Tony Northrup	Phlearn https://phlearn.com/playlist/30-days-of-photoshop/ ,	Open Eye Gallery, Liverpool
ICT, Business and Computing	Creative iMedia	https://www.theguardian.com/uk/film	Floyd Norman: An Animated Life	National space centre - campus tour
	Computer Science	Program Arcade Games - http://programarcadegames.com/	The Social Network	Bletchley Park
	Business Studies	A life in full flight by Michael O'Leary (CEO of RyanAir)	Learn from the Experts - Jeff Bezos, Amazon Founder (Amazon Prime)	Museum of Making - Derby
Sport and Health	GCSE PE	My Time by Bradley Wiggins	Remember the Titans	Holme Pierrepont National Water sports centre
	Health and Social Care	<i>When Breathe becomes Air</i> by Paul Kalanithi	Rio & Kate: Becoming a Step family iplayer	Florence Nightingale Museum
	Travel and Tourism	The Great British Bucket List: Utterly Unmissable Britain – Richard Madden	Around the World in 80 Days (Michael Palin)	Alton Towers
	Media Studies	Mojo Magazine The Observer	Cuffs (iPlayer)	National Science and Media Museum, Bradford

Key dates in our Year 10 Curriculum

Here is a list of key dates, all of which are designed to keep you informed about our curriculum and about how your child is progressing at George Spencer Academy. For other dates, such as term dates and INSET days, please see the school website or the student planner.

Thursday 08/09/22	Year 10 Information Evening
Week beginning 19/12/22	Assessment point 1 information available to parents
Thursday 30/03/23	Year 10 Progress Evening
Week beginning 17/04/23	Assessment point 2 information available to parents
Week beginning 19/06/23	Year 10 PPE (Pre-Public Examinations) begin
Week beginning 24/07/23	Assessment point 3 information available to parents

Assessment point information is collated by teachers three times a year and sent home to parents on paper; it is also available digitally through INSIGHT. It includes scores for effort and behaviour, any concerns over homework or deadlines, as well as a target grade and a predicted grade in each subject. The predicted grade is the GCSE grade that a teacher believes the student is most likely to achieve in that subject if they continue to make normal progress from this point up to the end of Year 11. Predictions are based on teacher assessments, including in-class tests and homework pieces.

Our Year 10 English Language Curriculum

Exam board information-
AQA

Resources for home study and revision-
Student Hub > English > GCSE > Exam Help
Study Guides available on sQUID, GCSE Pod

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of literature that teaches them something about the world they live in and supports both their academic achievement and their personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

Big Ideas in Year 10 English Language

How do great writers craft great writing, and how can we implement those skills into our own writing? Students will look at a range of texts and will analyse the methods writers use to create particular effects and influence their readers. They will also produce their own pieces of writing, both creative and transactional, allowing students to practise using a range of writing techniques and demonstrate creativity and originality. At the end of the year, students will have the opportunity to develop their oracy skills by delivering a presentation on a topic of their choice.

Making Connections

Our Year 10 language work builds on reading and writing skills developed in KS3, to allow students to become accomplished communicators. It also further develops precision in applying subject terminology and identifying writer's methods.

Our Year 10 English Curriculum builds towards GCSE English Language exams at the end of Year 11. This year introduces students to the papers and the key skills, building their confidence in approaching different texts so they are ready to revise and refine skills in Year 11.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Language: Paper 1: Explorations in creative writing - Paper 1 Section B	Language: Paper 1: Explorations in creative reading - Paper 1 Section A	Language Paper 2: Writers' Viewpoints and Perspectives - Section B	Language Paper 2: Writers' Viewpoints and Perspectives - Section A	PPE preparation - Language Paper 2	PPE feedback and Language: speaking and listening NEA
Knowledge	How to craft effective narratives and description, language terminology.	Language terminology, constructing detailed analysis.	Key features of effective persuasive writing.	Language terminology, strategies for analysing viewpoints and perspectives.	Key features of effective persuasive writing.	Key features of effective persuasive writing. Language terminology, strategies for analysing viewpoints and perspective
Skills	Developing creative writing: description and narrative.	Analysis of language, structure and writers' methods.	Writing non-fiction texts	Language analysis, comparing viewpoints and perspectives	Revision and practice of non-fiction writing and reading skills.	Speech writing and delivery. The art of writing to persuade.
Key questions	How do you write a successful description or narrative?	How do you analyse the language and structure of a text?	How do you write a successful non-fiction text?	How do you compare the viewpoint of different writers?	What do you need to do for each question on Paper 2?	How do you write a successful speech?
Assessment	Paper 1, Section B	Paper 1, section A	Paper 2, Section B	Paper 2, Section A	NEA Speaking and Listening	Paper 2 PPE (Full paper)
Cross Curriculum Connections						

Any questions? Please contact Miss M Wood: mwood@george-spencer.notts.sch.uk

Our Year 10 English Literature Curriculum

Exam board information- AQA

Resources for home study and revision: The student hub; BBC GCSE English Literature Bitesize; Collins study guides for both Lit and Lang available through sQUID, GCSE Pod

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of literature that teaches them something about the world they live in and supports both their academic achievement and their personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

Big Ideas in Year 10 English Literature

We will explore how literature is shaped by circumstances, authorship and intended audience in A Christmas Carol, Love and Relationships Poetry and An Inspector Calls. Our knowledge of historical and social contexts will be enhanced, as we make connections with the past through the texts we study. We will be active learners through the use of multimedia resources and begin to see connections between common literary themes.

Making Connections

Our Year 10 English Curriculum will build on existing skills of analysis, inference and deduction. We have begun a journey of literary appreciation in Years 7, 8 and 9 and have achieved an understanding and empathy with other cultures and people through exploring their life experiences.

Our Year 10 English Curriculum will give students an in-depth knowledge of key texts with an understanding of the context in which they were written. This will give them a focus on the examination skills required for PPEs in Year 11 and GCSE examinations.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	A Christmas Carol	A Christmas Carol	Poetry Anthology	Poetry Anthology	An Inspector Calls A Christmas Carol / Poetry Anthology	An Inspector Calls
Knowledge	Victorian context. Knowledge of characters and themes.		Poetry terminology Relationship contexts		Context knowledge for An Inspector Calls Knowledge of characters and themes.	
Skills	Literary analysis, understanding context.	Literary analysis, understanding context, essay writing	Literary analysis, understanding context.	Literary analysis, understanding context, comparative essay writing	Literary analysis, understanding context, exam skills	Literary analysis, understanding context
Key questions	Can we fully redeem our past actions or will they haunt us?	How successful is Dickens in presenting Victorian society?	Loss is the strongest emotion we feel. Discuss.	Human relationships rarely have no problems. Discuss	Are we responsible for other people?	Who is most to blame in the play for what happens to Eva?
Assessment	A Christmas Carol (extract only)	A Christmas Carol (extract and whole text)	Analysis of one poem from the collection	Poetry comparison essay	Knowledge retention quiz: Poetry and A Christmas Carol	PPE: A Christmas Carol and Anthology Poetry
Cross Curriculum Connections					English & Drama (HT5): dramatic structures: plot, character and social hierarchy	

Any questions? Please contact Miss M Wood: mwood@george-spencer.notts.sch.uk

Our Year 10 Mathematics Curriculum

Exam board information- AQA GCSE Mathematics Spec 8300.
Three exam papers. one non calculator, two calculator. Each exam is 1hr and 30 minutes long and is worth 80 marks.

Resources for home study and revision - Online revision using HegartyMaths. CGP revision guides available to purchase via sQuid.

We aim to develop all students into mathematicians who:

- Have a coherent framework of knowledge about the mathematical areas of Number, Algebra, Geometry and Measure, Probability and Statistics, Ratio and Proportion;
- Become fluent in the language of mathematics, have the ability to reason mathematically and have confidence in solving increasingly complex problems by applying a combination of mathematical skills to routine and non-routine problems with increasing sophistication;
- Understand the practical applications of mathematics.

Big Ideas in Year 10 Mathematics:

Our year 10 curriculum allows pupils to build on their KS3 knowledge by formalising key mathematical skills including fundamental number skills, algebraic convention and proportional reasoning. This is interwoven with opportunities for pupils to develop their problem solving and reasoning skills providing firm foundations as they head into their GCSEs.

Making Connections

Our Year 10 Mathematics Curriculum will build on the key GCSE core skills developed throughout KS3 where students have gained a fluency in numerical mathematical operations and have begun to develop reasoning skills which they have applied to areas such as shape and algebraic manipulation

Our Year 10 Mathematics Curriculum will build towards students' fluency in the fundamentals; utilising frequent practice to ensure they are able to reason mathematically, consolidate understanding of topics and apply that logic to problem solving in a variety of routine and non-routine problems.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Number Ratio and Proportion Algebra	Algebra Ratio and Proportion	Algebra Geometry and Measure Ratio and Proportion	Algebra Geometry and Measure Ratio and Proportion	Ratio and Proportion Geometry and Measure Statistics	Statistics
Knowledge	Number Algebraic Manipulation	Solving Equations and Inequalities Ratio and Proportion	Perimeter Area and Volume Basic Trig Sequences	Graphs Angle Properties and Constructions Measures	Measures continued... Probability Recap and Extension Statistics	QLA Response Teaching - Targeted retrieval of prior knowledge Scatter Diagrams Revision - retrieval or prior knowledge
Skills	Fractions, percentages, decimals; structure and calculation; Use and interpret notation	Finding unknowns, using graphs to solve; Scale factors and parts of a quantity.	Generating sequences and deducing expressions for sequences; Use formulae to calculate missing L,A,V. Use of trig ratios.	Using a compass. Finding missing angles in shapes and parallel lines; Constructing and reading graphs; compound measures.	Use standard units; Know and apply key formulae; Using protractor and compass; Identify properties and interpret plans	Use and interpret; scatter graphs, distributions of data, tables and charts; Predict, infer and conclude
Key questions	How do you turn a recurring decimal into a fraction? E.g. What is 0.4177777 as a fraction?	How do we solve a quadratic equation if we can't factorise it?	What makes an arithmetic sequence different from a geometric sequence?	How can you accurately construct a triangle with two 50 angles without a protractor?	What links the mass and volume of an object to its density?	What is the difference between correlation and causation?
Assessment	Based on HT1 topics. Interleaved with KS3 basic skills. Graded in line with GCSE.	Based on HT2 topics. Interleaved with KS3 basic skills. Graded in line with GCSE.	Based on HT3 topics. Interleaved with KS3 basic skills. Graded in line with GCSE.	Based on HT4 topics. Interleaved with KS3 basic skills. Graded in line with GCSE.	Based on HT5 topics. Interleaved with KS3 basic skills. Graded in line with GCSE.	PPE Assessments
Cross Curriculum Connections	Y10 D&T - HT1 - Core Theorem (links with SOH CAH TOA)	Chemistry - chemical equations Y10 Science HT2	Chemistry - Surface Area Structure and Bonding Y10 HT1	Science - Y9 Measures Art - Y9 HT4 - Figure Drawings Proportion linking with Construction Y10 - GCSE PE HT5 - Graph Skills Y10 D&T - Graph skills	Physics -Y10 Particle model of matter HT3 HT5 Motion Graphs. Y11 D&T - Statistics	Biology- Correlation Y10 HT4

Any questions? Please contact: Charlotte Kirkby Head of KS4 at Ckirkby@george-spencer.notts.sch.uk

Our Year 10 Combined Science Curriculum

Exam board information-

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Resources for home study and revision- CGP Revision guide, GCSE Pod, BBC Bitesize, Seneca

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum.

Big Ideas in Year 10 Combined Science

The human body has become specially adapted to function in the way it does today. You will learn about the brain and how the nervous system controls the body, how our body makes energy by respiration or protects against disease. Apply your knowledge of types of chemical reactions to in class practical's and build electrical circuits.

Making Connections

Our Year 10 Combined Science Curriculum will build on the organisation of tissues in animals studied in year 9 Science. In chemistry, we will use knowledge from KS3 reactions topic in chemistry both in theory and practical's.

Our Year 10 Combined Science Curriculum will build towards understanding our impact on the environment and how we can ensure that we are sustainable - leaving resources for future generations. We will be able to measure factors in an ecosystem and understand how forces affect our everyday lives

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Organisation Bonding Qualitative Chemistry	Infection and Immunity Electricity	Bioenergetics Chemical Changes Homeostasis and Response	Homeostasis and response Chemical Changes	Chemical analysis Chemistry of the atmosphere Particle model of matter Atomic structure	Revision and - Assessments
Knowledge	Principles of organisation Transport Systems Cells, Tissues, Organs & Organ Systems Different Types of bonding: ionic, covalent metallic Chemistry calculations e.g., Titration, Yield. Moles	Immune responses, Antibiotics, Vaccinations Resistance Physics calculations Circuits: series and parallel	Photosynthesis Respiration Exo/Endo thermic reactions	Nervous System Controlling blood sugar Menstrual cycle and contraception The reactivity series Electrolysis	Chromatography Testing for ions Evolution of the Earth's atmosphere Pollution Isotopes Density Latent and Specific Heat capacity Half Life	Retrieval of prior knowledge
Skills	Mathematical skills in chemistry Making observations and drawing conclusions	Calculating surface area in zone of inhibition Aseptic technique Evaluation skills Required Practical skills	Making observations and recording data Required Practical skills	Collecting data Variable Analysis of data	Graph skills Required Practical Skills	Utilising a variety of revision techniques
Key questions	How do substances that contain exactly the same element behave so differently?	How do our bodies protect us from communicable disease?	How can you wire a plug safely and use it in your home?	How do our bodies respond to hormones?	How has the Earth's atmosphere developed over time?	How do I know I have learnt something?
Assessment	GCSE Science Assessment 1	In class assessment	GCSE Science assessment 2	GCSE Science assessment 3	In class assessment	PPE Paper 1
Cross Curriculum Connections	Plotting coordinates in Maths, Year 9	Solving and rearranging equations Maths, Y10	Research Methods, Psychology Year 10	Data handling Maths, Year 8	Ecosystems, Geography Year 10	Proportion topic in maths, Year 10

Any questions? Please contact: Ms S.Torrance, storrance@george-spencer.notts.sch.uk

Our Year 10 Separate Science: Biology Curriculum

Exam board information-

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Resources for home study and revision-

CGP Revision guide, GCSE Pod, BBC Bitesize, Seneca

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum.

Big Ideas in Year 10 Biology

As humans we live in an ever-changing environment. You will learn how the body adapts to maintain optimal internal conditions (homeostasis), how both our hormones and nervous system are involved in various different processes to maintain life and protect against disease, and how key organs like the brain, eye and heart are adapted for their functions. You'll also get to explore how plants create their own glucose (photosynthesis), and are adapted to survive.

Making Connections

Our Year 10 Biology Curriculum will build on the cells, organisation of tissues in animals and plants and the human digestive system studied in year 9. Along with cell specialisation, health, and disease and bioenergetic studies at KS3.

Our Year 10 Biology Curriculum will build towards understanding adaptations, interdependence and competition in an ecosystem along with the importance of biodiversity. We will also consider genetics and reproduction and the implication of new technologies on our genetic and evolution.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Organisation	Infection and Response	Bioenergetics	Homeostasis and Response		Ecology B16 REVISION / PPE
Knowledge	The heart and blood vessels and cardiovascular disease Digestive System and Enzymes Respiratory System Plant tissues and plant organ systems	Health and disease The role of White blood cells Drug trials and development of medicines Monoclonal antibodies Plant disease	Cell biology Photosynthesis Respiration Health and Fitness	Coordination and control Nervous system Controlling blood sugar levels, water levels. The Brain - how we analyse the structure and function The Eye Menstrual cycle and contraception Control of water levels Control of Nitrogen		Ecosystems Competition Adaptations Food chains How to use a Quadrat/Transect Retrieval of prior knowledge
Skills	Surface area: volume ratios Dissection skills	Calculating surface area of zones of inhibition	Data interpretation for trends, using equipment	Collecting data, Measuring reaction time, problem solving	Plotting data points on a graph	Application of scientific principles to real life
Key questions	How are substances transported to and from the cells?	What are communicable diseases?	What factors affect the rate of photosynthesis?	What is homeostasis? Why are reflex actions so important?	What is the process behind temperature control in animals?	How could you find out how many beetles are in the Amazon Rainforest
Assessment	GCSE Biology Assessment 1	Public Health Campaign - Required Homework	GCSE Biology Assessment 2	GCSE Biology Assessment 3	Knowledge Organiser Retrieval Task	Biology PPE Paper 1
Cross Curriculum Connections	Technology - Term 1 Y10 Food and Nutrition Personal Development - HT4 - Y10 Healthy Lifestyle	Psychology - HT1 Y10 - Technology - FPN Term 1 Y9 - Maths - HT6		Psychology - HT3/4 Y10 -criminal psychology Maths -Graphs Y10 (HT4) Maths - Correlation Y10 HT6 Personal Development – Y10/11 relationships & Families		Geography - Term 1 Y10 Ecosystem

Any questions? Please contact Ms S Torrance, storrance@george-spencer.notts.sch.uk

Our Year 10 Separate Science: Chemistry Curriculum

Exam board information-

<https://www.aga.org.uk/subjects/science/gcse/chemistry-8462>

Resources for home study and revision-

CGP Revision guide, GCSE Pod, BBC Bitesize, Seneca

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum.

Big Ideas in Year 10 Chemistry

Imagine millions of chemical reactions happening all at once, how can you make sure each one of those is making as much product as possible? You will learn how to calculate exactly how much product you will make in a chemical reaction. How to alter the conditions of a reaction to make more product - if you make more product, you make more profit! Apply your knowledge of chemical reactions to practical skills in the classroom.

Making Connections

Our Year 10 Chemistry Curriculum will build on knowledge of different types of chemical reactions from KS3, for example, how the structure of the atom influences its ability to react (studied in Year 9).

Our Year 10 Chemistry Curriculum will build towards understanding how our need for resources impacts the Earth and how we can minimise this impact, studied in Year 11 Chemistry. It also allows us to prepare for a more sustainable lifestyle and why it is important that we conserve resources for future generations.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Bonding, structure and properties of matter Quantitative chemistry	Quantitative chemistry Chemical Changes	Chemical Changes Energy changes	The rate and extent of chemical change	Organic Chemistry	Organic Chemistry REVISION / PPE
Knowledge	The 3 types of bonding - ionic, covalent and metallic Properties of ionic, covalent and metallic bonding Quantitative Chemistry: calculating formula mass, % of an element in a compound Limiting reactants Reacting Masses The Mole	Reactions of Acids The reactivity series and extracting metals Reactions of metals	Reactions of Acids The reactivity series and extracting metals Reactions of metals Electrolysis Electrolysis of Aqueous solutions Exothermic and endothermic reactions Reaction profiles Measuring energy changes Bond energy calculations Chemical cells and Fuel Cells	Factors that affect the rate of reaction e.g. concentration, surface areas, temperature and a catalyst Reversible reactions What is meant by a dynamic equilibrium and factors that can affect the equilibrium.	Carbon compounds as fuels and feedstock Reactions of Alkenes, Alcohols and other organic compounds. Synthetic and naturally occurring polymers Organic Chemistry Retrieval of prior knowledge	Reactions of Alkenes, Alcohols and other organic compounds. Synthetic and naturally occurring polymers Organic Chemistry Retrieval of prior knowledge
Skills	Interpreting cooling curves Calculating surface area and volume	Calculating masses	Observing temperature changes in chemical reactions	Plotting data points on a graph	Interpreting patterns in data	Problem solving
Key questions	How do substances that contain exactly the same element behave so differently?	Why do some substances react with air and water but others do not?	Why do some chemical reactions release heat?	How can I speed up a chemical reaction?	How might burning fossil fuels affect the environment?	How can chemical tests identify unknown substances in a mixture?
Assessment	GCSE Chemistry Assessment 1	Assessed homework	GCSE Chemistry Assessment 1	GCSE Chemistry Assessment 1	Assessed homework	PPE Paper 1
Cross Curriculum Connections	Computer Science - HT1 Y10 Computer Hardware Maths - HT3 Y10 Perimeter Area and Volume	Maths - HT2 Y10 Solving Equation		Psychology - HT2 Y10 Graphs and charts Maths - HT3 Y11 Gradients and Rates of change	Technology - Term 1 Y10 Structures and forces (Polymers)	Computer Science - HT1 Y10 Computer Hardware Maths - HT3 Y10 Perimeter Area and Volume

Any questions? Please contact Ms S Torrance, storrance@george-spencer.notts.sch.uk

Our Year 10 Separate Science: Physics Curriculum

Exam board information-

[AQA Physics \(8463\)](#)

Resources for home study and revision-

CGP Revision guide, GCSE Pod, BBC Bitesize, Seneca

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum.

Big Ideas in Year 10 Physics

The Year 10 Physics course will allow you to explore elements of Physics from the very small; subatomic level to the very large; forces which govern our Universe. We will answer questions such as 'Where is the most radioactive place on Earth?'

Making Connections

Our Year 10 Physics Curriculum will build on ideas about atomic structure and the Periodic table studied in Year 9 Chemistry, relationships between speed, distance and time from Forces and Motion studied in Key Stage 3.

Our Year 10 Physics Curriculum will build towards topics studied in A level Physics such as Mechanics through application of the equations of motion, creating and interpreting graphs of motion. Concepts studied in Year 10 will also apply to Nuclear and Particle Physics studied at the end of Year 12 A level Physics.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Electricity	Electricity Particle Model of Matter Atomic Structure	Atomic Structure Forces	Forces		Pressure P11 REVISION / PPE
Knowledge	What is Resistance? Calculating resistance Circuits: series and parallel, symbols. National Grid Electricity in the home	Power - what is it and how do we calculate it? Density of materials Internal Energy and changes of state Specific Latent Heat Particle motion in gases The current model of an atom Isotopes and nuclear radiation Nuclear equations Half Life Background radiation and contamination Fission & Fusion	The current model of an atom Isotopes and nuclear radiation Nuclear equations Half Life Background radiation and contamination Fission & Fusion	Contact and noncontact forces Weight, Mass and Gravity Calculating force Force and Elasticity Moments Acceleration DT and VT Graphs Terminal Velocity Newton's Laws of Motion Momentum and change in momentum		Fluid Pressure Upthrust and atmospheric pressure Retrieval of prior knowledge
Skills	Calculating percentage difference and resolution	Measuring volume using alternative methods	Changing models using evidence	Rearranging equations, multi-step calculations	Equations of motion, interpreting graphs	Utilising a variety of revision techniques
Key questions	What actually is electricity?	How reliable are fossil fuels for our future energy needs?	Why are things radioactive and is radioactivity as bad as the media reports?	How do gymnasts stay on a balance beam?	Describe the motion of a skydiver in freefall	How do I know I have learnt something?
Assessment	Physics GCSE Assessment 1	HT2 Electric Circuits	Physics GCSE Assessment 2	Physics GCSE Assessment 3	HT5 Forces	PPE Paper 1
Cross Curriculum Connections	Technology - Term 2 Y10 Mini NEA	Maths - HT5 Y10 Probability	Maths / graph interpretation and calculation of speed Year 9 HT2 / Yr 10 HT3 Maths / Vectors, forces and motion Year 12 HT2	Maths / graph interpretation and calculation of speed Year 9 HT2 / Yr 10 HT3 Maths / Vectors, forces and motion Year 12 HT2 Technology - Term 2 Y10 Mini NEA		Maths - HT5 Y10 Probability

Any questions? Please contact Ms S Torrance, storrance@george-spencer.notts.sch.uk

Our Year 10 History Curriculum

Exam board information- GCSE History follows the Edexcel course with units on Medicine in Britain, Early Elizabethan England, the American West and Weimar/Nazi Germany.

Resources for home study and revision- we recommend the CGP revision guide series. There are extensive resources on the History pages of the Student Hub, <https://sites.google.com/george-spencer.notts.sch.uk/history/gcse>

We aim to develop all students into historians who:

- Have a coherent framework of knowledge about the history of the local area, of Britain and of the wider world;
- Have the ability to deploy historical skills, including analysis, investigation, communication and evaluation of interpretations;
- Have a passion for learning about the past and understanding how this can help us make sense of our own identity and place in the world.

Big Ideas in Year 10 History

In Year 10 we start looking into some of the key moments in British (and World) History. From the medical developments made under pressure in the First World War in Medicine Through Time, the first English voyages of discovery under Elizabeth's reign and the key victory against the Spanish Empire in 1588. We also look at the birth of America with its sad struggle between the native Plains Indians and the ever-growing amount of white settlers - a struggle which has gone on to define the USA (and our relationship with them) today.

Making Connections

Our Year 10 History curriculum will build on key extended writing skills pupils learned during Years 7-9 as well as their knowledge of some key periods of British History. Students will learn more about the Renaissance and its global impact, the Tudor Period and the devastating medical impact of the First World War.

Our Year 10 History curriculum will build towards developing the key GCSE skills they will need as they move into Year 11. In particular they will build up detailed causation analysis skills as well as the ability to explain how a source can be considered useful. Both of these are key for when they study the Weimar and Nazi Germany unit in Year 11.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Medicine Through Time: 1250-1700	Medicine Through Time: 1700-2015 and Medicine in WW1	Elizabethan England: Challenges to Elizabeth's Power	Life in Elizabethan England American West: Unit 1	American West: Destruction of the Plains Indians	American West: White Settlement on the Plains
Knowledge deepened and skills developed	<u>Describe:</u> Medieval Medicine Renaissance Medicine 18th-19th C Medicine <u>Explain</u> Medieval Medicine Renaissance Medicine 18th-19th C Medicine <u>How far do you agree</u> Medieval Medicine Renaissance Medicine 18th-19th C Medicine	<u>Describe</u> 18th-19th C Medicine Modern Medicine <u>Give two features</u> Medicine on the Western Front <u>Source Skills</u> Medicine on the Western Front <u>Explain</u> 18th-19th C Medicine Modern Medicine <u>How far do you agree</u> 18th-19th C Medicine Modern Medicine	<u>Give two features</u> Elizabeth I comes to power Challenges at home and abroad Life in Elizabethan England <u>Explain why</u> Elizabeth I comes to power Challenges at home and abroad Life in Elizabethan England <u>How far do you agree</u> Elizabeth I comes to power Challenges at home and abroad Life in Elizabethan England <u>Source Skills</u> Medicine on the Western Front	<u>Give two features</u> Elizabeth I comes to power Challenges at home and abroad Life in Elizabethan England <u>Explain why</u> Elizabeth I comes to power Challenges at home and abroad Life in Elizabethan England <u>How far do you agree</u> Elizabeth I comes to power Challenges at home and abroad Life in Elizabethan England Destruction of the Narive American way of life White Settlers <u>Write a narrative account</u> Destruction of the Narive American way of life White Settlers <u>Explain the importance of...</u> Destruction of the Narive American way of life White Settlers	<u>Give two consequences</u> Destruction of the Narive American way of life White Settlers <u>Write a narrative account</u> Destruction of the Narive American way of life White Settlers <u>Explain the importance of...</u> Destruction of the Narive American way of life White Settlers	<u>Give two consequences</u> Destruction of the Narive American way of life White Settlers Law and Order <u>Write a narrative account</u> Destruction of the Narive American way of life White Settlers Law and Order <u>Explain the importance of...</u> Destruction of the Narive American way of life White Settlers Law and Order
Key questions	Why was there so little development in medicine?	How did medical treatment change in WW1?	Why did England and Spain not get along in 1588?	Was Elizabethan England a 'golden age'?	What happened to the Plains Indians during colonisation?	How did white migration impact America 1835-1895?
Assessment	Medicine Through Time: Paper 1 - Part Paper (Part B)	End of Unit Test (Medicine Through Time)	Elizabethan England (Paper 2: Q3/4 Practice)	End of Unit Test (Elizabeth)	American West (Paper 2: Q3/4) - 25 minutes.	Year 10 PPE (Paper 1)
Cross Curriculum Connections	Philosophy Y10 HT1 Catholic/Protestant changes Philosophy HT2 Y11 Religion, Peace and Conflict	English Y11 Summer term 2, welfare state Photography - Y11 Term 1 - Source Skills	Psychology: Year 10, Term 2: Psychological Problems	English Y9 Spring term 2, Elizabethan England		

Any questions? Please contact Miss Coell-Pemberton, scoell@george-spencer.notts.sch.uk

Our Year 10 Geography Curriculum

Exam board information- AQA GCSE Geography

- Living with the Physical Environment (35%)
- Challenges in the Human Environment (35%)
- Geographical skills and issue evaluation (30%)

Resources for home study and revision-

- My Revision Notes: AQA GCSE (9-1) Geography

We aim to develop all students into geographers who:

- Have a detailed knowledge of places, human and physical processes and the relationships between them at local, national and global scales;
- Develop and apply the skills of geographical enquiry including fieldwork, numerical skills, data analysis, evaluation and effective written and verbal communication;
- Have an awareness and understanding of being a global citizen including environmental futures, diversity and sustainability.

Big Ideas in Year 10 Geography

Deforestation is good for the economy, farming takes place in the desert, there are benefits to living in overcrowded slums, people cause severe flooding - the first year of GCSE Geography explores ecosystems, urban environments and coasts and rivers in the UK and allows students to be surprised by the world in which they live. How people interact with nature is not always as it seems.

Making Connections

Our Year 10 Geography Curriculum will build on knowledge and skills acquired in Year 9 in order to explore relationships between humans and the physical environment. Learning about challenges of living in the Middle East links to Hot Deserts and globalisation links to the importance and connections of global cities.

Our Year 10 Geography Curriculum will build towards students being aware of the demands of exam questions, a variety of geographical skills, using examples and case studies and making links between places they have studied. Having a good understanding of UK cities, they will delve further into economic change in the UK.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Living World- Ecosystems Living World- Tropical Rainforests Living World- Hot deserts		Urban issues and challenges - UK cities Urban issues and challenges - Global urbanisation Urban issues and challenges - Mumbai Urban fieldwork prep and follow-up		Physical Landscapes- Rivers Physical Landscapes- Coasts River fieldwork prep and follow-up Challenge of resource management - global overview Challenge of resource management - UK overview	
Knowledge	Physical geography - global atmospheric circulation and impact on climate zones and biomes	Human geography - strategies that are used to combat desertification	Locational knowledge - understanding the distribution of UK cities	Place knowledge - issues faced by people living in squatter settlements in Mumbai	Physical geography - geomorphic processes operating at the coast	Human geography - the importance of basic resources to both social and economic well-being
Skills	Graphical skills	Cartographic and statistical skills	Numerical skills Command words	Urban fieldwork Command words	Cartographic skills Graphical skills	Cartographic skills Fieldwork
Key questions	How do tropical rainforests provide economic opportunities?	Why is desertification so problematic?	How does urbanisation vary across the world?	Why do coastlines need different management strategies?	What can be done to prevent river flooding?	How are key resources distributed across the world?
Assessment	Tropical rainforests topic assessment	The Living World unit assessment	Global urbanisation topic assessment	Urban Issues and Challenges unit assessment	Coastal landscapes topic assessment	Year 10 PPE
Cross Curriculum Connections	Link to Science: Year 9, Term 1		Link to Travel and Tourism: Year 10, Term 2	Link to Psychology: Year 11, Term 2		

Any questions? Please contact Miss McCool, cmccool@george-spencer.notts.sch.uk

Our Year 10 Philosophy Curriculum

Exam board information - The exam board for Philosophy and Ethics at GCSE is the AQA A Religious Studies specification with pupils studying Christianity and Buddhism as the two main religions in the course. The two terminal exams are each worth 50% of the overall grade.

Resources for home study and revision - The recommended revision guide is AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide by Marianne Fleming.

We aim to develop all students into philosophers who:

- Develop knowledge of different belief systems and behaviours of people in the UK and worldwide while understanding similarities and differences through the idea of diversity;
- Build the skills of analysis, empathy and debate while being able to showcase our own philosophical and ethical views in a respectful manner;
- Develop a passion and awareness of the big and small issues of life in a personal and global perspective, so we can be informed to make wise and ethical choices as a global citizen on a daily basis.

Big Ideas in Year 10 Philosophy

In order to decode the world around us, it is imperative we understand the myriad of contrasting beliefs held by different societies and communities. Through in-depth studies of Christianity and Buddhism students will consider how religion influences people's day-to-day lives through worship, rituals, rules and festivals and the role of religious groups in the local and global community.

Making Connections

Our Year 10 Philosophy Curriculum will build on the knowledge of major world religions learnt during KS3 by deepening pupils' understanding of the beliefs, teaching and practices of Buddhism and Christianity. It will also further develop extended writing skills as pupils practise written explanation and evaluation.

Our Year 10 Philosophy Curriculum will build towards the knowledge and skills in year 11 by providing a foundation of knowledge about Buddhist and Christian beliefs and practices. These will be vital in understanding the different viewpoints held by these religions on ethical themes like war, abortion, euthanasia and crime.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Christianity & Buddhism: Beliefs and Teachings			Christianity & Buddhism Practices		
Knowledge	Knowing the core beliefs of Christians and Buddhists and how they impact the lives of followers			Understanding how Buddhists and Christians live out their faith on a day-to-day basis.		
Skills	Comparing Argumentative writing Comprehension Understanding Evaluating					
Key questions	How can people reach Enlightenment?	What is the nature of God?	What are different Christian beliefs about life after death?	How does worship compare in Buddhism and Christianity?	How do Buddhists and Christians mark significant events?	What is the role of Christianity in the global and local community?
Assessment	Buddhism 24 mark in-class assessment	Part 5 12 mark evaluation essay, Christianity	Christianity 24 mark in-class assessment	Practices - Buddhism 24 mark in-class assessment	Practices - Part 5 12 mark evaluation essay, Christianity	PPE - Full Paper 1
Cross Curriculum Connections	Link to History year 10 Spring term HT1 - Catholic/Protestant changes	Link to History year 9 Autumn HT2 - Jews and the Holocaust, Persecution	Link to French and Spanish Year 11 Autumn HT3 - Charity and voluntary work			

Any questions? Please contact Mr Green, sgreen@george-spencer.notts.sch.uk

Our Year 10 Psychology Curriculum

Exam board information- OCR GCSE Psychology

- Studies and applications in psychology 1., is 50% of the exam (criminal psychology, development, psychological problems, research methods)
- Studies and applications in psychology 2., is 50% of the exam (social influence, memory, sleep and dreaming, research methods)

Resources for home study and revision- All of the lesson resources can be found on the school google classroom -

The revision guide [My Revision Notes: OCR GCSE Psychology by Mark Billingham](#) is also recommended.

We aim to develop all students into psychologists who can:

- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in the range of required modules and be able to apply this to a range of contexts;
- Build skills in the analysis and evaluation of psychological concepts, theories, research studies and research methods;
- Appreciate the range of influences on human behaviour, and how an interactionist approach is needed to provide full explanations.

Big Ideas in Year 10 Psychology

By taking GCSE Psychology, each student will be introduced to a broad range of psychological theories and studies which will allow them to understand themselves and others better. The topics that are taught in Year 10 provide students with a psychological understanding of how to explain a wide range of everyday social behaviours including how the mindset that we hold can be related to the academic progress we make and how our brain develops throughout the different stages in our life. We also look at important social issues such as the causes of criminal behaviour and the role of punishment and rehabilitation in the criminal justice system as well as developing an understanding of how mental health problems affect both the individual sufferer and wider society.

Making Connections

Our Year 10 Psychology Curriculum will build on knowledge and skills acquired in KS3 Science relating to planning and carrying out scientific investigations including the importance of hypothesis writing and identifying and controlling variables. These scientific aspects will be considered within each of the psychological key studies covered within the specification.

Our Year 10 Psychology Curriculum will build towards developing further evaluation skills and demonstrating the ability to identify and discuss the limitations and weaknesses within a piece of psychological research or theory. Psychological theories and studies from across the specification will be compared to be able to answer synoptic examination questions.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Developmental psychology & research methods	Developmental psychology & research methods	Criminal psychology & research methods	Criminal psychology & research methods	Psychological problems & Research methods	Psychological problems & research methods
Knowledge	Understanding the difference between a theory and research e.g. Piaget's stages of development and Piaget's 3 Mountain Task.. How we change and develop across our lifetime e.g. brain development and function How thinking affects learning and progress.	How children learn in schools. Describing theories and studies	Crime as a social construct. Courtroom behaviour and eyewitness testimony. Appropriateness and effectiveness of punishments and rehabilitation strategies. Understanding measurements e.g. official crime statistics and self-report. Describing theories and studies	Crime as a social construct. Why people commit crimes Courtroom behaviour and eyewitness testimony. Understanding measurements e.g. official crime statistics and self-report. Describing theories and studies	Understand how psychological research is conducted, including the role of scientific method and data analysis	Developing evaluation skills through use of counter-arguments. Writing psychological essays Analysing appropriateness and effectiveness of psychological treatments e.g. anti-psychotics Revision skills Understand how psychological research is conducted, including the role of scientific method and data analysis Designing & conducting research investigations, practically & in the form of exam questions
Skills	Describe, apply and evaluate theories and studies.				Planning, doing & analysing research	
Key questions	How is our development affected by our mindset? What methods do psychologists use when they conduct research?	How can we become better learners? How can we tell if psychological research is useful?	Is the cause of criminal behaviour social or biological?	How can we treat criminals or prevent them from committing more crimes?	What are the types and causes of psychological problems?	What are the treatments available for psychological problems?
Assessment	End of topic test (past exam paper)					Year 10 PPE- exam paper 1
Cross Curriculum Connections	BTEC childcare - stages of development	BTEC childcare - stages of development	GCSE Biology - the nervous system	GCSE Biology - the nervous system	GCSE Biology - the nervous system	GCSE Science - how to conduct research

Any questions? Please contact - Ms S Wright - swright@georgespencer.notts.sch.uk

Our Year 10 French Curriculum

Exam board information- AQA GCSE French	Resources for home study and revision- CGP AQA GCSE French revision guide and workbook Quizlet GCSE resources (www.quizlet.com) www.senecalearning.com
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To develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing;
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary;
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 10 French

In Year 10 French we develop and enhance both our linguistic capabilities and cultural awareness through studying topics including Travel and Tourism, Customs and Festivals, Technology, and Marriage and Partnerships. We develop the skills needed in order to be successful in responding to GCSE style questions, including photo cards and role plays in speaking, and writing at length using multiple tenses and complex structures. We also deepen our cultural understanding in learning how to talk about festivals and family life in French speaking countries.

Making Connections

Our Year 10 French Curriculum builds on the grammar foundations which have been well established in earlier years, including using 3 or more tenses accurately and use of complex structures, but in new contexts. We revisit the Key Stage 3 topics of holidays and family relationships (marriage and partnership), but at a more advanced level, in order to ensure students are able to answer GCSE questions about these topics, as well as other new topics such as Career Choices.

Our Year 10 French Curriculum will build towards students developing the key skills needed in order to be successful when responding to GCSE questions in all 4 skill areas of listening, speaking, reading and writing. Students will also widen their vocabulary knowledge and develop their skills in application and manipulation of key grammar points.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Travel and tourism	Travel and Tourism/ Customs and festivals	Customs and Festivals/ Education Post-16 & Career Choices and Ambitions	Education Post-16 & Career Choices and Ambitions	Food, Eating Out, and Healthy/unhealthy living	Healthy/unhealthy living/ PPE preparation
Knowledge	<u>Vocabulary:</u> Countries/destinations, accommodation, transport, activities, weather, sequencing conjunctions, opinion verbs, prepositions <u>Grammar:</u> Present tense, perfect tense, imperfect tense, near and simple future tenses, subordinate clauses, 'if' clauses, après être/avoir phrases <u>Phonics:</u> Consolidation of key sounds from KS3	<u>Vocabulary:</u> Countries/destinations, accommodation, transport, activities, weather, sequencing conjunctions, opinion verbs, prepositions <u>Grammar:</u> Present tense, perfect tense, imperfect tense, near and simple future tenses, subordinate clauses, 'if' clauses, après être/avoir phrases <u>Phonics:</u> Consolidation of key sounds from KS3	<u>Vocabulary:</u> types of festival, daily routine verbs, celebration activities, sequencing conjunctions <u>Grammar:</u> Perfect tense, perfect tense of reflexive verbs, imperfect tense, subordinate clauses <u>Phonics:</u> Consolidation of key sounds from KS3	<u>Vocabulary:</u> post- 16 options, jobs, personality adjectives <u>Grammar:</u> near future tense, simple future tense, 'if' clauses, 'when' clauses, subordinate clauses, infinitive constructions, ce qui/que <u>Phonics:</u> Consolidation of key sounds from KS3	<u>Vocabulary:</u> Types of food and drink, frequency words, adjectives, restaurant, lifestyle verbs <u>Grammar:</u> Present tense, partitive article, direct object pronouns, modal verbs, infinitive constructions, negative form, imperfect tense conditional tense <u>Phonics:</u> Consolidation of key sounds from KS3	<u>Vocabulary:</u> Types of food and drink, frequency words, adjectives, restaurant, lifestyle verbs <u>Grammar:</u> Present tense, partitive article, direct object pronouns, modal verbs, infinitive constructions, negative form, imperfect tense conditional tense <u>Phonics:</u> Consolidation of key sounds from KS3
Skills	Using sequencing words and phrases Developing complexity in writing Literary text	Concise and accurate responses Narrating a past event Literary text	Using 'if' sentences accurately, Literary text Using the future tense confidently	Using 'if' sentences accurately. Literary text. Using the future tense confidently	Using negative structures Using contrasting tenses	Revisiting key language Extending sentences
Key questions	Can I talk about my holidays in present, past and future tense?	Can I give justified opinions about French festivals?	Can I use the future tense to talk in depth about my future plans for work and study?	Can I discuss the positives and negatives of going to university?	Can I take part in a role play conversation in a restaurant?	Can I talk about positive and negative aspects of marriage?
Assessment	1. Writing – 40 word paragraph	1. Writing 2. Listening	1. Speaking - photo card 2. Reading and translation	1. Writing 2. Listening	1. Speaking 2. Reading and translation	PPE - listening, speaking, reading, writing
Cross Curriculum Connections		History Y8 Spring 2 - Napoleonic titanic	Personal Development - Y9 HT2 - Setting Goals Personal Development - Y11 HT2 Next Steps			

Any questions? Please contact Miss Khirodhur - rkhirodhur@george-spencer.notts.sch.uk

Our Year 10 Spanish Curriculum

Exam board information
AQA GCSE Spanish

Resources for home study and revision-
-CGP Revision guides and books.
-Collins Revision guides

To develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing;
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary;
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 10 Spanish - *“A different language is a different vision of life”* - **Federico Fellini**

As you continue your language journey into GCSE Spanish, you will continue to develop in all four skill areas (reading, writing, listening and speaking). We will not only develop and enhance our linguistic capabilities but also cultural awareness through studying topics such as Travel and Tourism, Customs and Festivals, Career Choices and Marriage and Partnerships that will also allow us to gain a real cultural understanding of life in Spanish speaking countries. We will also develop the skills needed in order to be successful in responding to GCSE style questions, including photo cards and role plays in speaking, and writing at length using multiple tenses and complex structures.

Making Connections

Our Year 10 Spanish Curriculum will build on the wealth of grammatical structures and vocabulary that students have studied during Key Stage 3. Students will continue to build upon topics such as Family and Friends and Free Time and continue to use three tenses in a range of more complex activities in order to practise all four skills of the GCSE exam.

Our Year 10 Spanish Curriculum will build the key skills needed in order to be successful when responding to GCSE questions in all 4 skill areas of listening, speaking, reading and writing. Students will also widen their vocabulary knowledge and develop their skills in application and manipulation of key grammar points, which will be needed when responding to GCSE questions on a wide range of topics.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Travel and tourism	Travel and Tourism/ Customs and festivals	Customs and Festivals/ Education Post-16 & Career Choices and Ambitions	Education Post-16 & Career Choices and Ambitions	Food, Eating Out, and Healthy/unhealthy living	Marriage and partnerships/ PPE preparation
Knowledge	<u>Vocabulary:</u> countries, transport, accommodation, weather, frequency words, activities <u>Grammar:</u> present tense, preterite tense, imperfect tense, near future tense, simple future tense, infinitive constructions <u>Phonics:</u> Consolidation of sounds taught at KS3	<u>Vocabulary:</u> countries, transport, accommodation, weather, frequency words, activities <u>Grammar:</u> present tense, preterite tense, imperfect tense, near future tense, simple future tense, infinitive constructions <u>Phonics:</u> Consolidation of sounds taught at KS3	<u>Vocabulary:</u> festivals, daily routine verbs, adjectives <u>Grammar:</u> present tense, preterite tense, imperfect tense, reflexive verbs in present and preterite, soler + infinitive, impersonal 'se' <u>Phonics:</u> Consolidation of sounds taught at KS3	<u>Vocabulary:</u> jobs, post-16 options <u>Grammar:</u> infinitive constructions, near future tense, simple future tense, subordinate clauses, complex opinion verbs, 'if' clauses, perfect tense, conditional tense <u>Phonics:</u> Consolidation of sounds taught at KS3	<u>Vocabulary:</u> types of food/drink, adjectives, frequency words <u>Grammar:</u> present tense, opinion verbs, subordinate clauses, preterite tense, adjectival agreement, near future tense, direct object pronouns <u>Phonics:</u> Consolidation of sounds taught at KS3	<u>Vocabulary:</u> types of food and drink, lifestyle verbs, frequency words, body parts <u>Grammar:</u> present tense, comparatives, modal verbs, conditional tense, negative form, present subjunctive <u>Phonics:</u> Consolidation of sounds taught at KS3
Skills	Using sequencing words and phrases Developing complexity in writing Literary text	Concise and accurate responses Narrating a past event Literary text Authentic resources	Using 'if' sentences accurately Literary text Using the future tense confidently	Using 'if' sentences accurately Literary text Using the future tense confidently	Using negative structures Using contrasting tenses	Revisiting key language Extending sentences
Key questions	Can I talk about my holidays in present, past and future tense?	Can I give justified opinions about French festivals?	Can I use the future tense to talk in depth about my future plans for work and study?	Can I discuss the positives and negatives of going to university?	Can I take part in a role play conversation in a restaurant?	Can I talk about positive and negative aspects of marriage?
Assessment	1. Writing – 40 word paragraph	1. Writing 2. Listening	1. Speaking - photo card 2. Reading and translation	1. Writing 2. Listening	1. Speaking 2. Reading and translation	PPE - listening, speaking, reading, writing
Cross Curriculum Connections		Art Y9 Summer 1 and 2 - Day of the Dead				

Any questions? Please contact Miss J Webb (Head of Spanish) jwebb@george-spencer.notts.sch.uk

Our Year 10 Design and Technology

Exam board information- Design and Technology [AQA 8552](#)

Resources for home study and revision- Google Classroom / [GCSEpod](#)

We aim to develop students of Design and Technology who:

- Have a coherent framework of knowledge about past and present design, understanding it's impact on daily life and the world around them;
- Develop the skills needed to design and make prototypes that solve real and relevant contexts;
- Benefit from the opportunity to develop creative, technical and practical expertise.

Big Ideas in Year 10 Design and Technology *"The role of the designer is that of a good, thoughtful host anticipating the needs of his guests."* – Charles Eames. In Y10, you will develop your core, specialist and designing and making principles theory in order to manufacture quality prototypes to meet the needs of others. You will develop a deeper knowledge about one or more material areas and become more independent when designing, development and manufacturing.

Making Connections

Our Year 10 Design and Technology will build on the skills and knowledge and problem-solving based projects at KS3. Students will develop a further insight into core, specialist and designing and making principles.

Our Year 10 Design and Technology Curriculum will build towards developing knowledge and skills in both theory and practical environments. Students will develop practical skills using multi materials. They will further gain knowledge of iterative design, core, specialist and designing and making principles into Year 11.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Core Technical Principles. Specialist Technical Principles (Timbers) Project / Practical work: Design Ventura.		Core Technical Principles. Specialist Technical Principles (Timbers) Designing and Making principles Project / Practical work: Treat dispenser and the work of others.	Core Technical Principles. Specialist Technical Principles (Timbers) Designing and Making principles Project / Practical work: Design portfolio - Nature and the Environment.	Core Technical Principles. Specialist Technical Principles (Timbers) Designing and Making principles Project / Practical work: Design portfolio - Nature and the Environment.	Core Technical Principles. Specialist Technical Principles (Timbers) Designing and Making principles Non Examined Assessment (NEA): Begin the NEA - 50% of GCSE
Knowledge	Investigation, primary and secondary data Forces and stresses Materials and their working properties (textiles and timbers) Design strategies Communication of design ideas Specialist techniques and processes (timbers)	Design strategies Prototype development Materials and their working properties (Papers and Boards, Metals and Polymers) Specialist techniques and processes (timbers)	The work of others Design strategies Communication of design ideas New and emerging technologies Energy generation and storage Developments in new materials	Specialist tools and equipment (timbers) Specialist techniques and processes (timbers) Developments in new materials Systems approach to designing Mechanical devices	Ecological and social footprint Scales of production Selection of materials or components Sources and origins	Specialist tools and equipment Specialist techniques and processes
Skills	Iterative design strategies Product analysis Design communication	Design communication Computer Aided Design Computer Aided Manufacture Use of tools & equipment	Design communication Manufacturing quality products Cutting, shaping, smoothing, finishing, forming and deforming Use of tools & equipment Computer Aided Design Computer Aided Manufacture	Investigation, primary and secondary data Environmental, social and economic challenge The work of others Communication with a client	Iterative design strategies Design communication Communication with a client Development Prototyping and modification Evaluation Design strategies Communication of design ideas Prototype development Specialist techniques and processes Surface treatments and finishes	Investigating problems Primary and secondary research. Communication with a client Identifying a problem
Key questions	What is triangulation? What are the different forces?	What properties of materials make them suitable for purpose?	What is a design context? Why do we analyse the work of others?	What is a design brief and specification?	What is the difference between a client need & want?	Why do we develop prototypes? Why do we evaluate?
Assessment	Google forms weekly tests. Core theory final assessment. Design Ventura final assessment. P4L teacher assessment.	Google forms weekly tests. Specialist theory final assessment. Treat dispenser practical teacher assessment. P4L teacher assessment.	Google forms weekly tests. Mini NEA teacher assessment. P4L teacher assessment.	Google forms weekly theory assessment tests.	PPE Google forms weekly tests. Design & make theory final assessment. NEA teacher assessment. P4L teacher assessment.	
Cross Curriculum Connections	Maths: (HT1) - SOHCAHTOA. Health & SS: (HT1) - Y11 Core Values (H&S). Chemistry HT5 Polymers.		Science: (Y10 HT5) - Forces. Science: (Y10 HT2) - Complete electric circuits. Art: Drawing skills .English: (HT1) Paper 1 Lang - analysis/evaluation.		Design & Technology and Chemistry -(HT5) Sustainability/Using Resources	

Any questions? Please contact Sarah Juniper, sjuniper@george-spencer.notts.sch.uk

Our Year 10 Design and Technology Fashion Textiles

Exam board information- Design and Technology [AQA 8552](#)

Resources for home study and revision- Google Classroom / [GCSEpod](#)

We aim to develop students of Design and Technology Fashion Textiles who:

- Have a coherent framework of knowledge about past and present design, understanding it's impact on daily life and the world around them;
- Develop the skills needed to design and make prototypes that solve real and relevant contexts;
- Benefit from the opportunity to develop creative, technical and practical expertise.

Big Ideas in Year 10 Design and Technology *"The role of the designer is that of a good, thoughtful host anticipating the needs of his guests."* – Charles Eames. In Y10, you will develop your core, specialist and designing and making principles theory in order to manufacture quality prototypes to meet the needs of others. You will develop a deeper knowledge about Textiles and be more independent when designing, developing and manufacturing.

Making Connections

Our Year 10 Design and Technology Fashion Textiles will build on the skills and knowledge and problem-solving based projects at KS3. Students will develop a further insight into core, specialist and designing and making principles.

Our Year 10 Design and Technology Fashion Textiles Curriculum will build towards developing knowledge and skills in both theory and practical environments. Students will develop practical skills using textile materials. They will further gain knowledge of iterative design, core, specialist and designing and making principles into Year 11.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Theory: Core Technical Principles. Specialist Technical Principles (Textiles) Project / Practical work: Decorative skills.	Theory: Core Technical Principles. Specialist Technical Principles (Textiles) Project / Practical work: Decorative skills.	Theory: Core Technical Principles. Specialist Technical Principles (Textiles) Designing and Making principles Project / Practical work: Decorative skills. Jacket project Mini Non-Examined Assessment (NEA)			Theory: Core Technical Principles. Specialist Technical Principles (Textiles) Start Non-Examined Assessment (NEA) worth 50% of GCSE from 1st June.
Knowledge	Forces and stresses Sources and origins Using and working with materials	Using and working with materials Materials and their working properties (textiles, timbers, papers and boards, metals and plastics)	New and emerging technologies Energy generation and storage Developments in new materials Investigation, primary and secondary data Design strategies	Developments in new materials Systems approach to designing Mechanical devices The work of others	Ecological and social footprint Sources and origins Scales of production Environmental, social and economic challenge	Stock forms, types and sizes Surface treatments and finishes Investigation, primary and secondary data The work of others Design strategies
Skills	Specialist techniques and processes (addition techniques and surface decoration)	Specialist techniques and processes (wastage, deforming and reforming) Fabric construction	Specialist techniques and processes (garment construction) CAD/CAM Communication of design ideas	Design development Investigation, primary and secondary data	Prototyping and modification Evaluation	Investigating problems Primary and secondary research Communication with a client Identifying a problem
Key questions	How do I create texture and surface decoration on fabric?	How do I create texture and surface decoration on fabric?	How do I create texture and surface decoration on fabric?	What is the iterative design process?	What is a design specification?	What is the difference between a client need & want?
Assessment	Theory assessment. P4L teacher assessment.			Designing to a contextual challenge P4L teacher assessment.		Designing to a contextual challenge. Y10 PPE Paper. P4L teacher assessment.
Cross Curriculum Connections	Art: HT1-6 Drawing skills. Science: (Y10 HT5) - Forces. English: (HT1) Paper 1 Lang - analysis/evaluate		Business: Interpretations from graphs and charts. Media: Textual analysis, understanding of industry. Business: Job, batch and flow production. Science: (Y10 HT2) - Complete electric circuits. Art: Drawing skills. Maths: (Graphs).		Computer Science: Problem solving & analytical skills. Media: Graphic Design. ICT, Business & Computing: Data collection & analysis. Presenting information. ICT: Y9 -ICT in Today's World - Problem Solving. Creative I media: Design skills, Brief Analysis, Time Planning, Evaluation. Design skills, Time Planning. Art: Drawing skills. Maths: (Scale drawing).	

Any questions? Please contact Miss Jackson rjackson@george-spencer.notts.sch.uk

Our Year 10 Food Preparation and Nutrition Curriculum

Exam board information - AQA GCSE Food Preparation and Nutrition - 8585

Resources for home study and revision - Google Classroom/Textbook/GCSE pod/BBC Bitesize/Seneca

We aim to develop students of Food Preparation and Nutrition who:

- Gain knowledge and understanding of the importance of healthy eating and the principles of nutrition;
- Build the skills to cook a wide range of predominantly savoury dishes;
- Benefit from the opportunity to explore flavours and textures whilst using a variety of techniques and processes.

Big Ideas in Year 10 FPN: Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure you develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The theoretical aspects of the course will give you a greater understanding of the importance of food and its preparation.

Making Connections

Our Year 10 FPN Curriculum will build upon the work done in KS3 Food Preparation and Nutrition giving you a greater understanding of the working characteristics, functional and chemical properties of ingredients.

Our Year 10 FPN Curriculum will develop your knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. You will prepare, cook and present a range of dishes in preparation for Year 11.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Unit 1: Food Nutrition and Health	Unit 2: Food Science – Heat transference	Unit 3: Food Safety	Unit 4: Food Choice	NEA 1	Unit 5: Food Provenance
Knowledge	Life stages. Government guidelines on healthy eating. Functions and source of nutrients. Effect of poor diet on health.	How and why we cook foods. How cooking affects foods. How to choose the most appropriate method. The functional and chemical properties of fat, protein & carbohydrates. How and why raising agents work.	How and why food can spoil. Safe and hygienic food storage and preparation. How microorganisms are used in food production. Food handler hygiene.	Understand the factors that affect food choices. Understand what a cuisine is and have an understanding, of a range of different cuisines. The needs of people with special dietary requirements. How and why food is packaged and labelled.	The functional and chemical properties of fat, protein & carbohydrates. Accurately carrying out investigations.	Food sustainability. Food safety principles of using leftovers. Primary and secondary processing of foods. Technology in food production.
Skills	Advanced knife skills Meat preparation. Dough formation Sauce making - reduction Forming and shaping Use of the hob, grill, oven Presentation and garnish	Advanced knife skills Aeration, foam formation Gelatinisation Dough formation Sauce making - roux Presentation and garnish	Advanced knife skills Caramelisation, setting Bain marie Sauce making - custard Cooking methods bain marie Presentation and garnish.	Advanced knife skills How to carry out sensory testing. Selecting appropriate dishes	Carry out a fair test Investigation of a task Analyse and evaluate the process and your findings	Advanced knife skills Filleting Processing of a range of commodities Presentation and garnish
Key questions	Why should we be conscious of what we eat?	How and why do ingredients work in the way they do?	How do we prepare, cook and store food safely?	Why do we choose the foods we do?	How can you maximise your output?	Where does our food come from & how can it be sustainable?
Assessment	End of topic exam paper based on Food, Nutrition & Health	End of topic exam paper based on Food Science	End of topic exam paper based on Food Safety	End of topic exam paper based on Food Choice	Year 10 PPE Assessment based on NEA 1	End of topic exam paper based on Food Provenance
Cross-curricular links	PE (HT2): Macro and micro nutrients, fats, protein, carbohydrates. Vitamins, Fibre. Minerals.					

Any questions? Please contact: Miss S Baylis: SBaylis@george-spencer.notts.sch.uk

Our Year 10 Construction Curriculum

Exam board information-
WJEC/EDUQAS LEVEL 1 / 2 AWARD in CONSTRUCTING THE BUILT ENVIRONMENT

Resources for home study and revision-
Google Classroom / Construction in the Built in Environment textbook / Links to website

We aim to develop students of Construction who:

- Want to learn about this vocational sector and the potential it can offer them for their careers or further study;
- Are introduced to the built environment and provides them with the opportunity to develop skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment;
- Develop skills, knowledge and understanding of three construction trade areas of the built environment, including planning, undertaking and evaluating construction tasks.

Big Ideas in Year 10 Construction. Learn real world skills to provide real world solutions. You will learn those core skills needed to plan, design, build and evaluate a whole range of construction-based scenarios. Understand the importance of the theoretical elements needed to ensure the final project meets the needs of the consumer.

Making Connections

Our Year 10 Constructing the built environment will build on the skills and knowledge and problem-solving based projects at KS3. Students will develop a further insight into real world construction techniques. Will look at a range of theoretical and practical aspects linked to the construction industry.

Our Year 10 Construction Curriculum will build towards developing theoretical and practical skills leading towards further education including on site apprenticeships and embarking on the first step to construction careers.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Unit 1: Introduction to the Built Environment.	Unit 1: Introduction to the Built Environment. 1.2 The Built Environment life cycle cont.		Unit 1: Introduction to the Built Environment 1.3 Types of building and structure 1.4 Technologies and materials	Unit 1: Introduction to the Built Environment	
Knowledge	1.1.1 Buildings and structures 1.1.2 Infrastructure and civil engineering products 1.1.3 Building services engineering 1.1.4 Professional and managerial roles and responsibilities associated with the built environment sector 1.1.4 Designer/architect, Civil/structural engineering requirements for construction tasks	1.1.4 Contracts manager and site manager, Surveyor, Quantity surveyor 1.2.1 Raw material extraction 1.2.2 Manufacturing - Timber 1.2.2 Manufacturing - Metal 1.2.2 Manufacturing - Plastics, Cement etc.	1.2.3 Constructions 1.2.4 Operation and maintenance 1.2.5 Demolition 1.2.6 Disposal, reuse or recycling 1.2.6 Disposal, reuse or recycling	1.3.1 Different forms of infrastructure construction 1.3.2 - 1.3.8 Types of buildings. 1.4.1 Main elements and components of low-rise buildings 1.4.2 Main materials involved in constructing walls, installing building services, fitting roofs and finishing interiors	1.4.2 Main materials involved in constructing walls, installing building services, fitting roofs and finishing interiors 1.4.3 Renewable technologies and materials, including heat pumps, wind turbines and solar panels	Revision of all areas in preparation for the PPE (Pre-Public Examination) Retrieval of prior knowledge
Skills	Use timber construction processes to complete tasks	Use timber construction processes to complete tasks	Use electrical construction processes to complete tasks	Use electrical construction processes to complete tasks	Use plumbing construction processes to complete tasks	Use plumbing construction processes to complete tasks
Key questions	What are the eight specified areas of content related to the construction industry	Materials life cycle	What are the different types of construction activities	What are the types of buildings and structures?	Can you calculate the required materials needed for a construction task?	Can you evaluate the quality of your construction project?
Assessment	P4L assessment. Half term assessment (Past Papers)	P4L assessment. Half term assessment	P4L assessment. Half term assessment	P4L assessment. Half term assessment	P4L assessment. Half term assessment	P4L assessment. Half term assessment
Cross Curriculum Connections	Mathematics: HT2 - Ratio and Proportion		Mathematics: HT3 - Perimeter Area and Volume Physics: HT2 - Energy changes in systems		Mathematics: HT4 - Measures	

Any questions? Please contact Mrs Juniper: SJuniper@george-spencer.notts.sch.uk

Our Year 10 Fine Art Curriculum

Exam board information-

AQA - Fine Art
Component 1 - Portfolio - 60%
Component 2 - Externally set assignment - 40%

Resources for home study and revision-

AQA specification
<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>
Subject/class specific Google classroom.

We aim to develop all students into artists who:

- Develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts;
- Learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures);
- Unlock creative potential within determined, resourceful and respectful attitudes.

Big Ideas in Year 10 Art

What is it like to be an artist? In year 10 students have the opportunity to not just study the work of others but to become an artist, producing personal work. How can we be influenced by other artists and makers or the world around us? GCSE art challenges students to think about the bigger picture and produce work with meaning and personal reflection.

Making Connections

Our Year 10 Art Curriculum will build on the skills and knowledge acquired throughout Key Stage 3. GCSE art is all about extending and mastering those skills further. The projects students experience in Year 9 are taught to reflect GCSE expectations and structure.

Our Year 10 Art Curriculum will build towards a secure understanding of the structure of the GCSE course including how to structure an independent project and how to meet all of the assessment objectives. Students will be prepared to undertake the 'Externally Set Assignment' where their artistic skills and knowledge will be utilised to create a personal project with a personal and creative outcome.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Natural Forms - Skills Project		Food - Observation		Food Part - Contextual Studies	
Knowledge	Revisit range of media covered in KS3 and develop understanding and use Compositional choices Using contextual resources to inform work		How to create a project with intent Observational drawing and use of a range of media Colour theory/themes to express intention		Using contextual resources to inform work Observational drawing and use of a range of media Colour theory/themes to express intention	
Skills	- Observational drawing in a range of media: - Tonal shading, pencil crayon, acrylic paint. - Mark-making techniques - Artist analysis and repetitive imagery - Personal creative response		- Developing a project direction and statement of intent. - Producing primary sources with photography. - Observation using a range of media. - Use of different surfaces or papers. - Using advantages of materials to produce mixed media pieces. - Use of colour to express project themes.		- Mixed Media observations. - Creating artist responses which express project intent. - Extending photos with mark making and material experimentation. - Combining artists to create project direction.	
Key questions	How can different materials be combined successfully? How can you use an artist to inspire your work?		How do you do in depth observation? How do you do relevant media experimentation when studying a project theme.		How do you use more personal contextual study to help develop a personal style?	
Assessment	HT 1 - Observation pages HT 2 - Artist Response		HT 3 - Observational page HT 4 - Experimental observations		HT 5 - Artist response 1 HT 6 - Artist Response 2	
Cross Curriculum Connections	DT YR 10 Term 2 & 3 - Design and making principles (drawing skills)		DT YR 10 Term 2 & 3 - Design and making principles (drawing skills)			

Any questions? Please contact Mr Solly jsolly@george-spencer.notts.sch.uk

Our Year 10 Photography Curriculum

Exam board information-

AQA - Fine Art
Component 1 - Portfolio - 60%
Component 2 - Externally set assignment - 40%

Resources for home study and revision-

AQA specification
<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>
Subject/class specific Google classroom.

We aim to develop all students into photographers who:

- Develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts;
- Learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures);
- Unlock creative potential within determined, resourceful and respectful attitudes.

Big Ideas in Year 10 Photography

What is photography? How can we use it to capture the world around us and also challenge how people think? In Year 10 students will learn a range of new technical skills in camera use and photo editing software. Digital and hand manipulation will encourage students to think deeply and develop their work with intent and purpose.

Making Connections

Our Year 10 Photography Curriculum will build on the skills gained in KS3 art, including; artist, research, contextual research, composition, colour theory and decision making. The course will also take students own experiences of 'point and shoot' photography and make them more considered artists and photographers.

Our Year 10 Photography Curriculum will build towards a secure understanding of the structure of the GCSE course including how to structure an independent project and how to meet all of the assessment objectives. Students will be prepared to undertake the 'Externally Set Assignment' where their artistic skills and knowledge will be utilised to create a personal project with a personal and creative outcome.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Identity				Advertising, Consumerism and the Digital world Part A	
Knowledge	- Exposure triangle. - Theory of lighting a scene. - ISO, ASA, Film cameras, aperture, shutter speed, the origin of these functions. - Composition techniques, how to compose a photo. - Light painting - Basic editing with Adobe bridge and simple blending modes in photoshop.		- More complex editing in response to artists using transforming, cutting, rubbing out, layer masks and adjustments. - Double Exposure origins and methods of creation. - The theory of how to analyse and experiment and develop it.		- Colour theory - dominance, recession, contrast, harmony. - Studio photography theory. - Hard and soft light and how this affects a photo. - How to create and experiment with coloured lighting.	
Skills	- Shutter speed - Aperture - Composition - Bridge and camera raw - Photoshop - Light painting		- Artist research and response. - Double exposure - Experimental editing skills - Development of personal responses		- Colour theory - Composition - Using artist inspiration to experiment with various skills E.g. - Studio photography, rim lighting, snoot lighting, high speed photography....	
Key questions	What is identity? How can we show identity in our work?		What effects can we create using editing software?		How can I use lighting to create different moods?	
Assessment	HT 1 - Mirjam Appelhof Responses HT 2 - Double Exposure Responses		HT 3 - Initial Development photography responses. HT 4 - Personal Response		HT 5 - Studio images HT 6 - PPE Outcome	
Cross Curriculum Connections					Media Studies - Y10 HT5 & 6 NEA – Creating Media	

Any questions? Please contact Mr Solly jsolly@george-spencer.notts.sch.uk

Our Year 10 Drama Curriculum

Exam board information- Eduqas Drama
 AO1 - Devising Theatre
 AO2 - Performing from a text
 AO3 - Interpreting Theatre

Resources for home study and revision-
 Eduqas specification -
https://www.eduqas.co.uk/qualifications/drama-gcse/#tab_overview
 Subject/class specific Google classroom.

We aim to develop students of Drama who:

- Develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches;
- Develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self-confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation;
- Create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

Big Ideas in Year 10 Drama

Do you know your Stanislavski from your Frantic Assembly? By the end of Year 10, not only will you be experienced in a range of theatrical styles, you will have created a performance in one too! We will experience live theatre, and learn to analyse what you have seen. We will revisit DNA and prepare characters who are fully involved in a DNA cover up!

Making Connections

Our Year 10 Drama Curriculum will build on the range of Theatrical styles experienced at KS3 . This allows students selective application of skills previously developed to suit the demands of chosen practitioner and styles.

Our Year 10 Drama Curriculum will build towards a wider range of theatrical knowledge which will be employed throughout the remaining practical and examination GCSE modules as well as content which could be utilised at GCE level . .

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Practitioners knowledge/ Comp 1 'Devising Theatre'	Practitioner Knowledge	Comp 1 'Devising Theatre' NEA	Component 3 'Interpreting Theatre' Live Theatre Review	Component 3 'Interpreting Theatre' Set Text Exploration - Noughts and Crosses,	Component 3 'Interpreting Theatre' Exam
Knowledge	Understanding a range of practitioners (Stanislavski/Frantic Assembly/Theatre in Education)	Understanding a range of practitioners (Stanislavski/Frantic Assembly/Theatre in Education)		Understanding a range of practitioners (Stanislavski/Frantic Assembly/Theatre in Education)	Understanding a range of practitioners (Stanislavski/Frantic Assembly/Theatre in Education)	Understanding a range of practitioners (Stanislavski/Frantic Assembly/Theatre in Education)
Skills	Students explore the theory and Practice of Practitioners Frantic Assembly, Stanislavski and Berkoff.	Students explore the theory and Practice of Practitioners Frantic Assembly, Stanislavski and Berkoff.		Students explore the theory and Practice of Practitioners Frantic Assembly, Stanislavski and Berkoff.	Students explore the theory and Practice of Practitioners Frantic Assembly, Stanislavski and Berkoff.	Students explore the theory and Practice of Practitioners Frantic Assembly, Stanislavski and Berkoff.
Key questions	How can we perform in the style of a practitioner?	How can we create a piece of Drama using a stimulus as a starting point?		How do we analyse the work of other practitioners?	How can we explore a text from three different perspectives?	How can we answer exam style questions successfully?
Assessment	In class mini assessments for each practitioner.	Focus on one key theatre practitioner, stimulus based devised performance. Written rehearsal portfolio and evaluation report.		Examination style essay questions.	In class assessments and exam style essay questions.	Pre Public Examination - full written paper
Cross Curriculum Connections				English Yr 10 HT 6, Analysing dramatic effects		

Any questions? Please contact Miss Skitt, nskitt@george-spencer.notts.sch.uk

Our Year 10 Music Curriculum

Exam board information- EDEXCEL GCSE Music
60% NEA - Unit 1 Performing (AO1)
Unit 2 Composing (AO2)
40% Listening Exam (AO£ & 4):

Resources for home study and revision-
Edexcel GCSE music Revision Guide: Paul Terry
BBC Bitesize: Edexcel Pages
Google Classroom: Subject-specific resources

We aim to develop all students into musicians who:

- Perform, listen to and evaluate music across a range of musical periods and genres, historical periods, styles and traditions, including the works of the Great Composers and musicians throughout time. Students will develop confidence as performers through a range of performance opportunities;
- Use their voices as a tool for both composition and performance in solo and group contexts. Singing will be encouraged as part of the composition process and they will have opportunities to learn a variety of musical instruments in and out of the classroom;
- Understand 'how' music is created through the Elements of Music. They will listen to, discuss and analyse music from a breadth of genres, styles and cultures - understanding 'how' music fits into context.

Big Ideas in Year 10 Music

To experience a wide variety of music from times, places and cultures, whilst respecting the musical preferences of others. Through the mediums of performance and composition, students will be encouraged to make personal choices, while developing a deeper understanding of the musical elements. Music should be listened to and analysed and an open-mind is key during the GCSE course. We aim to encourage a lifelong love of musical appreciation and practical musicianship.

Making Connections

Our Year Curriculum will build on the practical curriculum delivered at KS3, where the elements of music are integral to everything we do. The skills of performance, composition, listening & appraising are taught from Key Stage 2 onwards and form our heavily-practical Key Stage 3 curriculum.

Our Year 10 Music Curriculum looks towards the 60% Non-examined Assessment delivered in Year 11, which forms 60% of the GCSE course. In Year 11, we will consolidate the Set Works studied in Year 10 and prepare students for the Listening & Appraising paper worth 40% of the total qualification.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Set Works 1 & 2 Solo Performance 1 Composition	Set Works 3 & 4 Ensemble Performance Composition	Set Works 5 & 6 Solo Performance Composition	Set Works 7 & 8 Ensemble Performance 2	Re-cap of all Set Works & Wider Listening Free Choice Composition Preparation.	Re-cap of all Set Works & Wider Listening Mock Free Choice Composition
Knowledge	How to perform as a soloist How to compose Develop use of chosen instrument	How to perform as an ensemble How to compose Develop use of chosen instrument	How to perform as a soloist How to compose Develop use of chosen instrument	How to perform as an ensemble How to compose Develop use of chosen instrument	How to compose Develop use of chosen instrument	
	Analysing music Musical structures Understanding features of music					
Skills	Working as a Soloist. Listening & Appraising familiar & unfamiliar Music	Performing with others Listening & Appraising familiar & unfamiliar Music	Working as a Soloist. Listening & Appraising familiar and unfamiliar Music	Performing with others. Listening & Appraising familiar and unfamiliar Music	Listening & Appraising familiar and unfamiliar Music Practice Papers	Listening & Appraising familiar and unfamiliar Music Practice Papers
Key questions	What are the key characteristics of each Musical Period?	How do we adjust & react to other musicians?	What is a 'Coherent Composition?'	What does DR T SMITH stand for and why is it important?	How can we apply the musical elements in an exam?	Have I performed to the best of my ability?
Assessment	Solo Performance 1 & Composition	Ensemble Performance 1 & Composition	Solo Performance & Composition	Ensemble perf. & composition		JUNE PPE Free-choice Composition
Cross Curriculum Connections		Media Studies Y10 term 1, TV Crime Drama: Analysing music to create mood				

Any questions? Please contact Mrs Brown, jbrown@george-spencer.notts.sch.uk

Our Year 10 Core PE Curriculum

We aim to develop students who:

- Use Physical Education to enhance knowledge and skills in a range of sports and activities so that students may be able to expertly and competently demonstrate and apply new techniques and a greater understanding of the use of tactics and strategies to overcome opponents;
- Develop a range of life and employability skills in order to be effective members of society;
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and embed the importance of leading a healthy and active lifestyle.

Big Ideas in Year 10 Core PE

This year we will provide with the opportunities to try new and exciting sports/activities to promote lifelong participation in sport and exercise. We help you understand the importance of regular exercise and the implications of a lack of participation on your mental and physical health.

Making Connections

Our Year 10 Core PE Curriculum will build on fundamental movement skills to allow students to try new and exciting sports.

Our Year 10 Core PE Curriculum will build towards developing a lifelong love of participation in physical activity and sport. Students will engage with a range of activities in a fully competitive and/or recreational setting.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered <i>This is a typical year. Activities and order of delivery may vary.</i>	Football	Fitness Suite	Badminton	Trampolining	Tennis	Softball
Knowledge	Year 10 - Students will develop the knowledge of a range of activities in fully competitive and/or recreational settings. Students will understand the importance of lifelong participation and leading a healthy active lifestyle					
Skills	Character	Leadership	Problem Solving	Communication	Teamwork	Mindset
Key questions	Do you know where local sports clubs are?	Do you know how much exercise you should do in a week?	How can I get involved in teams outside of school?	How can I become an official in different sports?	How can I effectively work in a team?	How can I get involved in a sports club?
Cross Curriculum Connections	Personal Development Year 7 - Healthy Lifestyle Science Year 8 - Healthy Lifestyle					

Any questions? Please contact Mr M Powell mpowell@george-spencer.notts.sch.uk

Our Year 10 GCSE PE Curriculum

Exam board information - Edexcel / Pearson

Resources for home study and revision- The Everlearner <https://theeverlearner.com/>

We aim to develop students who:

- Use Physical Education to enhance knowledge and skills in a range of sports and activities so that students may be able to expertly and competently demonstrate and apply new techniques and a greater understanding of the use of tactics and strategies to overcome opponents;
- Develop a range of life and employability skills in order to be effective members of society;
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and embed the importance of leading a healthy and active lifestyle.

Big Ideas in Year 10 GCSE PE

Have you ever considered how the human body allows us to play and take part in sport? In Year 10 we look at the anatomy and physiology of the 4 body systems that allows sports performers to compete at the highest level. We consider how the psychological side of sport can play a big impact in whether teams and athletes are successful.

Making Connections

Our Year 10 GCSE PE Curriculum will build on basic knowledge of how the body systems aid sporting performance. It will provide opportunities to develop a greater understanding of how athletes experience success through a combination of psychological and physical factors.

Our Year 10 GCSE PE Curriculum will build towards developing students' physical attributes to allow them to be successful in components 3 and 4 of the course. A fundamental knowledge of how the body systems work will enable students to analyse, explore and examine sporting performances.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Component 1: Applied anatomy and physiology (musculoskeletal system) Component 2 :Health fitness and wellbeing	Component 1: Applied anatomy and physiology (cardiovascular system) Component 2 :Health fitness and wellbeing	Component 1: Applied anatomy and physiology (respiratory system) Component 2: Sports Psychology	Component 1: Physical Training- Fitness and training Component 2: Sports Psychology	Component 1: Physical Training- Fitness and training Personal Exercise Programme (PEP) - Coursework section	Personal Exercise Programme (PEP) - Coursework section
Knowledge	Component 1: Fitness and Body Systems - Knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.				Component 4: PEP - Knowledge and understanding of the principles of training, relevant methods of training.	
Skills	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport				Use of data in order to analyse and evaluate the PEP.	
Key questions	How do the muscle and skeletal systems work together to produce movement? What are the impacts of lifestyle of health and wellbeing?	How does the cardiovascular system work to allow an athlete to continue performing? What are the physical, emotional and social impacts of taking part in sport?	How does the respiratory system work to allow an athlete to continue performing? What are the best practices for different types of skills?	What are the main components of fitness that are important for sporting performance? How can guidance and feedback support athletes' development of skills?	How can a training programme be most effective? How can you develop a successful training programme?	How can you develop a successful training programme?
Assessment	End of unit assessment				1500 word processed document	
Cross Curriculum Connections		Food Preparation and Nutrition (HT1) - Components of a balanced diet (including macro and micro nutrients				

Any questions? Please contact Miss J Mudge jmudge@george-spencer.notts.sch.uk

Our Year 10 Travel and Tourism Curriculum

Exam board information - Edexcel / Pearson

Resources for home study and revision-

Travel and Tourism Publishing - <https://www.tandtpublishing.co.uk/free-travel-and-tourism-resources.html>

We aim to develop students who:

- Develop a knowledge of the Travel and Tourism sector in the UK and worldwide.
- Have the ability to apply key skills to a variety of tasks, including description, explanation, analysis and evaluation.
- Enjoy a range of opportunities to foster a lifelong love for Travel and Tourism and develop a range of life and employability skills.

Big Ideas in Year 10 Travel and Tourism

Do you know the major tourist destinations around the UK and how they may appeal to different types of visitors? The units studied in this year provide an exciting introduction to the world of travel and tourism. You will have the opportunity to use various sources of information to plan holidays and hopefully meet your customer's needs.

Making Connections

Our Year 10 Travel and Tourism Curriculum will build on students' knowledge of travel destinations and meeting customer needs. It will also continue to develop key literacy skills through extended writing of the assessments.

Our Year 10 Travel and Tourism Curriculum will build towards an understanding of factors influencing tourism in global destinations, the impact of tourism on global destinations, sustainability and destination management.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	A1 The major components of the UK travel and tourism industry	A2 The ownership and aims of travel and tourism organisations and how they work together A3 The role of consumer technology in travel and tourism B1 Visitor destinations B2 Different types of tourism and tourism activities B3 Popularity of destinations with different visitor types	B3 Popularity of destinations with different visitor types B4 Travel options to access tourist destinations	Component 1 Summative Assessment and internal marking A1 Types of market research.	A2 How travel and tourism organisations may use market research to identify customer needs and preferences A3 How travel and tourism organisations may use research to identify travel and tourism trends	B1 Customer needs and preferences B2 How travel and tourism organisations provide different products and services to meet customer needs and preferences
Knowledge	Component 1 - Knowledge of travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. Understand the role of different consumer technologies within the travel and tourism industry. Understand the different types of tourism and different types of visitor, and investigate the features of and routes to popular tourist destinations.				Component 2 - Knowledge of how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. Understand how specific needs are met by organisations and how travel planning meets customer needs and preferences.	
Skills	Apply an understanding of facts, terms, processes and issues in relation to travel and tourism. Make connections with concepts, issues, terms and processes in travel and tourism					
Key questions	How do organisations in the travel and tourism industry work together to supply customers with holidays and other travel products?	To what extent do specific features contribute to a destination's popularity with visitors?	What are the different types of market research used by travel and tourism organisations?	How do different types of market research identify types of customers and their needs and preferences?	Why is it important for organisations to identify changing trends in travel and tourism?	Do you know the different needs, preferences and considerations of customers in relation to holidays?
Assessment	Component 1, Section A - Assessment	Component 1, Section B - Assessment	Component 1 Summative Assessment and internal marking	Component 2, A1 and A2 Assessment	Component 2, A3 Assessment	Component 2 B1 and B2 Assessment,
Cross Curriculum Connections	Geography Y10 HT3/4 Urban issues and challenges					

Any questions? Please contact Mr M Powell mpowell@george-spencer.notts.sch.uk

Our Year 10 Health and Social Care Curriculum

Exam board information - Edexcel / Pearson

Component 1: Human Lifespan Development (Internal, externally moderated)
 Component 2: Health and Social Care Services and Values (Internal, externally moderated)
 Component 3: Health and Wellbeing (synoptic external) 2 hours Examination. 60 Marks.

Resources for home study and revision-

Google classroom, Pearson website
 NHS website, Gov UK websites

We aim to develop students who:

- Maximise interpersonal skills through practical activities whilst gaining knowledge in the Health and Social Care sector in the UK;
- Gain an understanding of the Health and Social Care Values;
- Apply values and beliefs in the Health and Social Care setting.

Big Ideas in Year 10 Health and Social Care

How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners. This qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

Making Connections

Our Year 10 Health and Social Care Curriculum will build on studying how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them.

Our Year 10 Health and Social Care Curriculum will build towards developing skills that enables learners to apply such skills to the work context. The skills include being able to identify services in your area that children and adults could use.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	A1 Human growth and development across life stages		A2 Factors affecting growth and development	Person Standard Assessment-Controlled -assessment (PSA) component 1 Learning aim, A/B	B1 Understand how individuals deal with life events.	B2 Coping with change caused by life events
Knowledge	Life stages and their expected key characteristics in each of the PIES classifications		Exploring the different factors that can affect an individual's growth and development.	Life stages and their expected key characteristics in each of the PIES classifications Exploring the different factors that can affect an individual's growth and development.	Exploring life events that occur in an individual's life, different events that can impact on people's PIES development.	Exploring how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.
Skills	Transferable skills, such as written communication and ICT skills to support progression			Planning, listening verbal, communication skills Transferable skills, such as written communication and ICT skills to support progression	Transferable skills, such as written communication and ICT skills to support progression	
Key Questions	How do humans grow and develop physically, intellectually emotionally and socially through the 6 life stages?				What are life events? What impact can they have?	What types of support are available and how can it be adapted for need?
Assessment	Person Standard Assessment-Controlled -assessment (PSA) component 1 Learning Outcomes A and B					
Cross Curriculum Connections	Science Year 8 - Healthy Lifestyle and human growth Reproduction		Science Year 8 - Healthy Lifestyle Y7 Personal Development HT4 - Puberty Y7 D&T - Healthy eating Y8 D&T - Impact of food on diet			

Any questions? Please contact Mrs Lee: lee@george-spencer.notts.sch.uk

Our Year 10 Computer Science Curriculum

Exam board information-
OCR GCSE Computer Science J277

Resources for home study and revision- Google Classroom, BBC Bitesize OCR GCSE Computer Science Python - W3Schools

We aim to develop all students into successful and competent programmers who:

- Have the desire to develop and apply their analytical, problem-solving, design, and computational thinking skills within programming and Computing as a whole;
- Become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world;
- Understand the impacts of digital technology to the individual and to wider society.

Big Ideas in Year 10 Computer Science

In Computer Science we will encourage students to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Students will be given the opportunity to think creatively, innovatively, analytically, logically and critically. Furthermore, students will be able to understand the impacts of digital technology in wider society and learn a programming language called python.

Making Connections

Our Year 10 Computer Science Curriculum will build on: programming language in Python, Computer Hardware & Software & Networking

Our Year 10 Computer Science Curriculum will build towards: Understanding the impact of digital technology in wider society and advancing knowledge of programming languages.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	1.4 Network Security 2.2 Programming Fundamentals	1.2 Memory and storage 2.2 Programming Fundamentals 1.2 Data Representation (Numbers)	1.2 Data Representation(Ascii, Images and sound) 2.2 Programming Fundamentals 1.6 Ethics	2.2 Programming Project 1.6 Ethics 1.5 Systems Software	1.3 Communications & Networking 2.2 Programming Project	1.1 Systems Architecture
Knowledge	Forms of attack on a Network Describe the posed threats to a Network How to identify and prevent threats to a network Programming constructs for sequence, selection and Iteration How to use subprograms (functions and procedures) to produce structured code	Primary Memory Explain the need for Virtual Memory Magnetic, solid state and optical storage Explain the need for Secondary Storage Calculate between different number systems Boolean operators and data types The use of arrays (or equivalent) when solving problems, including both one-dimensional (1D) and two-dimensional arrays (2D)	How characters are represented in binary The number of characters stored is limited by the bits available How an image is represented as a series of pixels, represented in binary The effect of colour depth and resolution on file size and resolution How sound can be sampled and stored in digital form The Impacts of digital technology on wider society	Impacts of digital technology on wider society Legislation relevant to Computer Science The purpose and functionality of operating systems The purpose and functionality of utility software Create basic string manipulation The use of basic file handling operations How to use SQL to query data	Benefits and drawbacks of wired versus wireless connection IP addressing and the format of an IP address (IPv4 and IPv6) Encryption IP addressing and MAC addressing Common protocols How layers are used in protocols, and the benefits of using layers. The characteristics of LANs and WANs Different factors that can affect the performance of a network The different roles of computers in a client-server and a peer-to-peer network The hardware needed to connect stand-alone computers into a Local Area Network The Internet as a worldwide collection of computer networks Star and Mesh network topologies	Each stage of the fetch-execute cycle Role/purpose of each component and what it manages, stores, or controls during the fetch-execute cycle How the common characteristics of CPUs affect their performance The purpose and characteristics of embedded systems How to identify examples of embedded systems
Skills	Computer Hardware Programming Debugging Algorithms Decomposition	Computer Hardware Programming Abstraction Decomposition	Mathematics Programming Problem Solving Computer Law & Ethics	Computer Law & Ethics Programming Problem Solving Software	Networking Programming Problem Solving Literacy	Computer Hardware Programming Physical Computing Problem Solving
Key questions	What are the main threats to Computer Systems and Networks? How do we prevent vulnerabilities?	What are the main differences between RAM and ROM? What is the purpose of RAM?	How are sound and images converted from analogue to digital formats? What are the main ethical, legal and environmental issues in Computer Science?	What is the difference between hardware and software? Name five types of user interface?	What is a Computer Network? What hardware is required in a Network? What is the difference between wired and wireless connections?	What is the CPU? What is the purpose of the CPU? What are the components inside the CPU and how do they function?
Assessment	1.4 Network security 2.2 Programming Fundamentals	1.2 Memory & Storage 2.2. Programming Fundamentals	1.2 Data Representation (Two Assessments)	1.5 Systems Software 1.6 Impacts of Digital Technology	2.2. Programming Fundamentals 1.3 Communication & Networking	1.1 Systems Architecture Paper 1 PPE 2.2. Programming Fundamentals
Cross Curriculum Connections	Technology: Y11 NEA - Iterative design with problem solving and analytical thinking.		Philosophy Autumn 2 Y11 Topic: Medical Ethics Link: Exploring and explaining the ethics of a situation/scenario.		Science (Physics) Autumn 1 - Y11 Autumn Topic: Magnetism Space Science(Chemistry) Autumn 1 - Y10 Topic: Waves Electricity and Magnetism	Technology: Y11 NEA - Iterative design with problem solving and analytical thinking.

Any questions? Please contact: **Miss Fell** - lfell@george-spencer.notts.sch.uk

Our Year 10 Business Studies Curriculum

Exam board information- Edexcel Level 1/Level 2 GCSE (9–1) in Business

Resources for home study and revision- Google Classroom; BBC Bitesize GCSE Business; Tutor2u Business

We aim to develop future entrepreneurs and leaders who:

- Are provided with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities;
- Have a greater understanding and awareness of the world they live in, but more specifically how individuals and businesses work within an economy;
- Have a broad and deep knowledge of the legal, political, social and environmental context of business.

Big Ideas in Year 10 Business Studies

Have you ever thought about how many different types of businesses there are, and how important these businesses are to the UK economy? Have you considered how technology is changing the way businesses operate and how customers engage with these organisations? By delving into the industry, we look at contemporary business issues to different types and sizes of businesses in local, and national contexts. We also cover the nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making.

Making Connections

Our Year 10 Business Studies Curriculum introduces you to local and national business contexts and develops an understanding of how these contexts impact business behaviour and decisions.

Our Year 10 Business Studies Curriculum will build towards examining how a business develops beyond the start-up phase. We will go on to consider the impact of the wider world on the decisions a business makes as it grows, with emphasis on aspects of marketing, operations, finance and human resources.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Enterprise and Entrepreneurship Spotting a Business Putting a business idea into practice	Putting a business idea into practice Making the business effective	Making the business effective Understanding external influences on business	Understanding external influences on business	Growing the business Paper 1 Revision	Growing the business Theme 1 PPE
Knowledge	The role of enterprise Market research The competitive environment Aims and objectives	Revenues, costs and profit Cash and cash flow Sources of finance Business location	The marketing mix Business plans Business stakeholders	Technology and business Legislation and business The economy and business	Organic and inorganic growth Business and globalisation	Ethics, the environment and business Changes in business aims and objectives
Skills	Calculations and interpretations	Interpretations from graphs and charts	Interpretations from case studies	Interpretations from graph, charts and case studies	Calculations and interpretations	Calculations / interpretations from graph, charts and case studies
Key questions	How do we identify and understand customer needs?	Why do aims and objectives differ between businesses?	What the marketing mix is and what is the importance of each element?	How does technology influence business activity?	What are the methods of business growth and their impact?	What are the methods of business growth and their impact?
Assessment	End of topic assessment					Paper 1
Cross Curriculum Connections	1.2 Design technology 1.3 Maths	1.2 Design technology 1.3 Maths	1.5 GCSE Geography	1.5 GCSE Geography	2.1 Links to Geography	2.1 Links to Geography

Any questions? Please contact: scrawford@george-spencer.notts.sch.uk

Our Year 10 Creative iMedia Curriculum

Exam board information- OCR Creative iMedia J834

Resources for home study and revision- All resources will be accessible via Google classroom.

We aim to develop all students into effective practitioners in the workplace who:

- are prepared for the demands of Computing and IT in the world today;
- benefit from a programme that supports progression into GCSE work while also incorporating wider skills and context to prepare for the world of work;
- think creatively, innovatively, analytically, logically and critically;
- develop a love for the subject that is embedded into each and everyone one of our students' lives on a day-to-day basis

Big Ideas in Year 10 Creative iMedia:

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

Making Connections

Our Year 10 Creative iMedia Curriculum will build on The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products

Our Year 10 Creative iMedia Curriculum will build towards It will underpin a highly valid approach to the assessment of their skills as is borne out by what teachers tell us. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Topic Area 1: The media industry Topic Area 2: Factors influencing product design	Topic Area 3: Pre-production planning	Topic Area 4: Distribution considerations	Unit R094 -Topic Area 1: Develop visual identity Topic Area 2: Plan digital graphics for products	Topic Area 3: Create visual identity and digital graphics	R093: Creative iMedia in the media industry Revision of key topics before the PPE
Knowledge	Develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry.	Learn how media codes and conventions are applied to create digital media products which engage audiences. Know the main responsibilities of each role in the creation of media products Know that some job roles are specific to pre-production, production or post-production phases Know that some job roles span multiple production phases	Know the requirements in client briefs that inform planning. Know the different ways that client briefs are communicated. Learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation.	Know the different categories of audience segmentation. Know examples of the way audiences are grouped for each segmentation type. Gain an understanding of the properties and formats of media files.	Planning animations with audio based on client briefs – gaming technologies, mobile phones, the film industry and multimedia websites.	Use digital animation to enhance applications, entertain and inform the viewer.
Skills	Recall knowledge and show understanding Apply knowledge and understanding	Analyse and evaluate knowledge, understanding and performance	Demonstrate and apply skills and processes relevant to the subject area	Recall knowledge and show understanding Apply knowledge and understanding Illustration, graphic design and character design	Analyse and evaluate knowledge, understanding and performance Demonstrate and apply skills and processes relevant to the subject area	Demonstrate and apply skills and processes relevant to the subject area
Key questions	What is the difference between a mind map and a mood board, why are they such an important part of the planning phase?	What are the main components of a work plan?	What is meant by DPI and PPI??	What is meant by visual identity?	What are the main software techniques you have used to create your product?	How have you enhanced your product to allow resampling of the image?
Assessment	Exam style questions L01 & L02	Exam style questions L03 & L04	L01 & L02 controlled assessment submission	L03 & L04 controlled assessment submission	L01 & L02 controlled assessment submission	L01 & L02 controlled assessment submission Year 10 PPE - R081
Cross Curriculum Connections	Research methods - Business studies - primary and secondary research	Legal considerations/Ethical and moral - Computer Science		Technology - Y10 HT1 Product Design - designing and making	Technology - Y10 HT1 Product Design - designing and making	Research methods - Business studies - primary and secondary research

Any questions? Please contact : hwhalley@george-spencer.notts.sch.uk

Our Year 10 Personal Development Curriculum

We aim to develop students who:

- Have the knowledge, understanding, attitudes and practical skills to live safe, healthy, and productive lives;
- Can demonstrate important life skills such as empathy, compassion to respectfully acknowledge the views of others, to try to understand them and use them to challenge their own views;
- Become responsible, tolerant, positive global citizens who will make positive contributions to life in modern Britain.

Big Ideas in Year 10 Personal Development

We learn about concepts and topics that are hugely important in developing confident, responsible and tolerant global citizens who can make positive contributions to society. Specific topics under the umbrellas of 'Living in the wider world', 'relationships', and 'health and wellbeing' are explored and provide opportunities for students to express their thoughts, views and opinions in these areas.

Making Connections

Our Year 10 Personal Development Curriculum will build on student's KS3 knowledge on health and wellbeing, relationships and living in the wider world. It will also further develop and refine students understanding and application of reflection, empathy, discussion and debating skills enabling students to express their views and opinions in a respectful and measures manner.

Our Year 10 Personal Development Curriculum will build towards work covered in year 11 by starting to evaluate how external factors can influence our choices, attitudes and behaviours. For example, topical news stories linked to British Values will be debated and discussed whilst considering how people's views could be formed and influenced.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography <i>RE link to expression of identity</i> <i>RE link to moral, religious and spiritual issues</i>	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism <i>RE link to perspectives of others & misunderstood nature of religion; to sources of wisdom and authority, historical, cultural and social contexts; to critically evaluating varied perspectives, world views, diversity; to sources of wisdom and authority, cultural and social contexts; moral issues</i> <i>RE link varied perspectives and approaches to issues of community cohesion</i> <i>RE link to sources of wisdom and authority, cultural and social contexts</i>	Work experience Preparation for and readiness for work
Knowledge	How to reframe negative thinking	How data is generated, collected and shared, and the influence of targeted advertising	How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support	How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime	How to safely challenge discrimination, including online	How to evaluate strengths and interests in relation to career development
Skills	Reflection, coping strategies, organisation, self-awareness, discussion, agency and decision making, strategies to manage influence empathy, assertive communication support seeking skills, risk management					
Key questions	What are the cognitive and practical strategies to promote our own emotional wellbeing?	What are the wider implications of illegal substance use?	What strategies can be implemented to manage different stages of relationships?	What skills and strategies can we use to respond to exploitation, harassment, and bullying?	How are British Values being discussed and debated in current affairs?	How can we protect and enhance our personal and professional reputation online?
Cross Curriculum Connections	Psychology Y10 HT 5 Defining mental health.			History (Y9) - Hitler Youth Case study WW2 key events		History - Y9 HT6 History of Terrorism

Any questions? Please contact Mrs Randall hrandall@george-spencer.notts.sch.uk