ROCHESTER INDEPENDENT COLLEGE

Year 10
Curriculum Plan

Lower School

CONTENTS

Welcome and Overview

This booklet provides valuable information to support your child as they begin their first year of GCSE study. You will find a summary of each subject in Year 10 —what work will be covered, how your child will be assessed, what progress is expected, the types of homework likely to be set, useful websites and how parents and carers can help. It would be very helpful if you could spend some time with your child going through this booklet together as it will 'map out' the year ahead for them.

The Year 10 Curriculum at RIC

There are six lessons a day, each 55 minutes long and most students will study 8 (i)GCSE subjects. We are flexible and tailor bespoke timetables to the profile of the individual student.

Homework & Independent Study

Students in Year 10 are set 1 hour of homework per subject per week. Homework is set on Google Classroom; the 'To do' lists tells students what work needs to be submitted in the coming days. Tasks could include working on coursework or portfolios, research, extended writing tasks or revision ahead of tests. The Sparx Maths platform is used to set weekly, tailored Maths homework and can be used by students for independent study.

During the GCSE years, it is essential that students undertake independent study in addition to set homework. This means noting topics they perform less well on and taking steps to improve. Homework Club takes place Monday to Thursday in the Library from 4-5pm and all students are welcome to attend. Homework Club for Lower School boarders takes place from 7.30-8.30pm on Mondays and Wednesdays and is compulsory. Students study in their rooms during these times. In addition, students can attend Study Hub run from 7-9pm in Room 26 by our Resident Tutors. Each tutor is either a Maths, Science or English specialist, so students can ask for help in those subjects if they attend on the evenings they are on duty.

Holistic Personal Development in the Curriculum

This includes Personal, Social & Health Education (PSHE), Relationships & Sex Education (RSE) and Careers. We welcome parent input into and feedback on our PSHE Curriculum. Please contact kayleigh.simpson@rochester-college.org.uk.

PSHE is delivered through:

- Half termly drop down days, where students are off timetable
- Assemblies
- Form time activities
- Visiting speakers
- Off timetable workshops such as Investin days (careers) and trips
- The Unifrog careers platform

Key themes include:

- Navigating school, self and society
- Careers
- Understanding the law
- Wellbeing and Wisdom: Thriving in Body, Mind and life
- Relationships and sex education
- Online safety

Students have two opportunities to undertake work experience in Year 10. Starting in November, students take part in virtual work experience with an in-person element via InvestIn offered by Dukes Education which involves days at UCL followed by work in College in February. A second opportunity takes place virtually on the Unifrog platform in the final half term before the Summer holidays.

Assessing student progress

In Year 10, students receive half-termly report cards, one full written report and one parents' evenings. We assess student progress in the vast majority of subjects in Year 10 using GCSE or iGCSE grades. Music assesses using Level 2 BTEC grades. English as an Additional Language has no external assessment, but we use the Common European Framework for Languages to report home about students' level of proficiency. Key pieces of work are marked to (i)GCSE grades using previous years' grade boundaries, which are subject to change year-on-year.

On the report card, teachers report on **attitude to learning in class** and **attitude to learning for homework & independent study**. 5 is outstanding, 1 is disruptive to their own or others' learning.

Teachers also provide:
- a **projected grade band** - the grade band (e.g. 8-9) that they think the student will get at the end of the course if they carry on studying as they are
- an **assessment grade** - the grade the student achieved in the subject's most recent assessment

Here is an outline of the 'value' of grades at GCSE and Level 2 BTEC:

<table>
<tr><th colspan="2">Attainment at (i)GCSE</th><th>BTEC</th></tr>
<tr><td>New grading system</td><td>Old grading system</td><td>Level 2 BTEC grade equivalence</td></tr>
<tr><td>9</td><td rowspan="2">A*</td><td rowspan="2">Distinction*
(D*)</td></tr>
<tr><td>8</td></tr>
<tr><td>7</td><td>A</td><td>Distinction</td></tr>
<tr><td>6</td><td rowspan="3">B

C</td><td rowspan="2">Merit</td></tr>
<tr><td>5</td></tr>
<tr><td>4</td><td>Level 2 Pass</td></tr>
<tr><td>3</td><td>D</td><td rowspan="4">Level 1 Pass</td></tr>
<tr><td></td><td>E</td></tr>
<tr><td>2</td><td>F</td></tr>
<tr><td>1</td><td>G</td></tr>
<tr><td>0</td><td>U</td><td>Ungraded</td></tr>
</table>

Mocks

Mocks are practice exams undertaken in Underhill (the school exam hall) in the same conditions as the real thing. There is one mock week for Year 10 students in the week beginning **20th April**.

Academic support

Students should raise questions in lessons and inform their class teacher early if they are struggling. Subjects offer lunchtime support sessions. Students should proactively take advantage of this and some students will be asked to attend. The earlier a student asks for help, the more time there is to solve whatever the issue is.

Supporting Literacy

Parents and carers can support literacy by encouraging students to regularly read and listen to podcasts for pleasure, and then by discussing them. Parents can support fluency in writing for those who struggle with handwriting by encouraging students to learn to touchtype. If you think your child may benefit from accessing a touchtyping platform, contact jan.duxbury@rochester-college.org.uk

Supporting Numeracy

Parents can help students' numeracy by discussing everyday problems that require numeracy to solve them. They can encourage students to complete **Sparx Maths** homework, which adapts tasks to the students current ability and pace of working. If a student gets stuck, they should watch the instructional video, pausing at each step to apply it to the problem. Some students benefit from having complex worded questions read out to them. Asking students questions: 'what would you do next?' is more helpful than providing answers.

Students should not Google, use AI or receive too much help as the work set will quickly become inaccessible. If you think this has happened, or if your child is struggling with Maths, contact your child's Personal Tutor so that we can work on resetting the algorithm and look at additional support.

There is an Independent practice function on Sparx that students can use to improve areas of weakness and revise.

A very few students for whom GCSE Maths is difficult to access may, in discussion with parents and teachers, undertake a qualification in Functional Skills Maths.

Supporting Digital Wisdom

We teach, collaborate and communicate via **Google**; all students have their own **Chromebook**. Homework is set on **Google Classrooms**. Subjects develop online research, academic integrity, word processing, presenting and spreadsheet skills as appropriate. Parents can help by ensuring students' Chromebooks are charged overnight, ready for the day's lessons.

Computer Science teaches coding in Python and Graphics and Music lessons use a range of visually creative, soundscape design and composition digital tools.

All work submitted by students must be their own. AI must not be used to complete any work that the teacher is assessing as the students' own. Teachers assess work to find out what students need help with next and to enable them to excel in the final exam, where they will not have access to AI. If students submit coursework generated by AI, they are at risk of being disqualified. A great rule of thumb for students when it comes to AI use is to 'outsource your doing, not your thinking.'

Online safety is explicitly taught in PSHE drop down days and reinforced across subjects.

Screen time & Wellbeing
RIC is phone free in the Lower School. Students put their phones in a Yondr pouch at the beginning of the day. We discourage computer games at break time in the summer months. For students in boarding, if you would like students' phones to be collected before bedtime, do let us know.

Supporting neurodiversity and SEND

The breadth of our curriculum provides opportunities for neurodiverse students to excel academically, creatively, digitally, and in physical performance. The varied curriculum in Year 10 enables students to play to their strengths.

Though we are not a special school, neurodiverse students make good progress here thanks to:

- small classes and individual tuition
- a flexible and common-sense approach to reasonable student requests, such as facilitating independent learning
- tailored programmes of study including the supportive curriculum in literacy and numeracy mentioned above
- access to digital tools to support creativity, literacy and numeracy mentioned above

Support for neurodiverse students is planned to help them succeed and grow in independence, while ensuring that all students can learn well together. Therefore any adjustments made should not undermine the learning environment of other students who also may be neurodiverse. As the content and skills assessed in coursework and final examinations are the same for everyone, we aim to provide strategies that build confidence and lasting skills, rather than short-term, unsustainable solutions that students might come to depend on.

Access arrangements in examinations

Some students may need certain access arrangements in their exams. Access arrangements are not something that can be requested by parents or students; they must come from teachers observing that a student may need support in accessing exams and evidencing that need. Where teachers believe a student may need access arrangements, the arrangement will be trialled informally as their normal way of working prior to them being formally assessed. Only students who have been screened by the assessor following this process are entitled to access arrangements.

A student joining RIC who has never had access arrangements is unlikely to need these in GCSEs. If a student has had arrangements in a previous school we will need a **JCQ Form 8** and a copy of the **assessor's qualification**. If this is not available, we will screen students for access arrangements in October/November. These cost approximately £30 per student.

Individual rooms are not available - smaller rooms away from the main hall are available, normally with 5 or 6 students.

No access arrangements can be applied to Art subjects.

Students must use their access arrangements in mock exams as when our access arrangements are inspected, we need to provide evidence that students need and use them. If students do not use access arrangements in mock exams, they will lose these arrangements.

Our SENCOs are Leighton Bright and Ian Duxbury. Email: leighton.bright@rochester-college.org.uk

Stretch & challenge

Academic streaming in English, Maths and Science enables students who are operating at a higher level to access more challenging texts and problems. As these lessons are timetabled concurrently there is the flexibility to move between groups as students improve. Subject specialists advise students on whether to continue with single, combined or triple science(s) based on their level of understanding at the end of Year 10. Our bespoke curriculum allows some students to take qualifications early with the agreement of subject specialists and the Head of Lower School.

Offering a broader-than-usual range of creative subjects enables students to find strengths and be challenged early.

Small class sizes allow us to both stretch the most able and ensure all can access learning. Strategies can include setting tasks with different levels of challenge and support and using questioning to extend or scaffold.

Peripatetic music lessons for Piano, Vocals, Drums, Bass and Guitar are offered and students can sit examinations for RSL music grades at College as we are an approved centre.

A series of extra-curricular activities is offered that provide challenge, previously including Duke of Edinburgh Award, Debating Society, Sports Leaders, Chess Club and Pupil Earth Summit as well as having the opportunity to enter ISA essay writing competitions.

ART & DESIGN: FINE ART

Exam Board: AQA, GCSE

Assessment method

Portfolio (coursework) 60% , Externally Set Assignment (culminating in 10 hour exam) 40%

Exam length

Exam questions issued in February of Year 11, an initial extended preparation period culminates in a 10 hour exam at the end of April of Year 11. Dates and times are set internally.

Curriculum Intent

The Fine art course introduces students to a variety of media, materials, techniques and processes, both traditional and digital, alongside a range of artists, to enable them to explore an idea, convey an experience or respond to a theme of personal significance. Each student is encouraged to find their own personal voice through informed investigation and purposeful experimentation, developing the confidence to take creative risks within a supportive environment. This year prepares students for their GCSE coursework and the Externally Set Exam in Year 11.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Informed development of ideas Use of a variety of media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights	Informed development of ideas Use of a variety of media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights	Informed development of ideas Use of a variety of media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights
Knowledge	**Urban Surroundings** Critical understanding of the work of artists and sources relevant to the theme	**Urban Surroundings** Critical understanding of the work of artists and sources relevant to the theme	**Under the Sea** Critical understanding of the work of artists and sources relevant to the theme
Assessment	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required.	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required, alongside more formal written assessments of progress.	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required.

ART & DESIGN: FINE ART

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Informed development of ideas Use of a variety of media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights	Informed development of ideas Use of a variety of media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights	Informed development of ideas Use of a variety of media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights
Knowledge	**Under the Sea** Critical understanding of the work of artists and sources relevant to the theme	**Past Exam questions** Critical understanding of the work of artists and sources relevant to the theme	**Past Exam questions** Critical understanding of the work of artists and sources relevant to the theme
Assessment	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required, alongside more formal written assessments of progress.	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required.	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required, alongside more formal written assessments of progress.

How can parents support?	Encourage to keep on top of their 'to do' list Check Google classroom for set tasks.
Useful resources and links	https://www.tate.org.uk/ https://www.art2day.co.uk/ https://www.artsy.net/collection/contemporary

ART & DESIGN: GRAPHIC COMMUNICATION

Exam Board: AQA, GCSE

Assessment method

Portfolio (coursework) 60% , Externally Set Assignment in Y11 (culminating in 10 hour exam) 40%

Exam length

Exam questions issued in February in Y11, an initial extended preparation period culminates in a 10 hour exam at the end of April. Dates and times are set internally.

Curriculum Intent

Students expand their knowledge of practical processes using a variety of materials and techniques enabling them to explore ideas in response to the project brief. This is done through informed investigation and purposeful experimentation. The aim is for students to think critically, to solve problems and develop an ability to review and refine practical work, showing an understanding of tone of voice and the target audience.

How can parents support?	Parents can support students by encouraging them to keep up to date with work and to attend lunchtime and after school sessions should they need additional time or support.
Useful resources and links	https://uk.pinterest.com/ https://designmuseum.org/ https://www.museumslondon.org/museum/116/museum-of-brands-packaging-and-advertising

Programme of Study

	Term 1 & 2	
Theme	**The Power of the Poster** Following an introduction to Graphic Design, students will investigate and experiment with practical skills in traditional & digital collage/photomontage techniques relating to the Converse/Puma/Benefit Cosmetics advertising campaigns. Artists/Designers: David Carson, Owen Gildersleeve, Patrick Nelson, Hammah Burnworth, Madam Gilles	
Skills	Informed development of ideas Show understanding of the work of others, 'Research & respond' Experimentation using a variety of media, materials, techniques & processes relevant to intentions. Recording of ideas, observations & insights	
Knowledge	An understanding of selected processes, materials, and their application to a given theme.	Consolidation of knowledge.. Gaining an understanding of the requirements of the AQA assessment criteria.
Assessment	Ongoing formative assessment through development of work., Learning outcomes AO1, A02, AO3,	Formal assessment of the project with a deadline at Christmas Learning outcomes AO1, A02, AO3, A04.

ART & DESIGN: GRAPHIC COMMUNICATION

Programme of Study continued

	Term 3 & 4	
Theme	**Packaging Design** With a stronger emphasis on the understanding of the GCSE Assessment Objectives, students will investigate & experiment with practical skills in photographic editing & image manipulation, vector illustrations & traditional printing techniques relating to fruit/vegetable graphics & illustrations and typography for packaging design. Artists/designers: Students are free to investigate inspiring work to guide their ideas. This project will include a practical screenprinting workshop and an educational visit/workshop to The Brands, Packaging & Advertising, Notting Hill.	
Skills	Informed development of ideas Show understanding of the work of others, 'Research and respond' In depth experimentation using a variety of media, materials, techniques and processes relevant to intentions. Recording of ideas, observations and insights, reviewing and refining work.	
Knowledge	A deeper understanding of selected processes, materials, and their appropriate application to a given theme.	Consolidation of knowledge. Understanding of the requirements of the AQA assessment criteria.
Assessment	Ongoing formative assessment through development of work. Learning outcomes AO1, A02, AO3,	Formal assessment of thei project with a deadline at Easter. Learning outcomes AO1, A02, AO3, A04.

	Term 5 & 6	
Theme	**Exam Question** Students will investigate a theme of their choosing and use their acquired practical skills and knowledge to work through a full project. The aim of this project will help students gain a deeper understanding of the GCSE Assessment Objectives and prepare them for the Year 11 the following year.	
Skills	Informed development of ideas Show understanding of the work of others, 'Research and respond' In depth experimentation using a variety of media, materials, techniques and processes relevant to intentions. Recording of ideas, observations and insights, reviewing and refining work.	
Knowledge	A deeper understanding of selected processes, materials, and their appropriate application to a given theme.	Consolidation of knowledge.. Understanding of the requirements of the AQA assessment criteria.
Assessment	Ongoing formative assessment through development of work. Learning outcomes AO1, A02, AO3,	Formal assessment of the project with a deadline in June. Learning outcomes AO1, A02, AO3, A04.

ART & DESIGN: PHOTOGRAPHY

Exam Board: AQA, GCSE

Assessment method

Portfolio (coursework) 60% , Externally Set Assignment in Y11 (culminating in 10 hour exam) 40%

Exam length

Exam questions issued in February in Y11, an initial extended preparation period culminates in a 10 hour exam at the end of April. Dates and times are set internally.

Curriculum Intent

Students will learn technical skills, develop critical thinking and build a creative portfolio. They will learn not only technical proficiency and editing skills but how an image communicates and the appreciation of different audiences and conventions. This year prepares them for their GCSE coursework and the Externally Set Exam in Year 11.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Informed development of ideas through artist research and experimentation. Use of professional photographic equipment, DSLR, lenses and editing software. Recording & reflection of ideas, observations and insights	Informed development of ideas through artist research and experimentation. Use of professional photographic equipment, DSLR, lenses and editing software. Recording & reflection of ideas, observations and insights	Informed development of ideas through artist research and experimentation. Use of professional photographic equipment, DSLR, flash, macro, props, lenses and editing software. Recording & reflection of ideas, observations and insights
Knowledge	**Composition** Understanding composition, leading Lines, balance, symmetry, framing and perspective. Critical understanding of the work of artists and sources relevant to the theme	**Triangle of Exposure** Understanding the triangle of exposure - ISO, aperture and shutter speed, how these elements work together and can be used for creative effect. Critical understanding of the work of artists and sources relevant to the theme	**Abstract** Understanding of Black and White & colour photography, macro, movement, double exposure, light & shadow. . Critical understanding of the work of artists and sources relevant to the theme
Assessment	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required.	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required, alongside more formal written assessments of progress.	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required.

	Term 4	Term 5	Term 6
Skills	Informed development of ideas Use of a techniques and processes relevant to intentions Recording of ideas, observations and insights	Informed development of ideas Use of a techniques and processes relevant to intentions Recording of ideas, observations and insights	Informed development of ideas Use of a techniques and processes relevant to intentions Recording of ideas, observations and insights
Knowledge	**Mock exam** Critical understanding of the work of artists and sources relevant to the theme	**Mock exam** **GCSE coursework project** Critical understanding of the work of artists and sources relevant to the theme	**GCSE coursework project** Critical understanding of the work of artists and sources relevant to the theme
Assessment	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required, alongside more formal written assessments of progress.	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required.	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required, alongside more formal written assessments of progress.

How can parents support?	Check Google classroom for set tasks.
Useful resources and links	https://drive.google.com/drive/folders/1kKxU6xXft9f8yphOojYtF1NwOpMJkGeO https://thephotographersgallery.org.uk/homepage https://michaelhoppengallery.com https://atlasgallery.com

ART & DESIGN: TEXTILE DESIGN

Exam Board: AQA, GCSE

Assessment method Portfolio (coursework) 60% , Externally Set Assignment in Y11 (culminating in 10 hour exam) 40%

Exam length

Exam questions issued in February in Y11, an initial extended preparation period culminates in a 10 hour exam at the end of April. Dates and times are set internally.

Curriculum Intent

In Year 10, students develop creative ownership and technical skills. They explore textile art as a form of visual communication, engaging in contextual artists and designer research. Through experimentation and conceptual development, students learn to make deliberate choices in their use of materials, techniques, and visual language to communicate personal and imaginative ideas. Students also consider **sustainability and ethical practices**. This year prepares them for their GCSE coursework and the Externally Set Exam in Year 11. Pathways within textiles can include Textile art, Fashion, interior design or costume design.

Programme of Study

	Term 1	Term 2	Term 3
Theme	**Foundation Skills in Textiles**	**Foundation Skills in Textiles**	**Mini Project**
Skills	Observational drawing, dyeing, printing, hand and machine sewing, fabric manipulation, mixed media., developing ideas,refining ideas	Personal research, skill refinement, project planning, Developing ideas and creating a final outcome.	In-depth research, photography, artist analysis, brainstorming,and mood board creation. Drawing,as well as using a range of mixed media, techniques and processes to develop ideas. Reviewing and reflecting on work in progress.
Knowledge	Research & understanding of Artists and designers for **"Natural Forms"** and **"The Built Environment**." Understanding of Assessment Objectives	Knowledge of the Assessment Criteria and brief and how to develop initial ideas through experimentation and learning to select appropriate resources, media, materials, techniques, and processes.	Artists and designers for **"Identity."** Understanding of how to plan and execute a personal project.
Assessment	Formative assessments through sketchbook and practical work, with regular 1:1 and peer feedback. learning outcomes AO1, A02, AO3,	Formative assessments through sketchbook and practical work, with regular 1:1 and peer feedback. learning outcomes AO1, A02, AO3, AO4	Formative assessments on the mini-project, with regular 1:1 and peer feedback. learning outcomes AO1, A02, AO3,

ART & DESIGN: TEXTILE DESIGN

Programme of Study continued

	Term 4	Term 5	Term 6
Theme	**Mini Project-continued**	**Mini Project - Continued—**	**Introduce Component 1- Coursework Project to continue in year 11**
Skills	Extensive experimentation with materials and techniques, refining skills, and creating developmental samples. Drawing,as well as using a range of mixed media, techniques and processes to develop ideas. Reviewing and reflecting on work in progress.	Drawing,as well as using a range of mixed media, techniques and processes to develop ideas. Reviewing and reflecting on work in progress. Mini Project - Completion. Finalisation and presentation of the mini-project.	In-depth research, project planning, and primary research for the coursework project. Development of a personal and sustained project, including further research and experimentation.
Knowledge	A deep understanding of chosen processes, materials, and their application to a personal theme.	Consolidation of knowledge from the "Identity" and sustainability project. Understanding of the requirements of the AQA assessment criteria.	The requirements of the AQA coursework brief (Component 1). How to record a comprehensive creative journey with a clear, personal narrative.
Assessment	Ongoing formative assessment through practical samples and sketchbook development. learning outcomes AO1, A02, AO3,	Formal assessment of the mini project with a deadline at May Half Term. learning outcomes AO1, A02, AO3, A04.	Initial formative assessment of the coursework project based on research and initial ideas, with regular 1:1 and peer feedback. Learning outcomes AO1, A02, AO3,

How can parents support?	We encourage you to help your child work independently and manage their time effectively, especially with the demanding coursework. You can also provide resources by helping them find contextual sources for research, such as visiting museums, galleries, or exhibitions. Please regularly check Google Classroom for homework, deadlines, and important updates.	
Useful resources and links	• Google Classroom • www.62group.org.uk *https://www.arttextilesmadeinbritain.co.uk/* • https://designmuseum.org/discover-design	• https://www.bbc.co.uk/bitesize/subjects/zpsvr82 • https://www.textileartist.org/ • https://www.vam.ac.uk/ • https://www.tate.org.uk/ • https://fashiontextilemuseum.org/

BUSINESS STUDIES

Exam Board: Cambridge iGCSE

Assessment method Regular testing on a mixture of short and longer answers questions during year 10 in preparation for two external papers at the end of year 11

Exam length In year 10 there is one 90 minute examination. At the end of year 11 there are two 90 minute papers. There is no coursework

Curriculum Intent

Students in year 10 will focus on the first three of the topics in the Cambridge iGCSE course - Understanding Business Activity, People in Business and Marketing. In addition to the core subject content, students will be helped to improve their numeracy within Business as well as their essay writing skills. As year 10 affords us more time, we will also engage students in research and presentation based projects, to develop transferable skills as well as to cement their subject knowledge.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Essay writing skills, Numeracy for Business as well as core subject knowledge recall	As previous but also to include research and presentation skills	Research and presentation skills, Essay writing skills, Numeracy for Business as well as core subject knowledge recall
Knowledge	Numeracy and literacy skills development Unit 1- Business activity - Business Activity - Economic Sectors Unit 2 People in Business - Human resource management Unit 3 - Marketing - Marketing and The Market - Marketing research	Unit 1 - Business activity - Enterprise, Business, Size and Growth Unit 2 - People in business - Organisation and management Unit 3 - Marketing - The Marketing Mix - Product & Price Research and Presentation on topic areas covered in units	Unit 1 - Business activity - Types of Business Organisation Unit 2 - People in business - Methods of communication Unit 3 - Marketing - The Marketing Mix - Place & Promotion Research and presentation on topic areas covered in units Revision and essay practice
Assessment	Exam based questions on the subject matter above	Exam based questions on the subject matter above	Exam based questions on the subject matter above

BUSINESS STUDIES

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Research and presentation skills, Essay writing skills, Numeracy for Business as well as core subject knowledge recall	Research and presentation skills, Essay writing skills, Numeracy for Business as well as core subject knowledge recall	More concentration in this term on essay writing and format for answering specific question types in preparation for end of year exam
Knowledge	Unit 1 - Business activity - Business Objectives and Stakeholder Objectives - Unit 2 - People in business - Motivating Employees Unit 3 - Marketing - E-Commerce Student led research Project	Unit 3 - Marketing - Marketing strategy & Legal Controls Student cereal project Unit 5 - Financial Information and Decisions - Business finance - Cash-Flow Forecast	Unit 5 - Financial Information and Decisions - Profit & Loss - Statement of Financial Position - Analysis of Accounts Revision and preparation for exams Revision of essay writing techniques, command words and requirements for different length questions
Assessment	Exam based questions on the subject matter above	Exam based questions on the subject matter above	Final end of year 10 exam - 90 minutes

How can parents support?	Parents can help students by being inquisitive in terms of their research projects as well as being a sounding board for presentations to provide positive feedback. In terms of revision, parents can help students access resources on google classroom
Useful resources and links	Google Classroom Quizlet - quizlet.com Seneca - seneca.com

COMPUTER SCIENCE

Exam Board: OCR (J277) GCSE

Assessment method: Topic tests, practical programming, programming project, exams

Exam length: Year 10 - two 45 minute school-based exams (winter term and summer term) - no public examinations.

Curriculum Intent

This GCSE Computer Science curriculum will equip students with a deep understanding of how digital systems work, how to think computationally, and how to apply programming skills to solve real-world problems. At RIC we foster analytical ability and computational thinking skills. We firmly believe there is an art to programming which permits students to develop their creativity alongside an excellent grasp of logic. By the end of the course, learners are well-prepared to pursue further study in Computer Science or related disciplines, and to navigate an increasingly digital world with confidence and responsibility.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Students learn to identify and explain key components of hardware and software, describe how systems function and interact, and analyse how performance can be affected. They also develop comparative evaluation skills when selecting suitable components.	Students write, test, and refine Python programs, applying modular design and writing reusable code. They build debugging strategies, learn to use test plans effectively, and become proficient in building clear, robust, and maintainable programs.	Students perform binary and hexadecimal conversions and calculations, analyse how media is encoded digitally, and apply compression methods. They strengthen their understanding of data structures and develop precision in logical and mathematical reasoning.
Knowledge	This area covers the internal workings of a computer, including the CPU's architecture (registers, buses, and the fetch-decode-execute cycle), memory (RAM, ROM, cache), storage devices (optical, magnetic, solid state), and system software (OS, utilities).	Students learn programming concepts such as data types, variables, inputs/outputs, arithmetic and logical operators, selection (IF), iteration (WHILE, FOR), subroutines (functions and procedures), and structured programming. They also cover error handling and file operations.	Students learn how data is stored and processed in binary form. They study binary and hexadecimal number systems, character sets (ASCII, Unicode), image representation (pixels, resolution, colour depth), sound sampling, and compression techniques like Huffman coding and RLE.
Assessment	40 minute topic test	Practical programming	40 minute topic test

COMPUTER SCIENCE

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Students can explain how data is transmitted securely, identify cyber threats, and evaluate methods to prevent them. They gain confidence in describing real-world network scenarios and understanding secure design principles.	Students learn to evaluate and discuss the broader implications of digital technology, considering multiple perspectives. They build the ability to form reasoned arguments, analyse real-world case studies, and present informed opinions on current computing issues.	Students develop the ability to break down problems into manageable steps, write and interpret pseudocode and flowcharts, design logical algorithms, and compare algorithmic efficiency. They also learn to reason systematically and apply structured thinking.
Knowledge	Students study the fundamentals of networking, including types (LAN, WAN), topologies, hardware, protocols (TCP/IP, HTTP, FTP), and the layered model. Cyber security topics include threats (malware, phishing, brute force, SQL injection) and protection methods (encryption, firewalls, user access control).	Students learn about the ethical, legal, cultural, environmental, and privacy issues related to computing and stakeholder impacts. They will also study the following UK laws: Data Protection Act, Computer Misuse Act, and Copyright Designs and Patents Act.	Students learn core principles of problem solving, including decomposition, abstraction, pattern recognition, and algorithmic logic. They study standard algorithms such as binary and linear search, bubble, merge, and insertion sort. They also explore how to evaluate algorithms based on efficiency.
Assessment	40 minute topic test	In-class 20 minute essay	Programming project

How can parents support?	(1) By ensuring that their child is coding for at least one hour per week. (2) Checking Google Classroom for coursework deadlines and assessment dates. (3) Ensuring that their child conducts a weekly review of their learning. (4) Checks their child has time and space to revise for exams and does so.
Useful resources and links	Google Classroom GCSE Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Craig 'n' Dave GCSE videos: https://craigndave.org/ocr-gcse-j277-videos/

DRAMA

Exam Board: AQA GCSE

Assessment method:

Component 1: Text in practice, can be from a range of plays and genres developing knowledge and skills through refining character work and development using appropriate Drama terminology. Also includes a live Theatre review where students show understanding of production values and explain character objectives of a play or Musical. This is 30% of the final grade.

Component 2: Devising Drama from a stimulus to create performance work and creative logs showing developmental techniques and skills, this is 40% of final grade.

Component 3: is purely practical in the form of monologues and duologues to an external examiner to show progress, development and understanding. This is 20% of the final grade.

Exam length: 1hr 30 mins

Curriculum Intent

We aim to introduce students to a variety of creative techniques, providing them with an understanding of texts and practitioners and the ability to critically analyse. We explore ideas, themes and terminology to enhance performance work. Students develop both written and practical skills, experimenting and investigating genres with confidence.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Teamwork Devising from a stimulus Applying terminology Developing strategies Solving problems Creative thinking Developing performance work	Performers refine work and look at outcomes for an audience with clear milestones and objectives Understanding genres of set text with historical and social understanding of time lines	Understanding the importance of texts and genres Playwrights vision Character development Ensemble work Repertoire selection
Knowledge	Evaluation skills Creative writing Understanding of key terminology How to develop performance work with clear outcomes	Teamwork and trust Performance elements Troubleshooting Technical interpretation Understanding of costume and backstage production elements	Applying skills such as physical theatre to enhance performance work Understanding of stage directions and awareness of an audience
Assessment	Mock exam	Performance of devised piece with creative logs	Create rehearse perform

DRAMA

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Deeper knowledge of text with clear creative writing Ensemble workshops to enhance terminology	Creative thinking and writing Understanding of objectives within a play for characters and as a whole	Creative writing Key use of terminology Production types Improvisational skills troubleshooting
Knowledge	Core theory Understanding of roles within performing Arts and interrelationships with importance of working together Clear understanding of importance of schedules and adhering to them	Analysing audience purpose and overall effect Character development and interaction with others Planning schedules	Genres and history Purpose of plays Recognising ways to enhance performance work Historical content evaluation
Assessment	Performance	Written live theatre piece	Evaluation

How can parents support?	Help providing space to practice, encourage students to go on all the school theatre trips to expand genres and various performance work
Useful resources and links	BBC bitesize Drama AQA www.ntlive.com

ECONOMICS

Exam Board: Cambridge iGCSE

Assessment method: Regular testing on a mixture of short and longer answers questions during year 10 in preparation for two external papers at the end of year 11

Exam length In year 10 there is one 90 minute examination. At the end of year 11 there are two papers - one written and one multiple choice. There is no coursework

Curriculum Intent

Students in year 10 will focus on the first three of the topics in the Cambridge iGCSE course - The Basic Economic Problem, The Allocation of Resources and Microeconomic Decision Makers. In addition to the core subject content, students will be helped to improve their numeracy within Business as well as their essay writing skills. As year 10 affords us more time, we will also engage students in research and presentation based projects, to develop transferable skills as well as to cement their subject knowledge.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Essay writing skills, Numeracy for Business as well as core subject knowledge recall	As previous but also to include research and presentation skills	Research and presentation skills, Essay writing skills, Numeracy for Economics as well as core subject knowledge recall
Knowledge	Numeracy and literacy skills development Unit 1: The Basic Economic Problem - The nature of the Economic Problem - The Factors of Production - Opportunity Cost Unit 3: Microeconomic Decision Makers - Money and Banking - Households - Workers	Unit 1: The Basic Economic Problem - Production Possibility Frontier Diagrams Unit 3: Microeconomic Decision Makers - Money and Banking - Households - Workers Research and presentation on topic 1	Unit 2: The Allocation of Resources - Price Elasticity of Demand - Price Elasticity of Supply Unit 3: Microeconomic Decision Makers - Money and Banking - Households - Workers
Assessment	Exam based questions on the subject matter above	Exam based questions on the subject matter above	Exam based questions on the subject matter above

ECONOMICS

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Research and presentation skills, Essay writing skills, Numeracy for Economics as well as core subject knowledge recall	Research and presentation skills, Essay writing skills, Numeracy for Economics as well as core subject knowledge recall	More concentration in this term on essay writing and format for answering specific question types in preparation for end of year exam
Knowledge	Unit 2: - The Market Economic System - Market Failure - Mixed Economic Systems Unit 3: Microeconomic Decision Makers - Trade Unions - Firms Research and presentation on topic 2	Unit 2: - The Market Economic System - Market Failure Mixed Economic Systems Unit 3: Microeconomic Decision Makers - Firms and Production - Firms' Costs, Revenue and Objectives - Market Structure - Research and presentation on topic areas covered in unit 3	Unit 2: - The Market Economic System - Market Failure Mixed Economic Systems Unit 3: Microeconomic Decision Makers - Firms and Production - Firms' Costs, Revenue and Objectives - Market Structure Revision and essay practice
Assessment	Exam based questions on the subject matter above	Exam based questions on the subject matter above	Final end of year 10 exam - 90 minutes

How can parents support?	Parents can help students by being inquisitive in terms of their research projects as well as being a sounding board for presentations to provide positive feedback. In terms of revision, parents can help students access resources on google classroom
Useful resources and links	Google Classroom GCSE Bitesize - https://www.bbc.co.uk/bitesize/articles/z7jdnrd#zbmnf82 Quizlet - quizlet.com Seneca - seneca.com

ENGLISH LANGUAGE

Exam Board: Edexcel IGCSE (4EA1)

Assessment method

60% Examination: Paper 1- Non-Fiction Texts and Transactional Writing

40% Coursework: Imaginative writing (20%); Response to poetry/prose from Section 2 of the Edexcel IGCSE Anthology (20%)

Exam length

Paper 1: 2 hours 15 minutes

Curriculum Intent

We aim to develop discerning readers and purposeful writers. Students will read a wide range of texts, selecting and interpreting ideas with insight; analyse how writers' language and structural choices shape meaning and effect; and make informed connections between writers' perspectives. In writing, students will communicate clearly and imaginatively, selecting form, tone and register to suit audience and purpose, while crafting coherent paragraphs and demonstrating accurate spelling, punctuation and grammar with a varied, precise vocabulary.

Students have the same teacher for both English Language and English Literature iGCSE. Both courses are covered in English lessons with an alternation of focus between each course. Most students are awarded two (i)GCSEs at the end of the course. The programme of study below is therefore one combined for English Language and English Literature.

Some students for whom English is an Additional Language may only sit (i)GCSE English Language, using the time when Literature is being studied to hone their English Language skills.

How can parents support?	Homework tasks, frequency and depth are differentiated based upon student needs and progress, but tasks set may encompass reading, reviewing own/others' work, researching, summarising, mind mapping/planning, re-drafting, rehearsing, revising, forming presentations or selection of quotations. Students should expect both examination and coursework assignments for homework on a weekly basis. Students are also encouraged to explore ideas and concepts beyond lessons using our KS4 Curiosity Sheet and KS4 Key Words lists.
Useful resources and links	*Grammar skills:* BBC Bitesize *Literary analysis:* Shmoop *Educational talks, varied subjects:* TED talks

ENGLISH LITERATURE

Exam Board: Edexcel IGCSE (4ET1)

Assessment method

60% examination: Paper 1- Poetry and Modern Prose

40% coursework: Modern Drama (20%); Literary Heritage (20%)

Exam length

Paper 1: 2 hours

Curriculum Intent

We aim to develop critical, confident readers who know their set texts closely and respond with informed personal engagement. Students will sustain a clear critical style, analysing how writers use language, form and structure to shape meaning and effect; make purposeful links and comparisons between texts; and demonstrate secure understanding of how works are influenced by—and in turn illuminate—their historical, social and literary contexts.

Students have the same teacher for both English Language and English Literature iGCSE. Both courses are covered in English lessons with an alternation of focus between each course. Most students are awarded two (i)GCSEs at the end of the course. The programme of study below is therefore one combined for English Language and English Literature.

Some students for whom English is an Additional Language may only sit (i)GCSE English Language, using the time when Literature is being studied to hone their English Language skills.

How can parents support?	Homework tasks, frequency and depth are differentiated based upon student needs and progress, but tasks set may encompass reading, reviewing own/others' work, researching, summarising, mind mapping/planning, re-drafting, rehearsing, revising, forming presentations or selection of quotations. Students should expect both examination and coursework assignments for homework on a weekly basis. Students are also encouraged to explore ideas and concepts beyond lessons using our KS4 Curiosity Sheet and KS4 Key Words lists.
Useful resources and links	*Grammar skills:* BBC Bitesize *Literary analysis:* Shmoop *Educational talks, varied subjects:* TED talks

ENGLISH LANGUAGE & ENGLISH LITERATURE

Programme of Study

Students have the same teacher for both English Language and English Literature iGCSE. Both courses are covered in English lessons with an alternation of focus between each course. Most students are awarded two (i)GCSEs at the end of the course.

Some students for whom English is an Additional Language may only sit (i)GCSE English Language, using the time when Literature is being studied to hone their English Language skills.

	Term 1	Term 2	Term 3
Skills	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.
Knowledge	***Of Mice and Men*, John Steinbeck:** English Literature examination ***Romeo & Juliet* or *Macbeth*, Shakespeare:** English Literature coursework response (20%)	**Part 3 of the anthology:** English Literature examination **Creative writing task:** English Language coursework piece (20%)	***An Inspector Calls*, JB Priestley:** English Literature coursework response (20%)
Assessment	***Of Mice and Men***: Students complete regular practice essays on characters and themes. **Shakespeare:** Following study of the whole text, students focus on key scenes relevant to their 650-800 word coursework assignment (typically based upon Tybalt or patriarchy).	**Part 3 of the anthology:** Students study all 16 poems using independent research and teacher tuition. Students complete regular practice essays comparing these texts. **Creative writing task:** Students compose 650-800 words of creative writing in response to a range of stimulus material (tasks vary across the cohort). This also helps prepare for the English Language exam writing task.	***An Inspector Calls***: Students study the entire text and then focus closely on key scenes relevant to their 650-800 word coursework assignment (typically based upon The Inspector or responsibility).

ENGLISH LANGUAGE & ENGLISH LITERATURE

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.
Knowledge	**Response to part 2 of the anthology:** English Language coursework piece (20%)	**Part 1 of the anthology and other prose non-fiction; writing practice: preparation** for the English Language Examination	Coursework completion. Preparation for end of year examination.
Assessment	Students study all 10 texts within part 2 of the anthology using both independent research and teacher tuition before completing a coursework assignment of 1200 words discussing the texts.	Students study all 10 non-fiction pieces within part 1 of the anthology using both independent research and teacher tuition. We endeavour for students to complete regular practice essays analysing these texts with the aim to ensure that students have responded to all assigned non-fiction pieces.	Assessment of key coursework pieces for English Language and English LIterature as aforementioned. Year 10 mock examinations

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Curriculum Intent

English is not the first language for some of our students. Many successfully study for a GCSE in English Language. Those assessed at levels A1 to B1 on the Common European Framework for Languages are not usually entered for a GCSE and instead have EAL lessons. The EAL curriculum is tailored to the students' level and is delivered by those trained in Teaching English as a Foreign Language. We aim for students to be able to access lessons delivered in English and be ready to study for IELTS or an English Language GCSE by the time they reach the Sixth Form.

Attainment in English as an Additional Language		
Common European Framework for Languages Descriptors		
English level	Grading	Descriptor
Proficient user	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Intermediate user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

FILM STUDIES

Exam Board: Eduqas GCSE

Assessment method

Two written exam papers (70% of assessment) ; Coursework - either a screenplay or a short film (30% of assessment)

Exam length

Component 1: Key Developments in US Film Written examination: 1 hour 30 minutes 35% of qualification

Component 2: Global Film: Narrative, Representation and Film Style Written examination: 1 hour 30 minutes 35% of qualification

Curriculum Intent

The specification aims to enable learners to experience a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film, a UK film and films from around the world. Learners will be acquiring a knowledge of filmmaking, which they will be able to apply in a synoptic way to their own film production: a screenplay or a short film

Programme of Study

	Term 1	Term 2	Term 3
Skills	To learn how films are constructed through film form (cinematography, mise-en-scene, editing, sound) Apply film terminology to explore how form shapes meaning	Understand how context influences representation and audience reception Identify & analyse the codes and conventions of independent film and how it differs from mainstream US cinema Engage critically with differing interpretations (from critics, peers, etc.). Analyse and interpret specialist writing on film	Identify & analyse horror genre conventions & how they are used to create meaning Construction of narrative; examine & interpret how elements of film form (cinematography, editing, sound, mise-en-scène) contribute to storytelling & character development. Build critical writing skills by crafting analytical responses using film terminology & evaluative language. Interpret screenwriting conventions; identify narrative techniques & character development in screenplays; recognise visual storytelling; how action and scene description convey emotion & meaning without relying on exposition.
Knowledge	10 Things I Hate About You Film form	US Independent Cinema: Ladybird	Global English Language Film: The Babadook Screenwriting
Assessment	Baseline test	Ladybird essay test	20 minute essay test

FILM STUDIES

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Discover contextual details (e.g., production background, director intent) Understand the significance of different representations in films. Explore how films represent and offer particular perspectives on gender, ethnicity, age and different cultures. Pre-production skills used in filmmaking: plan a short film; storyboard; shot list Use DSLR cameras to shoot footage for a short film	Trace technological and stylistic changes in film from the silent era to modern CGI. Understand how new technologies transformed filmmaking and viewing experiences. Place films and innovations in historical context, recognising their cultural and industrial impact. Use Adobe Premiere to edit a short film	Either: Learn to construct the opening of a screenplay using appropriate formatting Or: Learn to produce a short film using DSLR cameras and editing software.
Knowledge	Global Non-English Language Film: The Farewell FIlm making	Developments in Film & Technology FIlm making	Coursework: screenplay or short film
Assessment	Mock exam	20 minute essay test	End of year test

How can parents support?	Understand the course by reading the specification, resources and question papers Support independent study Watch and discuss the set films at home Encourage students to watch other films by the same director, on the same topic or from the same historical period or movement, noting any connections between films. Accompany students to the cinema. London has some great independent cinemas, including the BFI, which has special events and festivals. Kent also has cinemas that show films outside the mainstream, including: The Palace, Broadstairs; Curzon cinemas in Canterbury Royal Cinema, Faversham; Silver Screen Cinema, Folkestone
Useful resources and links	Eduqas Specification for GCSE Film Studies Eduqas resources Newman et al (2023) WJEC Eduqas GCSE Film Studies – Student Book - Revised Edition, Illuminate Publishing Eduqas Moving Image Awards - entrants to the annual student competition RIC Film & Media -includes past coursework by Film Studies students

FRENCH

Exam Board: AQA GCSE FRENCH 8658

Assessment method:

Students may be entered for GCSE French at Foundation (grades 1–5) or Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. Each paper represents 25% of GCSE.

Exam length

Paper 1 Listening is 35 min at Foundation & 45 minutes at Higher tier.
Paper 2 Speaking is 7-9 mins (Foundation) or 10-12 minutes (Higher) plus 15 minutes preparation
Paper 3 Reading is 45 minutes at Foundation and 1 hour at Higher.
Paper 4 Writing is 1 hour 10 minutes at Foundation and 1 hour 15 minutes at Higher tier.

Curriculum Intent

We aim to inspire and engage students of all abilities to build cultural knowledge as well as language skills.. The intention is to encourage students to communicate with native speakers in speech and also in writing. It is intended to broaden horizons and make them step beyond familiar cultural boundaries, and develop new ways of seeing the world.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Listening and transcribing in French Predicting Preparing an exam-style role-play Telling the time Giving past-tense opinions Understanding questions in the perfect tense Using present and perfect tenses together	Using reflexive verbs in the present tense Extending sentences using sequencers and connectives Translating into French Describing a photo Using prediction to help with listening Using direct object pronouns Using the present, near future and perfect tenses	Describing photos Giving opinions with reasons Expressing opinions, agreeing and disagreeing Looking for familiar words in a text to help with reading comprehension Pronouncing *oi* and *oy* Asking and answering questions in the imperfect tense Using negatives in different time frames
Knowledge	Exploring events in the francophone world; talking about what you do online & what you watch; pros and cons; saying what you do to stay active; making plans to go out; making invitations; saying what you did last weekend; taking part in an interview	Talking about your identity; your weekend routine; Discussing friends & friendship; your favourite celebrity; positive role models; celebrations and traditions	School life in francophone countries; school subjects & school life; Discussing school rules; Talking about what has happened at school Talking about what school used to be like when you were younger Talking about learning languages
Assessment	Translation Fr >En and En>Fr	Reading and listening on Units 1 and 2	Translation Fr >En and En>Fr

FRENCH

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Understanding advice in the *vous*-form imperative Using prediction and clues for listening Giving advice Taking part in a role-play about lifestyle Using your knowledge of French pronunciation to predict how to say new vocabulary Distinguishing between tenses when listening Questions in different time frames	Explaining the reasons why you would like to do something Giving advice by using *il faut*, *on doit*, *on peut* Forming different types of questions (*est-ce que*, rising intonation) Using the perfect and imperfect tenses together Understanding more complex sentences using *qui* Identifying positive and negative opinions Using *si* + the present tense + the near future tense	Recognising cognates Practising numbers and percentages Using comparative adjectives Introducing opinions in a variety of ways Describing a photo taken outside in nature Extending answers (where, when, who, what, how; using negatives) Answering questions featuring a variety of tenses
Knowledge	Describing and giving opinions about dishes Talking about meals and mealtimes Talking about good mental health Describing unhealthy lifestyle choices Saying what you are going to do to improve your life Talking about lifestyle changes	Talking about holidays and accommodation Talking about your ideal holiday Discussing what you can see and do on holiday Talking about festivals Reviewing and booking holiday accommodation Talking about staycation activities	Understanding infographics about the environment; geography, weather, climate & environmental problems Discussing what we can do together to protect the environment Talking about day-to-day actions to protect the environment Discussing school environmental projects
Assessment	Writing & Speaking on Units 3 & 4	Translation Fr >En and En>Fr	Writing, speaking, reading & listening on Units 5 & 6

How can parents support?	Check homework set on Google Classroom weekly and set time to complete homework. Encourage students to engage with the topics of study through additional reading, film or visits. Checks their child has time and space to revise for exams and does so.
Useful resources and links	https://drive.google.com/drive/folders/0AJAlJh8yX3TWUk9PVA https://activehub.pearson.com/#/login https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification https://www.bbc.co.uk/bitesize/examspecs/zp838p3 https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#gsc.tab=0

GEOGRAPHY

Exam Board: Cambridge IGCSE (CIE) (0976)

Assessment method

Non Examination Assessment (NEA- 'coursework') 27.5% final grade , 2000 word limit.

Paper 1 Geographical Themes (knowledge and understanding) 45% final grade, 75 marks total.

Paper 2 Geographical Skills, 27.5% final grade, 60 marks.

Exam length

Paper 1 - 1 hour 45 minutes

Paper 2- 1 hour 30 minutes

Curriculum Intent

In year 10 students will focus on the majority of the course content (7 out of 9 topics), developing their knowledge of processes which affect physical and human environments. Students will learn a range of case studies of local, regional and global scale to apply their understanding for more depth answers and how they impact local communities. There is continuous practise of cartographic, geographic data handling skill throughout and extended writing skills throughout. Finally, in the summer months students will begin their NEA.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Cartographic skill, analysis & interpretation; Data & image analysis, manipulation & interpretation; Extended writing; Examination command words	As previous but also to include diagrams and annotations.	Data and image analysis, manipulation and interpretation Extended writing
Knowledge	**Population** Population growth and change Distribution Impacts overpopulation and underpopulation Migration Population policy Case Studies overpopulation, underpopulation, migration and population policy.	**Tectionics** Structure of the earth and plate tectonics Plate boundaries Volcanic processes, impacts and management Earthquake process, impacts and management Tsunami's Case Studies Volcanic Eruption, earthquake, tsunami	**Rivers** Features both hydrological cycle and drainage basin Processes & landforms of upper, middle & lower course Storm hydrographs Flooding causes, impacts, prevention & management Case studies Lower Income Country & High Income Country
Assessment	Baseline test/assessment focused on population skill (approx 50 minutes) Additional population assessment/ test (approx 30 minutes)	Tectonics assessment/ test (approx 30 minutes)	In class mock assessment 1hour approx Population and Tectonics.

GEOGRAPHY

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Cartographic interpretation Data and image analysis, manipulation and interpretation Extended writing	Metrological maps understanding, data manipulation and handling, numeracy skill, command word understanding and interpreting exam questions.	Enquiry led skill as part of their NEA fieldwork investigation. This includes formulating a hypothesis, cartographic skill, research and citation, and designing sampling and fieldwork methods.
Knowledge	Settlement - Types of settlement and settlement hierarchy - Function, site and situation - Land use models - Issues and management - Case Study	Weather and climate - Characteristics weather and climates - Measurement instruments, scales and interpretation - High and Low Pressure weather systems, associated biomes, ecosystems, impacts and management - Case study of Desert/ drought and Tropical rainforest	Coasts and NEA - Constructive and destructive waves - Coastal processes and landforms (erosion, transportation and deposition) - Coastal erosion, impacts and management- case study - Coastal flooding, impacts and management- case study - Coastal conflicts.
Assessment	Settlement test/ assessment approximately 30 minutes.	Year 10 Mock 1 hour 45 minutes. Students revise population ,tectonics, settlement, and rivers.	Submission of NEA tasks.

How can parents support?	Supporting students with homework by weekly checking Google Classroom, supporting them with time and space to focus on study. Discussion with students on their learning and homework to develop their understanding- use of news reports provide an efficient stimulus for this. Encourage students to dedicate a short weekly time to begin organising their notes into revision format such as flashcards, mind maps, creating quizzes, copies of diagrams to instill regular revision and working memory.
Useful resources and links	The “Geography Student Shared Area” on google drive has revision content notes, case studies, website links, videos, revision activities and keywords. https://www.bbc.co.uk/bitesize/topics/zj4kh4j https://revisionworld.com/gcse-revision/geography https://igcsegeography.wordpress.com/revision-materials/ https://kisigcsegeography.wordpress.com/

HISTORY

Exam Board: Cambridge iGCSE

Assessment method

Two examined components (Paper 1: Structured Questions; Paper 2: Source Questions)

One coursework component (2,000 words) completed in Yr 11

In Year 10, students will be assessed using a mixture of questions from these formally assessed components

Exam length

Full Paper 1 - 2hrs

Full Paper 2 - 1hr 45

Curriculum Intent:

History lessons in Year 10 focus on teaching the Core Content in depth. The course covers key events of the 20th Century, with a particular focus on international relations in the Cold War era. This material will be reviewed in Year 11 but students will not have the same opportunity to cover the events in detail due to the additional components that will be covered.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Describe [4m] and Explain [6m] questions (Paper 1)	Evaluate [10m] questions (Paper 1)	Exam
Knowledge	**Overview of Interwar Years (Core Content Key Questions 1-3)** - Treaty of Versailles - League of Nations - Hitler and the causes of WWII	**Who was to blame for the Cold War?** - Ideological conflict between capitalism and communism - Postwar US policy (Truman Doctrine, Marshall Aid) - Stalin's actions in eastern Europe (Berlin Blockade)	**To what extent was the USA's policy of containment a success? (Korea & Cuba)** - UN action in Korea - Consequences of the Korean War - Khrushchev's reasons for placing missiles in Cuba - Kennedy's reactions to Cuban missiles
Assessment	Paper 1 questions (40 mins)	Paper 1 questions (40 mins)	Paper 1 partial (40 mins)

HISTORY

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Independent research and extended writing (in preparation for coursework component)	Source analysis and Paper 2 skills	Source analysis and Paper 2 skills Preparation for Depth Study (Yr11)
Knowledge	T**o what extent was the USA's policy of containment a success? (Vietnam)** - Reasons for escalating US involvement in SE Asia - Military problems for US troops in S Vietnam - Reasons for US defeat in Vietnam	**How secure was the USSR's control over eastern Europe, c.1948-89?** - 1956 Hungarian Uprising - 1961 Berlin Wall - 1968 Prague Spring	**How secure was the USSR's control over eastern Europe, c.1948-89?** - Polish 'Solidarity' - Gorbachev, fall of the Berlin War, and the end of the Cold War
Assessment	Extended essay (1000 words)	Full Paper 1 exam (2hrs)	Paper 2 (source questions)

How can parents support?	- Ensure there is dedicated time for homework assignments. - Ensure revision is rigorously undertaken, especially in preparation for assessments - Encourage students to engage with the topics of study through additional reading, film or visits (see resources below)
Useful resources and links	Core content topic list Cold War documentary series Rise of the Nazis documentary series World at War documentary series (especially Ep 1 & 2, 33 & 37) BBC bitesize pages on interwar Germany

MATHEMATICS

Exam Board: Edexcel (IGCSE - specification A)

Assessment method: 100% Exam (assessed with two equally weighted calculator papers. Both papers are out of 100 marks). There are no set topics in paper 1 and paper 2. Therefore, each paper contains a mixture of questions from the units stated below. Generally if a topic is in paper 1 then it does not appear in paper 2.

Exam length: There are two calculator exam papers that are 2 hours in length each. Students sit these in the summer term of year 11.

Curriculum Intent

We aim to enable students to develop their knowledge and understanding of mathematical concepts and techniques; acquire a foundation of mathematical skills for further study in the subject or related areas; enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems; and to appreciate the importance of mathematics in society, employment and study.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Calculate with: multiples, factors, prime numbers, square numbers, cube numbers, products of prime numbers, HCF & LCM. Draw & identify lines of symmetry. To identify rotational symmetry & symmetry of special two-dimensional shapes. Add/subtract/multiply/divide directed numbers. To understand the language of algebra. To substitute into formulae and rearrange formulae.	Continue number sequences. Finding the nth term of an arithmetic sequence & the sum of an arithmetic sequence. Apply the order of operations. Find fractions & equivalent fractions, add/subtract/multiply /divide fractions, . convert between fractions/decimals/ percentages. Difference between recurring & terminating decimals. Increase/decrease quantities by a percentage, express one quantity as a percentage of another. Calculate reverse percentages, percentage increase/decrease, compound interest & repeated percentage change. Direct proportion & inverse proportion.	Simplify expressions, expand brackets, factorise expressions & simplify algebraic fractions. Calculate missing angles in parallel lines, triangles, quadrilaterals, & regular/ irregular polygons. To recognise tangents & chords and be able to find missing angles linked with them. To know and apply all the circle theorems in order to find missing angles.
Knowledge	Number, symmetry, algebra and formulae.	Integer sequences, order of operations, fractions, percentages, direct & inverse proportion.	Algebraic manipulation and angle properties.
Assessment	Baseline assessment.	Assessment half way through term.	Assessment

MATHEMATICS

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	To draw accurate frequency tables, pictograms, bar charts, pie charts and histograms and to be able to interpret the data that is presented in them. To round whole numbers and decimals to decimal places or significant figures. To use this knowledge to approximate calculations. To calculate upper/lower bounds. To set up and solve linear equations. To solve quadratic equations using a range of methods. To solve simple simultaneous equations.	To find the mode, median, mean and range of a set of data. To know which average to use. To use frequency tables to find averages. To find the spread of data. To complete and interpret cumulative frequency diagrams. To understand the set language and notation. To use the set notation to complete Venn diagrams. To calculate with Inequalities. To know how to translate, reflect, rotate and enlarge various shapes. To identify which transformation has been used. .	To construct shapes accurately. To construct bisectors and scale drawings. To calculate ratio, speed, density and pressure. To use direct/inverse proportion. To use the correct units of measurement. To convert between metric units and imperial units. To read a variety of scales. To calculate with time. To convert currency.
Knowledge	Statistical representation, approximation, limits of accuracy and solutions to equations.	Statistical measures, set language & notation and transformations.	Geometrical constructions, ratio, proportion, speed, measures, scales and measurement conversions.
Assessment	Assessment roughly half way through term.	Mock	

How can parents support?	**Sparx maths -** parents can ensure that their child completes all their compulsory homework every week on time. They can encourage their child to complete the XP boost and target sections of their Sparx maths homework. These two sections are to help stretch the student. **Extra independent work** - parents should encourage their child to revise their maths for a short time every day. **Past exam practice** - parents should encourage their child to complete some past iGCSE papers each week, so that their child gets used to the types of questions that they will see in their GCSE. **Equipment** - parents should ensure that their child is fully equipped for every maths lessons. Students need a blue/black pen, pencil, ruler, protractor, pair of compasses and a scientific calculator.
Useful resources and links	**Maths genie** - https://www.mathsgenie.co.uk/igcse.php?scrlybrkr=fbfe75d1 **Corbett maths** - https://corbettmaths.com/contents/ **MME revision** - https://mmerevise.co.uk/gcse-maths-revision/ **Physics and maths tutor** - https://www.physicsandmathstutor.com/# **Save my exams** - https://www.savemyexams.com/igcse/maths/ Edexcel International GCSE Maths Student Book by Chris Pearce is the textbook we use. ISBN 9780008205874 https://www.waterstones.com/book/edexcel-international-gcse-maths-student-book/chris-pearce/9780008205874 Any Edexcel iGCSE maths (specification A) revision guide and/or workbook will be beneficial. Please ensure it is the right tier (higher or foundation) https://www.igcsebookshop.co.uk/product-category/study-revision-guides-mathematics/

MUSIC

Exam Board: Pearson (BTEC)

Assessment method

2 internally assessed coursework components (Component 1 and Component 2) and 1 externally assessed component (Component 3. Internal components involve portfolios and practical performances, while the external Component 3 is a synoptic music project set by Pearson in Year 11.

Exam length

No written exam. Component 3 is an extended practical brief (developed over several weeks under supervised conditions in Year 11).

Curriculum Intent

In Year 10, students build foundational skills in musical performance and production, exploring a range of musical styles and techniques. The curriculum is structured term-by-term to allow specialisation in both performance and production disciplines, with opportunities for individual and group work throughout. By the end of Year 10, students will have completed an internal assessment for Component 1 and undertaken rigorous mock projects for Components 2 and 3. This approach scaffolds their development toward the final Component 2 and Component 3 assessments in Year 11, while also enabling a possible Component 1 resubmission (if needed) in Year 11. Students experience performing and producing music in authentic contexts (concerts and briefs) to build confidence, creativity, and industry-relevant skills.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Diagnostic playing/production tasks. Establish practice logs, basic DAW use, safe equipment handling. Ensemble warm-ups and simple covers build timing and teamwork.	Polish set list; stagecraft, mic technique, live-sound basics. Producers capture multitrack audio; performers refine ensemble blend and cueing.	Style workshops: students try riffs, beats or vocal lines in at least three contrasting genres. Research journals combine listening, short recordings and annotations.
Knowledge	Core theory; rhythm, melody, triads. Roles of performer vs producer. Health & safety in rehearsal/studio.	Repertoire selection, arrangement tweaks, concert logistics. Live-sound signal flow and simple mixing. Digital sharing etiquette.	Genre traits (instrumentation, harmony, rhythm) and cultural context of chosen styles. Product types; live vs studio, score vs track.
Assessment	Baseline performance/beat demo recorded. Personal goals set in a mock C2 “skills-development” plan.	Mock C2: Winter Concert performance/production + reflective log, marked to C2 criteria with detailed feedback.	Mid-point Component 1 check: two style mini-portfolios submitted, teacher feedback given for refinement.

MUSIC

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Create an original piece/arrangement showing stylistic understanding. Finalise recordings, written commentary and evaluation. Peer critique sessions for polishing.	Respond to a mock brief: brainstorm ideas, allocate roles, draft score/DAW template. Schedule rehearsals and production tasks; document process.	Intensive rehearsals, mix-downs, stage setup. Final run-throughs simulate exam conditions. Perform/ present piece at Summer Concert; practise post-show evaluation.
Knowledge	Consolidate genre vocab; link musical choices to stylistic features. Learn Pearson C1 criteria and portfolio formatting.	Analysing a brief; audience, purpose, constraints. Quick style research. Project-planning documents and rehearsal logs.	Event basics; stage plan, sound-check routine, audience feedback. Self-evaluation techniques.
Assessment	Component 1 coursework finalised and internally assessed; grades and moderation samples sent to Pearson.	Portfolio checkpoint: planning docs + first draft demo assessed formatively against C3 descriptors.	Mock C3: Summer Concert recording + written/video evaluation. Indicative grade + next-steps targets for Year 11.

How can parents support?	Provide regular practice space, monitor coursework deadlines, attend concerts, encourage wide listening, support tech access, and promote reflective discussion of performances.
Useful resources and links	Pearson spec, BBC Bitesize Music, MusicTheory.net, BandLab, Audacity, YouTube tutorial channels, Spotify genre playlists, Pearson Revise guide.

PHYSICAL EDUCATION

Exam Board: OCR

Assessment method

2 external written exams, a written piece of coursework and practical assessment in 3 sports.

Component 1: Applied Anatomy and Physiology

Component 2: Socio-cultural issues and sports psychology

Component 3: Practical performance

Component 4: Analysing and Evaluating Performance (AEP)

Exam length

60 minutes each

Curriculum Intent

In Year 10, students begin to explore the key physical and psychological principles that underpin performance and participation. They will investigate how the body functions and adapt during exercise, understand the importance of health, fitness and well-being, and begin to apply sports psychology techniques to improve personal and peer performance.

Students are assessed through a combination of practical performance, theoretical understanding, and their ability to analyse and evaluate performance (AEP). By the end of Year 10, students are well prepared to refine their practical skills, deepen their theoretical understanding, and be confident in their chosen 3 sports.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Fundamentals in 3 chosen sports, focus on individual techniques and rules	Application of skills in competitive settings; tactical awareness	Improvement through drills and conditioned games; leadership in sport
Knowledge	Anatomy and physiology (skeletal and muscular systems, movement analysis)	Cardiovascular and respiratory systems; aerobic/ anaerobic exercise	Effect of exercise on body systems; short and long term effects
Assessment	Baseline fitness and skills assessment in 3 sports. End of topic quiz	Practical performance grading. Mini mock exam (component 1 topics)	End of unit assessment. Internal video evidence collection for mock practical moderation

PHYSICAL EDUCATION

Programme of study continued

	Term 4	Term 5	Term 6
Skills	Further refinement of sport specific skills. Introduction to peer performance analysis	Physical training; components of fitness, applying the principles of training, preventing injury	Fitness testing; identifying strengths and weaknesses of components of fitness
Knowledge	Sports psychology; skill classification, goal setting, mental preparation	Health, fitness, and well-being, diet and nutrition for sports performance.	Socio-cultural influences; engagement patterns of different social groups, commercialisation of sport, ethical and socio-cultural issues in sport
Assessment	Practical skill evaluation.	Practical fitness testing in each of the components of fitness	Introduction to AEP coursework, recap of Y10 theory content to support, Mock Component 2

How can parents support?	Encourage regular physical activity and club participation in at least one sport. Discuss key concepts (anatomy, psychology) at home. Support with AEP preparation and practical activity videoing. Encouraging revision through past papers
Useful resources and links	OCR GCSE PE Specification Everlearner PE platform

SCIENCE: DOUBLE AWARD

Exam Board: AQA (Combined Science Trilogy) GCSE taught throughout Year 10 with students advised at the end of the year whether Triple or Double Science is the best option for them.

Assessment method

100% examination with six papers, two per science. Students are assessed on all three sciences with grades awarded based on their performance across the six papers. Students will achieve 2 GCSE grades from this qualification.

Exam length

Each paper is 1 hour and 15 minutes long and has a total of 70 marks.

Curriculum Intent

In Year 10, students consolidate and extend their understanding of fundamental scientific concepts across Biology, Chemistry & Physics. We begin by revisiting core principles from Year 9. This includes cell biology, energy, and atomic structure before advancing into more complex systems and interactions, including homeostasis, chemical reactivity, and radioactive decay.

Learning is structured to enable cumulative knowledge building across disciplines, with clear links made between theory and practical application. Students are supported in developing their scientific enquiry and data analysis skills through frequent opportunities to engage in required practicals and investigative tasks.

Programme of Study

	Term 1	Term 2	Term 3
Skills	**Conceptual Skills:** Describe, explain workings, processes & concepts, identify pros & cons. **Mathematical skills:** Calculate using all required equations **Data analysis:** Interpret & analyse data from tables & graphs **Diagrammatical skills:** Drawing scientific diagrams accurately **Practical skills:** Design, safely conduct & evaluate validity of method & results of experiments **Literacy:** understanding and responding to exam questions.		
Knowledge	Revision of year 9 knowledge: **Biology:** Cell structure & function Photosynthesis & respiration Infection & response **Chemistry:** Atomic structure & the periodic table Structure & bonding Energy changes **Physics:** Energy Electricity The Particle model or matter	Chemistry 3: **Quantitative Chemistry:** concept of moles. Biology 2: **Organisation**: Part A: animal tissues, organs & organ systems, compare & contrast plant & animal tissue & percentage yield; leaf structure & enzyme activity, calculate optimum rate for reaction for an enzyme Specifically approaching 5-6 mark calculation questions for C3.	Biology 2: **Organisation**: Part B: plant tissues, organs & systems. Physics 4: **Atomic Structure**: atomic models, (history & development); types of radiation; their dangers and uses; calculating half life of radioactive substances
Assessment	Baseline Assessment 3 tests, 1 for each Science..	End of topic assessments:. Usually 3 tests across 2 terms.	End of topic assessments:. usually 3 tests across 2 terms.

SCIENCE: DOUBLE AWARD

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	**Conceptual Skills:** Describe, explain workings, processes & concepts, identify pros & cons. **Mathematical skills:** Calculate using all required equations **Data analysis:** Interpret & analyse data from tables & graphs **Diagrammatical skills:** Drawing scientific diagrams accurately **Practical skills:** Design, safely conduct & evaluate validity of method & results of experiments **Literacy:** understanding and responding to exam questions.		
Knowledge	Physics 4: **Atomic structure**. Chemistry 4: **Chemical changes** The reactivity of metals, comparing group 1 with other metals; temperature change; the formation of salts and electrolysis.	Chemistry 6: **Rate of Reaction** Calculate the rate of a reaction, factors affecting the rate of a reaction. Physics 6: **Waves** Transverse & longitudinal waves, wave behaviours (angles of reflection & refraction), the uses and potential dangers of waves in the electromagnetic spectrum.	Physics 6: **Waves** Students will make the most of the increase in wildlife in our garden to explore Biology 7: **Ecology** Interactions of organisms in an ecosystem; how to sample the local environment, drawing plant & animal species from a microscope; habitat & adaptations; biomass pyramids, kite diagrams
Assessment	Students will be given an assessment at the end of each topic. This will roughly equate to three assessments across 2 terms.	Students will be given an assessment at the end of each topic. This will roughly equate to three assessments across 2 terms. Year 10 students will have a full length mock for each Science (3 papers).	Students will be given an assessment at the end of each topic. This will roughly equate to three assessments across 2 terms.

Required Practicals

Practical	**Topic**	**Term**
Required Practical 1: Use a light microscope to observe, draw and label a selection of plant and animal cells	B1: Cell Biology	Term 1
Required Practical 2: Investigate the effect of pH on the rate of reaction of amylase enzyme	B2: Organisation	Term 2
Required Practical 3: Investigate the effect of light intensity on the rate of photosynthesis using pondweed	B4: Bioenergetics	Term 1
Required Practical 5: Measure the population size of a common species using quadrats and transects	B7: Ecology	Term 6

SCIENCE: DOUBLE AWARD

Required Practicals continued

Practical	Topic	Term
Required Practical 8: Investigate temperature changes in reacting solutions (e.g. neutralisation)	C5: Energy Changes	Term 1
Required Practical 9: Investigate how changes in concentration affect reaction rate	C6: Rate & Extent of Chemical Change	Term 5
Required Practical 11: Investigate specific heat capacity of materials	P1: Energy	Term 1
Required Practical 12: Investigate resistance in circuits (length of wire, series/parallel)	P2: Electricity	Term 1
Required Practical 13: Determine densities of regular and irregular objects	P3: Particle Model of Matter	Term 1
Required Practical 15: Investigate reflection and refraction of light through materials	P6: Waves	Term 5
Required Practical 16: Investigate sound waves in solids and air	P6: Waves	Term 5

Required Practicals 4, 6, 7, 10 & 14 are covered in year 11.

How can parents support?	**Encourage and remind** students to check Google classroom for homework tasks set to ensure they are up to date. Also ensure students are checking back over homework quizzes once they have been returned for feedback. **Guide online revision** to resources for the correct key stage (key stage 4) and course. Although there are a lot of similarities between exam boards, students need to make sure the online resources they are using are aimed at KS4 students studying AQA Combined science. **Ask your child** how they are getting on in their Science lessons and if they feel they are struggling in any areas. Encourage them to speak to their teacher to get additional support put in place. **Ensure your child is prepared** for their Science lesson: Please make sure your child has a pen, pencil, ruler and scientific calculator to use in their science lessons. There is a lot of Maths in Science, a calculator is essential.
Useful resources and links	**BBC BItesize - KS4 Combined Science** https://www.bbc.co.uk/bitesize/examspecs/z8r997h **Seneca** https://senecalearning.com/en-GB/ RIC students have an account with Seneca, they can login using their school email address and password to access resources to support their learning. **Cognito (free and paid for resources)** https://cognitoedu.org/home **Physics and Maths Tutor** https://www.physicsandmathstutor.com/ This has resources, notes and past paper questions

SPANISH

Exam Board: AQA GCSE SPANISH 8692

Assessment method:

GCSE Spanish has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. Each paper represents 25% of GCSE.

Exam length

Paper 1 Listening is 35 min at Foundation tier and 45 minutes at Higher tier.

Paper 2 Speaking is 7-9 minutes at Foundation tier or 10-12 minutes at Higher tier plus 15 minutes preparation time.

Paper 3 Reading is 45 minutes at Foundation and 1 hour at Higher.

Paper 4 Writing is 1 hour 10 minutes at Foundation and 1 hour 15 minutes at Higher tier.

Curriculum Intent

We aim to inspire and engage students of all abilities so they can build cultural knowledge and linguistic skills. The culture of the wider Spanish-speaking world is very exciting and brings the subject alive. The intention is to encourage students to take their knowledge outside the classroom and communicate with native speakers verbally and in writing. We also aim to broaden students' horizons to step beyond familiar cultural boundaries, and develop new ways of seeing the world.

Programme of Study

	Term 1	Term 2	Term 3
Skills	**Speaking** - **Phonics**: letter c **Listening** - Listening for preferences. **Reading** **Writing**	**Speaking** - **Phonics**: que, qui **Listening** - Spotting positive/negative opinions. **Reading** - Using strategies to work out meaning. **Writing**	**Speaking** - **Phonics**: h, v/b, j/ge/gi **Listening** - Listening for gist **Reading** **Writing**
Knowledge	**Vocabulary**: Talking about Spanish-speaking sports stars; life online; arranging to go out; saying what you did at the weekend; days that went wrong. **Grammar**: using adjectives; present tense-regular and irregular verbs; frequency expressions; opinion verbs & expressions; near future; using the preterite tense; direct object pronouns.	**Vocabulary**: Discovering places in Spain - Andalucia. Using *me gusta(n) / gustaría* + infinitive. Discussing travel plans; festivals in the Spanish-speaking world; what you did on holiday. Describing a photo & where you stayed; holidays using different tenses. **Grammar**: using comparatives; *se puede* + infinitive; using *hay que*; the superlative; extend sentences with 'if'; *acabar de* + infinitive; opinions in the past. The imperfect tense; negative opinions; Using if clauses with the present tense.	**Vocabulary**: Different types of families; describing people & favourite celebrities. Discussing Friendships & relationships; your identity & what matters to you; problems & giving advice. Describing Family celebrations **Grammar**: using possessive adjective; present continuous; *ser* for physical descriptions & *estar* for location;saying how long you have been doing something; using the personal *a;* using pronouns *me* & *te;* using *para* + infinitive; *estar* to express moods; using *podrías* & *deberías* + infinitive; indirect object pronouns; preterite tense
Assessment	Baseline Assessment. Listening & reading tests.	Speaking & writing tests.	Reading & speaking tests

SPANISH

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	**Speaking** - **Phonics**: ch, r, rr, ce/ci, ca/co/cu, cu+vowel **Listening** - Practising listening skills. **Reading** **Writing**	**Speaking** - **Phonics**: rr, r ; ñ, u **Listening** **Reading -** Translating into English effectively. **Writing** - Using CaRoLiNa spelling rule	**Speaking** - **Phonics**: ll, rr, Practising key sounds. **Listening** **Reading** **Writing** Practice of all skills.
Knowledge	**Vocabulary**: Learning about typical foods in Spanish-speaking countries; healthy & unhealthy daily routines; mealtimes & food trends; Comparing old & new habits; illnesses & injuries. Discussing future plans to improve health & wellbeing **Grammar**: adjectives of nationality; indefinite adjectives; *tener* + noun; direct object pronouns; imperfect tense; using *ya no* + verb; reflexive verbs in the preterite; advice with *debes*, *tienes que*. and *necesitas;* future tense; 'if' clauses.	**Vocabulary**: schools in Spain; Describing a typical day at school; talking about studies, how I would change my school & students & teachers at school. Describing a school trip. **Grammar**: using absolute superlatives; relative pronouns *que, dond, cuando;* using *lo que;* talking about the opinions of others (*gustar, interesar, encantar);* using the conditional tense; impersonal verbs with an infinitive; using negatives; shorten adjectives before nouns.preterite and imperfect tenses, Forming questions; Identifying false friends.	**Vocabulary**: Describing cities & neighbourhoods Understanding information and finding out about Colombia.Describing cities. **Grammar**: using the perfect tense; using prepositions of place and directions; *a + el = al, de + el = del;* Comparing now and then in the imperfect tense; Finding different ways to describe future plans. Revision of grammar at the end of Module 5
Assessment	Students will be given an assessment at the end of each topic. Listening and writing papers.	Students will have a full length mock for reading and writing.	Students will be given an end-of-module assessment for translation and listening.

How can parents support?	Encourage weekly revision & completion of homework. Remind them to finish any activities on ActiveHub and use the digital book on the platform for revision of vocabulary. Show interest in what the students learn every week in Spanish and encourage them to clarify doubts with the teacher. Help them by listening when they read and learn vocabulary. Remind students to complete the tests in the textbook for the skills to be assessed. Take students to Spanish restaurants, or go on holiday to a Spanish-speaking country, if there is an opportunity.
Useful resources and links	AQA website to find sample papers: https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification ActiveHub platform for which students have a school account. They can access their digital book as well as tasks to practise all skills https://activehub.pearson.com/#/login BBC Bitesize GCSE AQA Spanish (for exams from 2026) https://www.bbc.co.uk/bitesize/examspecs/zjgpg2p Revision of vocabulary with Quizlet https://quizlet.com/gb/content/aqa-gcse-spanish-flashcards More vocabulary practice with Memrise https://app.memrise.com/my-journey