



Bishop Challoner
Catholic School

Year 10 Curriculum Calendar 2025-26

	YEAR LEADERS	TUTOR GROUP	FORM TUTOR
Year 10	Mr Campbell (HOY) Ms Ali (DHOY)	St Ignatius	Ms Ferry
		St Martin de Porres	Ms Ahmed
		St Maximillian Kolbe	Ms Ige
		St Oscar Romero	Ms Anwan/Mr Frederick
		St Katherine Drexel	Mr Williams
		St Teresa of Kolkata	Mr Hamzah

At Bishop Challoner, we deliver a broad and balanced curriculum, providing pupils with the education they need to succeed in later life. At our school, we aim to inspire pupils through our curriculum, and encourage them to seek the paths they desire for their future careers. The school intends to offer pupils new and exciting experiences through extracurricular activities that are designed to build resilience, confidence and self-esteem. Through the design of our curriculum, we seek to educate the whole person as made in the image and likeness of God. We strive to develop the spiritual, moral, social and learning attitudes of our pupils so that they may become the best that they can and live the best possible life.

Regular testing and assessment is integral to the curriculum with full reports sent to parents/guardians annually. Parents/guardians will be encouraged to co-operate with the school by monitoring their child's work and activities, by frequent inspection of the homework diary and by attending meetings arranged for the purpose of discussing student's progress.

The curriculum is designed to provide access and opportunity for all pupils who attend the school. Where required, pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

This may include:

- Working with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers
- Taking measures to ensure pupils with SEND are not discriminated against in any way
- Teachers monitoring the progress of pupils with SEND and reporting this to the SENCO
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers pupils with SEND have to education

SEND

We believe that your child's learning needs will first be met through the high quality teaching delivered by her/his subject teacher. Children with Special Educational Needs are taught alongside other pupils. Some subjects are set according to ability whilst others are taught in mixed-ability groups. Lessons are 'differentiated' so that different pupils may have adjusted work or different goals set for each lesson. We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions.

We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the subject teachers and form tutor. If your child has a Statement of special educational need or an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review. Our SENCO is Ms A Alonso. You can contact her via reception.

More Able

We have a large number of more able students, with whom we work and monitor closely to best support their needs and future aspirations. These students are identified within the first term, and teachers are encouraged to be aware of subject specific abilities as well as overall academic achievement. We ensure they are stretched and challenged within each of their subjects, and work closely with a link colleague in every faculty to ensure this is carried out across the school. We also ensure that elements of challenge are incorporated into every lesson so that more able pupils are stretched at all times.

PSHE

As a Catholic School, the foundation of PSHE is based on our motto, “Christ at the Centre”. We believe as a School community, that Christ is at the centre of our lives and all that we do. According to John 10:10, Jesus said, I have come so you might have life”. It is our hope that through PSHE we can develop the qualities and attributes needed to bring about the life that Jesus promised to all our students.

Our planned programme is designed to help them adequately navigate and address the many difficult moral, social and health-related issues that arise in their lives and in the society they live in. It is our intention that PSHE will support the development of the young men and women in our school, enabling them to live confident healthy, independent lives as individuals within society. In addition to this, the PSHE programme promotes fundamental British Values, which are taught implicitly in lessons and throughout all key stages.

The key 3 areas covered throughout the PSHE programme are:

1. Health and Wellbeing – Loving ourselves
Ephesians 2:10; ‘For we are his workmanship’
2. Relationships – Loving others
John 13:34; ‘Love one another’
3. Living in the Wider World – Loving the world
Genesis 2:15; ‘Take care of it’

The delivery of the lessons is aimed to be interactive, dynamic, practical, and easily adaptable to different learning styles. Pupils are encouraged to be expressive with their thoughts and be engaged with their learning.

Timings of the School Day

	Activity	Duration
8:30 – 8:50	Line-up / Registration	20 mins
8:50 – 9:50	Period 1	1 hour
9:50 – 10:50	Period 2	1 hour
10:50 – 11:10	Break / Line-up	20 mins
11:10 – 12:10	Period 3	1 hour
12:10 – 13:10	Period 4	1 hour
13:10 – 13:50	Lunch / Line-up	40 mins
13:50 – 14:50	Period 5	1 hour
14:50 – 15:05	Line-up / Dismissal	15 mins

Year 10 GCSE Fine Art

Exam Board: Edexcel

The theme of Identity is chosen for the GCSE art course to allow our students to create a wide range of work that can reflect their diverse, multi-cultural, ethnic and spiritual backgrounds.

The KS4 curriculum is designed to continue to develop students' skill set developed in the KS3 curriculum. Students are encouraged to be creative and experiment using a wide range of materials. As students' progress through Key Stage 4, they are encouraged to begin to work independently and develop their own creativity and style. Students are introduced to a wider range of art practitioners work to enable them to select and analyse the work of artists that both inspire and inform their own practical work and outcomes. Students that are more able are encouraged to source and research their own artists to further develop their independent learning skills required to continue their journey through to A Level Art.

Head of Department – Miss K Skinner kskinner@bishop.towerhamlets.sch.uk
Lessons per 2-week cycle: 4
How is the course taught? The course is taught across two academic years. In Year 10 and the autumn term of Year 11 students explore the theme of Identity and look at how both portraiture and personal objects and belongings are depicted in a variety of artistic styles, influenced by different art movements. Students respond to the four assessment objectives below by creating a range of mixed media responses to the artist they research, using personal photographs. A01 - develop ideas through investigations, demonstrating critical understanding of sources A02 - refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes A03 - record ideas, observations and insights relevant to intentions as work progresses A04 - present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. This unit culminates in the creation of a final piece such as a portrait painting or drawing. The coursework produced in Year 10 and autumn of Year 11 is worth 60% of the GCSE final grade.
How are students grouped? Students are taught in mixed ability classes.

How are students assessed?

Students' progress is tracked using the Edexcel Assessment Objectives. (60% Coursework, 40% Exam Unit).

Formative assessment is used to evaluate learning throughout the unit.

AO4 is completed under exam conditions and marked alongside Assessment Objectives 1-3.

Homework:

Homework is set once every fortnight and is predominantly based on analysing artist's work that links to the topic that students are learning within class at that time.

Homework is set on Satchel One, and hard copies of resources are given to students for practical tasks.

Textbooks and Materials provided and needed:

Sketchbooks, portfolio cases and Art materials are provided by the department.

Students will need to bring their own pen, pencil, pencil sharpener, ruler, and eraser.

Year 10 GCSE Fine Art.

Course Description

Autumn Term 1- Identity-Pop Art

- To know how to create a series of mixed media studies in response to the work of pop artist Michael Craig –Martin.
- To learn the process of creating a series of monoprints from photographs of personal objects & belongings.
- To know the process of creating a range of collage responses to capture the style of Julian Opie's pop art portraiture.
- To develop written analysis skills through analysing the work of Pop artists Michael Craig-Martin and Julian Opie.

Autumn Term 2- Identity-Pop Art.

- To learn the process of creating a range of collage responses to capture the style of Patrick Caulfield still-life studies.
- To know how to create a posturized portrait response in the style of Andy Warhol's pop art portraits.

- To develop written analysis skills through analysing the work of Pop artist Patrick Caulfield.

Spring Term 1-Identity-Pop Art

- To learn the process of creating a range of collage responses to capture the style of Patrick Caulfield still-life studies.
- To know how to create a posturized portrait response in the style of Andy Warhol's pop art portraits.
- To develop written analysis skills through analysing the work of Pop artist Andy Warhol.

Spring Term 2- Identity- Mixed Media portraiture.

- To develop skills in creating a photomontage portrait in response to the work of artist David Hockney.
- To learn how to create a series of mark-making portraits in response to the artist Dryden Goodwin.
- To develop written analysis skills through analysing the work of portrait artists David Hockney and Dryden Goodwin.

Summer Term 1- Identity-Distorted portraiture.

- To learn the process of creating a range of mixed media responses in response to the work of John Stezaker and Andy Butler.
- To know the processes & techniques different artists use to create a distorted portrait.
- To develop written analysis skills through analysing the work of artists John Stezaker and Andy Butler.

Summer Term 2- Identity-Distorted portraiture.

- To learn the process of creating a range of mixed media responses in response to the work of John Stezaker and Andy Butler.
- To know the processes & techniques different artists use to create a distorted portrait.
- To develop written analysis skills through analysing the work of artists John Stezaker and Andy Butler.

Year 10 GCSE Business

Exam Board: Edexcel

Business studies is about understanding how businesses operate and the decisions they make. This GCSE Business course equips learners with the skills and confidence to explore how businesses interact with consumers, employees, and governments both locally and globally. It provides a comprehensive introduction to the subject and serves as an excellent foundation for advanced study in Business. By learning to analyse and evaluate business challenges and potential strategies, learners will develop a business mindset and cultivate a logical approach to thinking and decision-making.

Head of Department – Mr H Mehmood (HMehmood@bishop.towerhamlets.sch.uk)
Lessons per 2-week cycle: 4 or 5 lessons depending on BLOCK B/C
How is the course taught? The course spans two years and culminates in two external exams at the end of Year 11. Throughout this period, students will explore assorted topics, gradually building their understanding and skills in Theme 1 Investigating Small Business and Theme 2 Building a Business . This structured approach ensures a comprehensive evaluation of students' knowledge and practical application in both foundational and advanced business concepts.
How are students grouped? Students are groups in mixed ability classes.
How are students assessed? Students are assessed: • Through low stakes homework quizzes online • 'Do Now' retrieval practice at the start of lessons • End of topic tests at the end of each unit • Grade Indicator exams
Homework: Homework is set every two weeks for every unit taught and based on retrieval of content taught in lesson / practise exam questions or links to future learning. Homework is set via Edulink and resources can be found on the OneDrive.
Textbooks and Materials provided and needed: Students are provided with: • PPTs • Scaffolds • Textbook (online copy of each unit) and online revision guides

Y10 Edexcel GCSE Business

Autumn Term 1

Theme 1

- The dynamic nature of business
- Risk and reward
- The role of business enterprise

End of Unit assessment

Autumn Term 2

Theme 1

- Customer needs
- Market research
- Market segmentation
- The competitive environment

End of Unit assessment

Spring Term 1

Theme 1

- Business aims and objectives
- Business revenues, costs, and profit
- Cash and cash-flow
- Sources of business finance

End of Unit assessment

Spring Term 2

Theme 1

- The options for start-up and small businesses
- Business location
- The marketing mix
- Business plans

End of Unit assessment

Summer Term 1

Theme 1

- Business stakeholders
- Technology and business
- Legislation and business

End of Unit assessment

Summer Term 2

Theme 1

- The economy and business
- External influences

End of Unit assessment

Year 10 Computer Science

Head of Computer science & ICT – Miss A Ahmed
Lessons per fortnight cycle: 4
How is the course taught? The course is taught across three academic years. Students build their learning from KS3 by developing their computational thinking and application in solving problems. They develop their programming skills in Python to combine sequence, selection and iteration techniques to solve more complex problems using the PRIMM principle; Predict, Run, Investigate, Modify and Make. Students are taught how to plan algorithms and write extended answers for themes such as the impact of the environment on computing and artificial intelligence. They will use their high-level mathematical ability to access the principles the computer programs are underpinned by.
How are students grouped? Students are grouped into two mixed ability classes.
How are students assessed? Students are assessed: • Through low stakes homework quizzes online • 'Do Now' retrieval practice at the start of lessons • End of topic tests at the end of each unit • Grade Indicator exams
Homework: Homework is set once a fortnight via Edulink on Google Classrooms and based on retrieval of content taught in lessons.
Textbooks and Materials provided and needed: Students will have access to all Microsoft Office Applications via RM Unify. Lesson resources can be found on Google Classroom. They are encouraged to download Python on their home computers. Students are also given access to the Active Learn Online Text book where they can write notes and access content for revision from anywhere worldwide with an internet connection.

Year 10 Computer Science Course Description

Autumn Term

Computational Thinking and Application (Programming)

- Decomposition and abstraction
- Algorithms
- Truth Tables

Data

- Binary
- Data representation
- Data storage and data compression

Spring Term

Problem solving with programming

- Develop code
- Constructs
- Data types and structures
- Input/Output
- Operators
- Subprograms

Summer Term

Computers

- Hardware
- Software
- Programming languages

GI exams to be sat

Problem solving with programming

- Develop code
- Constructs
- Data types and structures
- Input/Output
- Operators
- Subprograms

Year 10 Dance

Exam Board: AQA

The intent of the dance department at Bishop Challoner is to stimulate an awareness and enjoyment of dance and promote understanding of Dance as an art form. Our aim is to develop basic, intermediate and advanced performance skills so that the body can be seen as a versatile instrument capable of expressing a variety of moods, ideas and feelings through movement. We aim to develop choreographic skills helping students gain an understanding of choreographic devices, structuring dances and the way in which to communicate with an audience through movement.

Head of subject – Ms C Charter
Lessons per 2 week cycle : 4
How is the course taught? The course is taught across two academic years. Students will study 6 different professional dance works and use them as a stimulus for their own choreography and analyse them for the written exam. Students will develop their technical, physical, expressive and mental performance skills through technical warm ups and set solo and group dance performance pieces. Students will learn to choreograph dance using a variety of different stimuli and music styles. The course content will be delivered through: • Technical warm ups to improve performance skills. • Choreography workshops to introduce and develop choreography skills. • Rehearsals in which students will take it in turns to lead the rehearsal. • Theory lessons in which students will learn how to analyse professional dances. • Performance lessons where students will learn set movements and develop performance skills.
How are students grouped? Students are grouped in mixed ability classes.
How are students assessed? • Homework • Exam style test at the end of each theory unit. • Practical assessments in which students are filmed when each practical piece of work is complete and marked using exam board assessment grids.
Homework: Homework is set once a fortnight. Students complete set pages in their dance theory booklets which is extension work that follows on from their theory lesson.
Textbooks and Materials provided and needed: Theory booklets A, B, C. Revision guide.

Year 10 Dance

Course Description

Autumn Term 1

Emancipation of Expressionism

Theory:

- Understanding how the constituent elements of dance: Set, Lighting, Costume, aural setting link to the choreographic intention of the professional dance work.

Practical

- Understanding how physical performance skills are used and improved as part of dance training.
- Performance in the street dance style. Performing repertoire from a professional work with accuracy of action, space, dynamics.
- Creating movement 'in the style of.'

Autumn Term 2

A Linha Curva

Theory:

- Understanding how the constituent elements of dance: Set, Lighting, Costume, aural setting link to the choreographic intention of the professional dance work.

Practical

- Understanding how all the categories of performance skills combine to make an effective performance.
- Performing repertoire from a professional work with accuracy of action, space, dynamics.
- Accuracy of timing in relation to unison, canon, accumulation.
- Spatial accuracy in changing formations.

Spring Term 1

Shadows

Theory:

- Understanding how the constituent elements of dance: Set, Lighting, Costume, aural setting link to the choreographic intention of the professional dance work.

Practical

- Understanding motif and development and how it contributes to narrative choreography.
- Narrative choreography, portraying a character, using structure, using contact and contrast in choreography, using space appropriately in choreography.
- Understanding how expressive skills are used when portraying a character.

Spring Term 2

Infra

Theory:

- Understanding how the constituent elements of dance: Set, Lighting, Costume, aural setting link to the choreographic intention of the professional dance work.

Practical

- Understanding technical performance skills and their importance in choreography and performance.
- Using space in choreography – restricted space, use of contact, proximity, portraying human relationships.

Summer Term 1

Performance

Theory:

- Understanding how to answer exam questions on hypothetical choreography including motif and development, dance relationships, choreographic devices, structure, performance environment, aural setting.

Practical:

- Consolidating all performance skills when learning the first set phrase for final examination.

Performance skills:

Physical, technical, expressive, mental.

Summer Term 2

Set phrases + Within Her Eyes theory

Theory:

- Understanding how the constituent elements of dance: Set, Lighting, Costume, aural setting link to the choreographic intention of the professional dance work.

Practical:

- Consolidating all performance skills when learning the second set phrase for final examination.

Performance skills:

Physical, technical, expressive, mental.

Year 10 Drama

Exam Board: Edexcel

The literary explorations, practitioner-based studies and examination of the origins of Drama embedded at KS3 support the transition into GCSE where students are expected to devise, respond and perform more independently. In Y10, students create their own play based on a key theme relevant to the times and monitor their own progress through a process of analysis and self-evaluation which forms their coursework. Additionally, students begin work on the set-text “The Crucible” which links to key themes of injustice, hysteria and truth which incidentally, students are exposed to earlier in KS3 through contemporary plays, Macbeth and “Gone too far”. During this time, students are required to write as a performer, director and designer in order to realise the play for a live audience.

Head of Department– Mrs M Ferry Mferry@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 4
How is the course taught? The GCSE course in Y10 requires students to devise a 15-25 minute piece of original Drama in response to a key theme and stimuli. The teacher adopts only a facilitating role as students work collaboratively during rehearsal and independently when tracking their process of devising which forms their 1500-2000-word coursework. Additionally in the summer term, students explore the production and performance elements needed for staging a set text – <i>The Crucible</i> . Through practice exam questions, practical exploration and critical analysis of set design, costume, staging, lighting, sound and performance skills, students begin preparations for their final GCSE exam paper.
How are students grouped? Students are grouped in mixed ability classes.
How are students assessed? • Non-Examined Assessment (coursework) is internally assessed and then submitted to the exam board for moderation. • Grade indicator exams also form part of the assessment process at the end of year 10. • Everyday assessment in the classroom includes questioning, marking of homework and practice exam questions.
Homework: • Low stakes testing on key vocabulary needed for coursework • Research tasks to inform devising process • Annotations of the set text and practice exam questions
Textbooks and Materials provided and needed: • https://www.cgpbooks.co.uk/secondary-books/gcse/drama/dmpc41-grade-9-1-gcse-drama-play-guide-the • Full equipment including black, green and red pen; ruler, pencils and highlighters.

Year 10 Drama Course Description

Autumn Term – Brief introduction to GCSE Drama following by commencement of Component 1 (Devising)

Students will:

- 1) Recap on key dramatic conventions.
- 2) Recap on methodologies of Stanislavski and Brecht.
- 3) Review the various structures and forms of a play that they too can use.
- 4) Know how to construct an original piece of theatre applying the key skills learned in Y7-Y9.
- 5) Know how to interpret a stimulus (image or text) and use this to generate ideas for devising as a group.
- 6) Know how to collaborate effectively and efficiently with others.

Spring Term - Students work towards a final submission of their devised piece and accompanying coursework.

Students will:

- 1) Meet the demands of the six coursework statements for analysing and evaluating their process of devising.
- 2) Know the key terminology and phrases used in analysis and evaluation of Drama work.
- 3) Know what the structure, form and other theatrical qualities of a piece of dramatic work are.
- 4) Know how to write analytically and evaluate a piece of work.
- 5) Continue to refine how they collaborate with others towards one ultimate goal of performing in front of a live audience in response to a stimuli.
- 6) Know how to rehearse and refine Dramatic work in response to self and teacher assessment.

Summer Term 1 - Students are introduced to the set text (*The Crucible*) and explore the context of the play.

Students will:

- 1) Recap on the notion of context and its meaning and impact on theatre.
- 2) Know what McCarthyism is.
- 3) Know what Puritanism is.
- 4) Know the plot of the play and its key themes.
- 5) Know what the elements of performance are.
- 6) Know how to write coherently and comprehensively as a performer within a play under exam-style conditions.
- 7) Know how to link understanding of context to the plot and performance of the play.
- 8) Know how to practically manipulate key vocal and physical skills to realise the play from page to stage.

Summer Term 2 - Students continue their exploration of the set text but focus on design elements.

Students will:

- 1) Know what the key themes and plot points of Act 2 are.
- 2) Recap on McCarthyism and its link to the play.
- 3) Know what puritanism is and how it impacts the play.
- 4) Know what the elements of staging and set design are.
- 5) Know what links McCarthyism of the 1950's to Puritanism of the 1600's
- 6) Know how to write coherently and comprehensively as a designer for a play under exam-style conditions.
- 7) Know how to link understanding of context to the plot and design of the play (initially focusing on staging and set design).

Year 10 Design and Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors.

The GCSE D&T curriculum sets out the knowledge, understanding and skill required to undertake the iterative design process of exploring, creating and evaluating. The curriculum will be delivered through the practical application of these knowledge and understanding. Pupils will be provided with every opportunity to develop practical skills in mini-NEA coursework projects.

The new GCSE for Design & Technology has shifted the focus of the subject towards problem solving in different contexts while remaining relevant for students. The goal is for students to practice a non-linear and iterative design process. The curriculum content has been split into three sections as follows: Core technical principles, specialist technical principles and designing and making principles. Pupils are also required to demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.

Head of Faculty – Mr A Frederick (Afrederick@bishop.towerhamlets.sch.uk)
Lessons per 2 week cycle :4
How is the course taught? The core skills and knowledge will be taught and revisited • Making (Practical) skills • Evaluating • Design (Graphic) skills • Technical knowledge • Technology in society (Past, current and in the future)
How are students grouped? Students are grouped in mixed ability classes
How are students assessed? Students are assessed: • Reflection tasks • Practical tasks • Homework • End of topic test • Grade indicator exams • Questioning

- Formative assessment

Controlled assessment

- A01: Identify, investigate and outline design possibilities to address needs and wants
- A02: Design and make prototypes that are fit for purpose
- A03: Analyse and evaluate design decisions and outcomes, including for models and prototypes made.
- A04: Demonstrate and apply knowledge and understanding of: Technical principles, Designing and making principles and core technical principles.

Homework:

Homework is set at least every two weeks.

Textbooks and Materials provided and needed:

- Design and Technology Workbook + Revision
- Pocket sized revision guide – Design and Technology
- Design and Technology 2nd edition
- Timber, metal-based materials and polymers

Year 10 Design and Technology Course Description

Autumn 1- Core technical principles and design principles- content to be covered

- **3.1.1** New and emerging technologies: Production techniques and systems (CAD/CAM)
- **3.1.2** Energy generation and Storage
- **3.3.1** Ergonomic and anthropometric data
- **3.1.3** Developments in new materials
- **3.1.5** Mechanical devices
- **3.1.6** Materials and their working properties
- Sustainability and the environment
- **3.1.4** Systems approach to designing

Autumn Term 2- Mock NEA Coursework Challenge:

- **3.3.1** investigate and explore the challenge
- **3.3.1** Product analysis
- **3.3.3** Designers/ Design movements
- **3.3.1** Design brief and specification
- **3.3.5** Generating design ideas
- **3.3.6** Development of ideas

Spring Term 1- Specialist technical principles and making principles- content to be covered

- **3.2.2** Forces and stresses
- **3.2.2** Enhancing materials
- **3.2.2** Ecological and social footprint
- **3.2.5** Using and working with materials
- **3.2.6** Stock forms and standard components
- **3.2.4** Sources and origins
- **3.2.7** Scales of production
- **3.2.8** Specialist techniques and processes
- **3.2.9** Surface treatments and finishes

- Revision for Mid-term grade indicator exam

Spring Term 2- Mock NEA Coursework Challenge:

- **3.3.8** Selection of materials and components
- **3.3.7** Plan for making/ Quality control
- **3.3.9** Manufacturing aids and marking out methods
- **3.3.10** Marking out, cutting, shaping and drilling materials

- **3.3.11** Manufacturing processes and techniques (CAD/CAM)
- **3.2.9** Surface treatments and finishes

Summer Term 1- Specialist technical principles: Specialist material area – Timber
content to be covered

- **3.2.7** Scales of production
- **3.2.9** Surface treatments and finishes
- **3.2.4** Timber: natural and man-made
- -Sources and origins
- -Properties and working characteristics
- Continuous improvement
- Systems approach to designing
- Revision for end of year grade indicator exam

Summer Term 2- AQA – NEA (Contextual challenge)

- Introduction to the AQA contextual challenge
- Explore the contextual challenge
- Task analysis
- Investigate and evaluate existing products
- Design brief and specification
- Generating design ideas

Year 10 Economics

Exam Board: OCR

Economics is about people and their economic choices. This course equips learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. It provides a well-rounded introduction to this subject and an excellent foundation for advanced study in Economics. By learning how to explain and evaluate economic problems and possible solutions, learners will acquire a way of thinking as economists and develop a logical approach to thinking and reasoning.

Head of Subject – Mr H Mehmood (HMehmood@bishop.towerhamlets.sch.uk)
Lessons per 2 week cycle :4
How is the course taught? Retrieval strategies are used in every lesson to support students' ability to retain and retrieve information that has been previously taught (last lesson, last week, last term and beyond). This practice is vital in ensuring what students learn short-term is stored and embedded in the long-term memory. Our schemes of learning are designed to ensure that students efficiently acquire, rehearse and connect knowledge using pedagogical approaches that provide instructional support. This instructional support includes retrieval and review, presenting new material in small steps, checking understanding, modelling, scaffolding and guided and independent practice. Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL and PEERC to help them remember how to structure answers.
How are students grouped? Students are grouped in mixed ability classes.
How are students assessed? Students are assessed: · Through low stakes quizzes in class · Homework · End of topic tests at the end of each unit · Grade Indicator exams Students' progress is tracked using OCR Assessment Objectives. Formative assessment is used to evaluate learning throughout the unit. There are two formal assessment points, one mid-unit and one end of unit assessment.
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel One and resources can be found on Google Classroom.
Textbooks and Materials provided and needed: The department has produced its own revision guide which will be provided to students, however, students may wish to purchase a revision guide to aid their learning. Students are given extracts from the textbook to support class work.

Year 10 Economics Course Description

Autumn Term 1

Introduction to economics

- Main economic groups and factors of production
- The basic economic problem
- The role of markets

Autumn Term 2

The role of markets

- Demand
- Supply

Spring Term 1

The role of markets

- Price

Spring Term 2

The role of markets

- Competition
- Production

Summer Term 1

The role of markets

- The labour market
- The role of money and financial sector

Summer Term 2

Economic objectives and the role of government

- Economic growth
- Low unemployment

Year 10 English Language and Literature

Exam Board: AQA

English Language and Literature at GCSE are twin subjects that not only provide students with the literacy skills they need to function as an active part of society, but also with the breadth of reading and cultural capital that helps them to envisage lives and worlds radically different from their own.

Head of Faculty – Ms S Ali
Lessons per 2 week cycle : 9
How is the course taught? The two English courses are taught alongside each other throughout KS4. The majority of Literature texts are covered in Year 10 with the exception of <i>An Inspector Calls</i> and unseen poetry, both of which are covered at the beginning of Year 11. Exam questions, and whole exam structures, are explicitly taught, and students are given success criteria and structures for answering the questions, including through the use of sentence starters and model answers.
How are students grouped? Students are academically set, using both prior attainment data, and progress over time.
How are students assessed? Students are assessed: • Through low stakes quizzes in class • Homework • End of topic tests at the end of each unit • Grade Indicator exams
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources can be found on Google Classroom.
Textbooks and Materials provided and needed: The Faculty provide students with the Literature texts studies, along with teacher-produced revision resources and practice papers.

Year 10 English Language and Literature Course Description

Autumn Term 1 – Macbeth

- Text comprehension for *Macbeth* as the set Shakespeare text.
- Context for Shakespeare and the Jacobean era
- Analysis of key quotations
- Exam practice

Autumn Term 2 – Language Paper 1

- Focus is on a variety of fiction extracts
- Being able to analyse and evaluate
- Creative writing
- Exam practice with a range of unseen extracts

Spring Term 1 – A Christmas Carol

- Text comprehension for A Christmas Carol as the set 19th century novel.
- Context for Dickens and the Victorian era
- Analysis of key quotations
- Exam practice

Spring Term 2 – Language Paper 2

- Focus is on a variety of non-fiction extracts
- Being able to synthesise, summarise, compare and contrast
- Writing with a view point
- Exam practice with a range of unseen extracts

Summer Term 1 – Speaking and Listening and Anthology Poetry

- Text comprehension for 15 poems – ‘Power and Conflict’
- Context for anthology poems
- Analysis of key quotations
- Exam practice

Summer Term 2 – Anthology Poetry

- Text comprehension for 15 poems – ‘Power and Conflict’
- Context for anthology poems
- Analysis of key quotations
- Exam practice

Year 10 Food Preparation & Nutrition

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition, learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.
-

Head of Faculty – Mr A Frederick (Afrederick@bishop.towerhamlets.sch.uk)
Lessons per 2 week cycle :4
How is the course taught? The core skills and knowledge will be taught and revisited • Making (Practical) skills • Evaluating • Food Commodities • Principles of Nutrition • Diet & Good Health • The Science of Food • Where food comes from • Cooking and Food Preparations
How are students grouped? Students are grouped in mixed ability classes
How are students assessed? Students are assessed: • Refection tasks • Practical tasks • Homework

- End of topic test
- Grade indicator exams

Controlled assessment

AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation

AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation

AO3 Plan, prepare, cook and present dishes, combining appropriate techniques

AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

Homework:

Homework is set at least every two weeks.

Textbooks and Materials provided and needed:

Eduqas GCSE revision and workbook

Year 10 Food Preparation & Nutrition Course Description

Autumn 1-

Core technical principles and design principles

- **Commodity: Fruit & Vegetables**
- Provenance – how commodity is grown/reared and processed Nutritional values (functions, deficiencies, excess, daily requirements)
- Dietary considerations
- Food Science (NEA1) Assessment 1 Practice investigation.
- Food Hygiene & Safety – Storage
- Practical dishes and skills – Vegetable stir fry/chow mein, Vegetable and chicken fajitas, Vegetable curry & rice, Vegetable samosas, fruit scones, Pineapple upside down cake, carrot cake

Autumn Term 2-

Commodity: Milk, Cheese & Yogurt

Mock NEA

- Provenance- Local versus nationally distributed and also imported
- Nutritional Values – Nutrient requirements (Linked to different life stages)
- Dietary considerations – Allergies, lactose intolerance from cow milk (why)
- Food Science NEA 1 – Denaturation & Coagulation of milk proteins

- Food hygiene & Safety – Concept of high risk foods, what are suitable conditions for storage? Why?
- Practical Dishes and Skills – Cheese & Sage Scones, Cauliflower and broccoli cheese, halloumi and vegetable kebabs, Lebanese spiced lamb flatbread, Spinach & Ricotta ravioli

Spring Term 1

Commodity : Cereals (including flours, breakfast cereals, bread and pasta)

- Provenance : How climate, soil affects the types of cereals which can grow, GM crops, Cereal as a staple food. Secondary processing. Range of cereals grown and eaten across the world
 - Nutritional Values – Cereals are a staple food (primary source of carbohydrate) Nutrient requirements (link to different life stages)
 - Dietary considerations: Effect of low fibre in diet
 - Food science NEA1 : chemical and physical structure of cereal grains. Bread making scientific principles Chorleywood process in breadmaking. Yeast as a raising agent
 - Food hygiene & safety : Concepts of low risk foods (exception included cooked rice)
 - Practical Dishes & Skills : Basic wholemeal bread/onion & olive focaccia, cheese straws, Lasagne, Risotto, Egg fried rice, Lemon Meringue, Pasties, chocolate brownies, Fruit crumble
- Revision for Mid-term grade indicator exam

Spring Term 2

Commodity: Meat, fish, Poultry, Eggs

- Provenance : Compare the geographical areas where meat, fish, poultry and eggs are reared/produced. Secondary processing. Local versus imported. Compare sea fish and farm fish, Intensive farming versus natural farming, animal welfare
- Nutritional Values: Nutrient requirements (link to different life stages)
- Dietary considerations: implication of excess or deficiency of protein, type of vitamins and minerals in meat, vitamin C and iron.
- Food science NEA1: chemical & physical structure of meat, fish, poultry and eggs. Denaturation, coagulation, foaming, Connective tissue in meat and fish, Maillard reaction
- Practical Dishes & Skills: Paella, chicken chow mein, Caesar salad, scotch eggs, egg Florentine, hollandaise sauce, bread and butter pudding, Victoria sponge cake, meringue pavlova.
- Food hygiene & safety

Summer Term 1

Commodity : Butter, oil, margarine, sugar, syrup

- Provenance : Recap food miles UK versus imported raw materials to make butter, oil and margarine. Processing of margarine- different oil types used, fortification
- Nutritional values: Energy dense, saturated and unsaturated fats, calcium and vitamin, fortification

-Dietary considerations: Implication of a diet high in saturated fat, making sensible choices on fat type (unsaturated), Lower fat alternatives, fat soluble vitamins
-Food science NEA1 : chemical & physical structure of sugar and syrup, caramelisation, Demonstrate the creaming properties of fats, show the shortening properties of fats, Emulsification, Conduct experiment.
-Practical Dishes & Skills: Spaghetti Bolognese/chilli corn carne, beef burgers, Beef in black bean sauce, Meatballs in tomato sauce, Shepherd's pie, Fish curry, Portioning whole chicken
Revision for end of year grade indicator exam

Summer Term 2

Commodity: Soya, tofu, beans, nuts, seeds

-Provenance : Food miles (seasonality). How soya is processed into tofu, what is textured vegetable protein (TVP), soya milk. How they are grown.
-Nutritional Values:
- Dietary considerations:
-Food Science NEA1 :
- Practical Dishes & Skills: Cashew nut pesto, Lentil and carrot soup, Tofu and vegetable stir fry with sweet and sour sauce, tofu and coconut milk curry, seeded bread rolls
- Food hygiene and storage
- **Year grade indicator exam**

Year 10 French

Exam Board: Edexcel

More than 220 million people speak French on all the five continents; it is the second most widely learned language after English and the sixth most widely spoken language in the world. French is also both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.

We believe languages should be accessible for all students and this course has been developed to help students of all abilities progress and develop a passion for languages, thorough culturally engaging content.

The content has been structured across five thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

By the end of the course, our students should be able to manipulate and use the target language effectively, independently, and creatively, so that they have a solid basis from which to progress to A Level or employment.

Head of Faculty – Mrs S Cuino scuino@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 5
How is the course taught? The course is taught across two academic years. In year 10, students first revisit the grammar and vocabulary knowledge covered in KS3. Subsequently, higher pupils will be taught more complex tenses and vocabulary which will enable them to access more sophisticated texts in new contexts, and foundation students will go on to strengthen their command of verbs in the present, past, and future in a range of new vocabulary related themes and topics. Exam strategies are embedded in lessons through informal exam practice, formal assessment, and opportunities to improve their work following teacher feedback. Personalised Learners' Checklists are used to enable students to become more independent in their learning and to track their own learning and set new learning targets.
How are students grouped? Students are grouped in mixed ability classes.

How are students assessed?

Students are assessed through:

- Low- stake assessment tasks
- Homework
- Mid-term assessment
- End of module assessments
- Grade Indicator exams

Homework: following the school homework calendar (fortnightly) and based on retrieval of content in lesson or practice exam questions. Homework is set via GO4schools with accompanying resources.

Textbooks and Materials provided and needed:

The MFL department uses the Pearson *Edexcel GCSE* (higher/Foundation) textbooks and has also produced bespoke teaching and homework resources. Vocabulary and support booklets are provided to students, however, in addition students may wish to purchase a revision guide to aid their learning.

Year 10 French Course Description

Autumn Term 1- Theme: Media and technology and my personal world

- Talking about what you do online
- Saying what they do to stay active
- Talking about what they watch
- Forming and answering questions
- Making plans to go out
- Revisit the present tense of regular and irregular verbs, the near future and the past perfect
- Phonics

Autumn Term 2- Theme: My personal world

- Talking about identity
- Talking about their weekend routine
- Discussing friends and friendship
- Talking about what people like
- Talking about positive role models
- Talking about celebrations
- revisit adjectival agreement and reflexive verbs
- Using emphatic and direct object pronouns
- Using 2/3 tenses together
- Phonics
- Revision

Spring Term 1- Theme: Studying and Future

- Learning about school life in francophone countries
- Talking and expressing opinions about school Subjects and school Life
- Discussing School Rules
- Talking About Making Progress At School
- Talking About School Used To Be Like
- Using comparative adjectives, structures followed by the infinitive and the imperfect tense
- Revisit comparative adjectives, irregular verbs in the perfect tense and using 3 tenses
- Phonics

Spring Term 2-Theme: Lifestyle and wellbeing

- Describing and giving opinions about dishes
- Talking about meals and mealtimes
- Talking about good mental health
- describing illness and accidents
- Saying what they will do to improve their life
- Talking about lifestyle changes
- Using the partitive article, modal verbs, perfect tense with reflexive verbs, simple future and imperfect tense
- Distinguishing between tenses when listening
- Phonics
- Revision

Summer Term 1 -Travel and tourism

- Talking about holidays and accommodation
- Talking about your ideal holiday
- Discussing what you can see and do on holiday
- Talking about festivals
- Using the conditional, perfect and imperfect tense together and complex structures with the relative pronoun
- Phonics

Summer Term 2- Theme: Travel and tourism

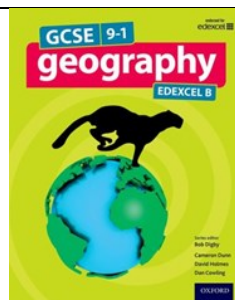
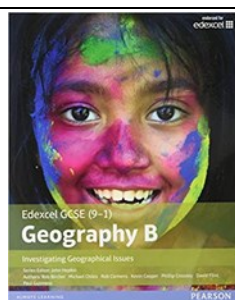
- Reviewing and booking accommodation
- talking about staycation activities
- Using a range of tenses, *si* structures and complex structures with the relative pronoun
- Phonics
- General revision for grade indicator exams

Year 10 Geography

Exam Board: Edexcel B

This specification gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens (Pearson Edexcel Geography B 9-1 2016).

Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk Head of Department – Ms F Abidi fabidi@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 5
How is the course taught? The course is taught across two academic years, with year 10 entering their first year of GCSE Geography in September 2024. Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL, TEA and CLOCC to help them remember how to structure answers.
How are students grouped? Students are grouped in mixed ability classes.
How are students assessed? • Through low stakes quizzes in class • Homework • End of topic tests at the end of each unit Grade Indicator exams
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Go4Schoolsand resources can be found on Google Classroom.
Textbooks and Materials provided and needed: The department works from two GCSE Textbooks and recommends students purchase the Edexcel B Revision Guide and workbook. The Geography department will also provide revision crib sheets for every unit which students should use to aid their revision prior to all assessments and exams.



Year 10 Geography Course Description

Autumn Term 1

Unit 1 – Hazardous Earth

Students consider the impact of global circulation systems on the atmosphere and changing climate while considering the hazards for people on a global scale. This topic includes considering the impact and evidence of natural and human causes of climate change. Students also spend time learning in depth information on extreme weather hazards and on four case studies in contrasting locations:

Type of Hazard	Developed Country	Emerging/Developing Country
<i>Tropical storm</i>	Hurricane Katrina, USA (2005)	Typhoon Haiyan, Philippines (2013)
<i>Earthquake</i>	Japan (2011)	Haiti (2010)

Unit 2 – Development Dynamics

A study on the scale of global inequality, and a deep dive into how one emerging country is developing and the relevant consequences for people, environment and the country's relationships with the wider world. Students will focus on India as an emerging country with insights on:

- How its development is influenced by its location and context
- The impact of globalisation on rapid economic change within India
- How rapid economic growth can have positive and negative impacts on people and the environment
- The influence of rapid economic development on changing the international role of India

Autumn Term 2

Unit 3 – Challenges of an Urbanising World

Students apply their knowledge linked to the causes and challenges of urbanisation to contextualise why the quality of life can vary so greatly in cities. The unit intends to establish a case study of significant detail through focusing on:

- The location and context of Mumbai influences its growth, function and structure
 - Reasons for past and present trends in population growth
 - Rapid population growth creates opportunities and challenges for people living in Mumbai
- Quality of life in Mumbai can be improved by different strategies for achieving sustainability

Spring Term 1

Unit 4 – The UK's Physical Evolving Landscape

Students study how the UK's landscape varies from place to place by considering:

- Geology and past processes have influenced the physical landscape of the UK
- A number of physical and human processes work together to create distinct UK landscapes

The second half of this unit focuses upon the changes to the UK's dynamic coasts and how processes change these:

- Distinctive coastal landscapes are influenced by geology interacting with physical processes
- Distinctive coastal landscapes are modified by human activity interacting with physical processes
- The interaction of human and physical processes present challenges along coastlines and there are a variety of management options

Finally, students study the UK's rivers landscapes and how these have been created and changed through human and natural processes over time.

Spring Term 2

Unit 6 – Geographical Investigations

Students must investigate the impact of coastal management on coastal processes and communities through:

1. Formulating enquiry questions
2. Selecting fieldwork methods
3. Evaluating secondary data sources

Summer Term 1 & 2

Unit 5 – The UK's Evolving Human Landscape

This unit focuses on how people and places are changing in the UK. Required knowledge includes:

- Population, economic activities and settlements are key elements of the human landscape
- The UK economy and society is increasingly linked and shaped by the wider world

London is the primary case study for how a major UK city has changed. Students will be required to understand:

- How the context of London influences its functions and structure
- How London has changed through employment, services and the movement of people
- How changes in London has led to both challenges and opportunities
- How strategies can be used to improve life in London
- How London is interdependent with rural areas leading to changes in these and subsequent challenges and opportunities.

Unit 6 – Geographical Investigations

Second of two investigations including fieldwork and research, in contrasting environments. Linked to Dynamic Urban Areas.

Students must investigate the how and why quality of life varies within urban areas through:

1. Formulating enquiry questions
2. Selecting fieldwork methods
3. Evaluating secondary data sources

Year 10 History
Exam Board: AQA

History encourages students not only to develop and in-depth understanding of past events, but also to build critical thinking and analytical skills. The AQA specification allows students to explore a range of chronological periods and geographical areas, and allows students to engage with historical sources and interpretations.

Head of Faculty – Ms L Griffiths, lgriffiths@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle: 5
How is the course taught? • In Year 10, students will study two units: ○ Period study – Germany 1890 – 1945: Democracy and dictatorship ○ Wider world depth studies – Conflict and tension in Asia, 1950 – 1975
How are students grouped? Students are taught in groups of up to 30
How are students assessed? Students are assessed through: • Low stakes quizzes • Homework • Practice Exam Questions • Presentations • End and mid year assessments • Grade Indicator Exams
Homework: Homework is set once per fortnight
Textbooks and Materials provided and needed: Students will be provided with textbooks in lessons (these will not be personal copies and need to remain in the classroom) Students will be provided with copies of revision guides to keep Students will be provided with copies of past papers and can access all previous exam papers/mark schemes and exemplar materials on the AQA website

Year 10 History Course Description

Autumn Term 1

Topic: Cold War in Asia

Learning overview:

The causes of the Korean War; US and UN involvement; The events of the Korean War including China's involvement; The end and legacy of conflict in Korea. French rule in Indochina and division of Vietnam; Civil War in South Vietnam.

Autumn Term 2

Topic: Cold War in Asia

Learning overview:

Escalating US involvement in Vietnam; Guerrilla tactics; Tet Offensive; Anti War protest and Media Coverage in USA.

Spring Term 1

Topic: Cold War in Asia

Learning overview:

Nixon and Vietnamisation; Kent State and Watergate; Invasion of Laos and Cambodia; The end of the Vietnam War; Impact of the Conflict.

Spring Term 2

Topic: Germany: Democracy to Dictatorship

Learning overview:

Kaiser Wilhelm and Naval Race; Social change before WWI; The impact of WWI; The Weimar democracy and its challenges; The Golden Era under Stresemann.

Summer Term 1

Topic: Germany: Democracy to Dictatorship

Learning overview:

The Great Depression and the rise of the Nazi Party; The failure of Weimar; The rise of Hitler as Chancellor; The establishment of a Nazi dictatorship.

Summer Term 1

Topic: Germany: Democracy to Dictatorship

Learning overview:

Life in Nazi Germany; Economic and Social Policy (including changes for women and young people); Persecution of Minorities; Use of terror and propaganda; Opposition to the Nazis; The impact of WWII on Germany.

Year 10 Health & Social Care

Exam Board: Pearson

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector. The Health and Social Care department will nurture every student through their journey to develop their resilience, independence, growing into well-rounded individuals to succeed in today's diverse society. Students will gain key competencies in the areas of research, essay writing and exam technique which will support them in further study and into their professional lives.

Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle: 6 Lessons
How is the course taught? Students will study the Tech Award at KS4 which is assessed through a combination of external exams and internal coursework. The research and essay writing competencies applied at KS4 develop learners for further study into KS5 and beyond. The course is made up of three components: Component 1 (Human lifespan development), Component 2 (Health and Social Care Services and Values) Component 3 (Health and Wellbeing). Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.
How are students grouped? Students are grouped in mixed ability classes
How are students assessed? The course is made up of three components: Component 1 (Human lifespan development) Component 2 (Health and Social Care Services and Values) and Component 3 (Health and Wellbeing). Component 1 and 2 are assessed through non-exam internal assessments. These assignments are set by the exam board (Pearson) and are summative assessments. Students will complete realistic tasks and activities that allow them to fully connect knowledge to practice and evidence core knowledge, understanding and skills. In Year 10 students will complete the Pearson-set Assessment for Component 1 (Human Lifespan Development). Other ways students will be assessed are • Formative assignments • Homework • Grade Indicator exams • Quizzes/Presentations

Homework:

Homework in Health and Social Care is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel.one.

Textbooks and Materials provided and needed:

The department has produced its own revision guide which will be provided to students, however students may wish to purchase a revision guide to aid their learning. It is also recommended that learners purchase the main textbook used in class to help them complete work at home.

Year 10 Health and Social Care Course Description

Autumn Term 1

Component 1 – Human lifespan development - To understand human growth and development across life stages and the factors that affect it.

Autumn Term 2

Component 1 – Human lifespan development - To understand human growth and development across life stages and the factors that affect it.

Spring Term 1

Component 1 Human lifespan development - To understand how individuals deal with life events

Spring Term 2

Component 1: Pearson Set Controlled Assessment - These assignments are set by the exam board (Pearson) and are summative assessments.

Summer Term 1

Component 2: Health and Social Care Service and Values - To understand the different types of health and social care services and barriers to accessing them.

Summer Term 2

Component 2: Health and Social Care Service and Values - To understand the different types of health and social care services and barriers to accessing them.

Year 10 ICT
Exam Board: OCR

Cambridge National in IT is a vocational course in Information Technology that will encourage students to understand and apply the fundamental principles and concepts of IT, including the use of information technology in the digital world, Internet of Everything (IoE) and data manipulation using spreadsheets.

Head of Subject – Miss A Ahmed Teacher - Ms Ige
Lessons per 2 week cycle : 4
How is the course taught? The course is taught across two academic years. Students are introduced to the concept of information technology in industry, how to use and apply IT tools appropriately and effectively for the purpose and audience. The course is taught through presentation, linking the use of IT to real world, questioning to check understanding, retrieval of knowledge and modelling. The course consists of both theory and practical activities.
How are students grouped? Students are grouped in mixed ability class
How are students assessed? • Students are assessed: • Through low stake quizzes • End of topic tests • Homework
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson/practice exam questions.
Textbooks and Materials provided and needed: Resources both hard and soft copies are provided including online resources.

Year 10 ICT Course Description

Autumn Term 1

Unit R050 and R060

- Types of design tools
- Human Computer Interface (HCI) in everyday life
- Hardware consideration
- Software consideration
- Planning and designing the spreadsheet solution

Autumn Term 2

- Data and Testing (Information and data)
- Data use and Use of data types in different context
- Data Validation and verification tools
- Data handling and manipulation techniques (Spreadsheets)

Spring Term 1

- Data handling and manipulation techniques (Spreadsheets)
- Importance of testing and purpose of testing
- Data collection methods
- Storage of collected data
- Cyber-security
- Legislation

Spring Term 2

- Data handling and manipulation techniques (Spreadsheets)
- Evaluating the spreadsheet solution
- Digital communication (Types)
- Distribution channels

Summer Term 1

- Assessment (Spreadsheet coursework – Unit R060)
- Types of outputs that clearly present information for an organisation
- Human Computer Interface (HCI)

Summer Term 2

- Designing an AR model prototype (Unit R070)
- Augmented Reality (purpose and uses of AR)
- Creating an AR model prototype
- Digital Communications
- Internet of Everything (IoE)

Year 10 Mathematics

Exam Board: OCR

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Head of Faculty – Ms D Hegarty dhegarty@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 8
How is the course taught? Our schemes of learning are designed to ensure that students efficiently acquire, rehearse and connect knowledge using pedagogical approaches that provide instructional support. This instructional support includes retrieval and review, presenting new material in small steps, checking understanding, modelling, scaffolding and guided and independent practice.
How are students grouped? Students are grouped according to mathematical ability
How are students assessed? Students are assessed: • Through low stakes quizzes in class • Homework • End of term tests • Grade Indicator exams
Homework: Written homework is set every two weeks. It consists of exam questions based on topics that were taught during the previous two weeks. Online homework will be set weekly on Sparx Maths. Sparx Maths provides personalized homework to each child, with questions that are challenging yet achievable, and tailored to their learning needs. The majority of each week's homework will be based on recently learnt topics, but it will also include some questions from previous topics to help reinforce their learning. Every question in Sparx has a support video attached to that your child can get help independently.
Textbooks and Materials provided and needed: The department has access to the Collins Connect textbooks. Students are given a Sparx Maths account where they are able to watch videos and complete questions based on the topics they are learning. Personalised learning checklists

with Corbett Maths video numbers are issued at the start of each half term to encourage independent study.

Year 10 Mathematics Course Description

Autumn Term 1	
Higher	Foundation
Recap of key topics studied in year 9 that are needed for year 10. Topics will be chosen based on Question Level Analysis data taken from the end of year 9 assessments. Angles • Know the angle rules • Be able to find missing angles on parallel lines • Be able to find interior and exterior angles Trigonometry • Be able to use and apply Pythagoras' Theorem • Use trigonometry to find missing lengths and angles • Know the exact trig values • Apply Pythagoras and trigonometry in 3D	Recap of key topics studied in year 9 that are needed for year 10. Topics will be chosen based on Question Level Analysis data taken from the end of year 9 assessments. Angles • Know the terms acute, obtuse, right and reflex angles. • Use the standard conventions for labelling and referring to the sides and angles of triangles. • Know the angle rules • Be able to find missing angles on parallel lines • Be able to find interior and exterior angles Trigonometry • Be able to use and apply Pythagoras' Theorem • Use trigonometry to find missing lengths and angles • Know the exact trig values
Autumn Term 2	

Higher	Foundation
Coordinate Geometry • Be able to find the coordinates of a midpoint • Be able to draw straight line graphs • Be able to find the equation of a line • Be able to find the equation of parallel and perpendicular lines • Be able to draw quadratic, cubic and reciprocal graphs • Be able to draw and interpret distance-time and velocity-time graphs • Be able to draw and interpret exponential graphs • Be able to find gradients and areas of non-linear data	Trigonometry • Use trigonometry to find missing lengths and angles Coordinate Geometry • Draw straight line graphs using a table • Find the equation of a line • Draw and interpret real life graphs, e.g. distance and velocity time graphs Area • Be able to find the area of rectangles, triangles, parallelograms and trapezia • Be able to answer functional questions involving area
Spring Term 1	
Higher	Foundation
Volume and Area • Be able to find the area and perimeter of shapes • Be able to find the volume and surface area of prisms • Be able to find the area and perimeters of circles and sectors • Be able to find the volume of cylinders • Be able to find the volume of pyramids, cones and spheres Compound measures and bounds • Be able to solve problems involving speed, distance and time • Be able to solve problems involving density, mass and volume • Be able to solve problems involving pressure, force and area	Volume and Area • Be able to recognise and sketch 3D shapes • Be able to find the volume of prisms • Be able to find the surface area of prisms • Be able to find the area and circumference of circles • Be able to find the area and perimeter of sectors • Be able to find the volume of cylinders • Be able to find the volume of pyramids, cones and spheres Compound measures and bounds • Be able to solve problems involving speed, distance and time • Be able to solve problems involving density, mass and volume

• Be able to find error intervals and upper and lower bounds • Be able to apply upper and lower bounds to questions in context	• Be able to solve problems involving pressure, force and area • Be able to find error intervals and upper and lower bounds • Be able to apply upper and lower bounds to questions in context
Spring Term 2	
Higher	Foundation
Volume and Area Transformations and constructions • Be able to reflect, translate, rotate and enlarge shapes • Be able to apply a combination of transformations • Be able to draw plans and elevations of 3D prisms • Be able to find and draw bearings • Be able to construct triangles, line bisectors and angle bisectors • Be able to find the locus of objects	Transformations and constructions • Be able to reflect, rotate and translate shapes • Be able to enlarge 2D shapes • Be able to measure and draw lines • Be able to make accurate drawings or shapes, maps and bearings • Be able to understand and draw plans and elevations • Be able to construct bisectors and perpendiculars • Be able to find and describe regions satisfying a combination of loci Equations and graphs • Be able to draw quadratic, cubic and reciprocal graphs
Summer Term 1	
Higher	Foundation
Equations and inequalities • Be able to rearrange formulae • Be able to solve quadratic equations using calculator and non-calculator methods • Be able to complete the square • Be able to sketch quadratics, including the intercepts and turning point • Be able to solve simultaneous equations both algebraically and graphically	Equations and inequalities • Be able to factorise and solve quadratics • Be able to solve simultaneous equations algebraically and graphically • Be able to represent inequalities using a number line Probability • Be able to find the probability of an event • Be able to draw sample space diagrams

• Be able to represent inequalities on number lines • Be able to solve linear and quadratic inequalities • Be able to represent inequalities on graphs and shade regions	• Know the difference between theoretical and experimental probability • Be able to list outcomes and combinations
Summer Term 2	
Higher	Foundation
Probability • Be able to find the probability of an event • Be able to draw sample space diagrams • Be able to work out the probability of mutually exclusive events • Be able to find experimental and theoretical probabilities • Be able to find probabilities from tree diagrams • Be able to find probabilities from Venn diagrams	Probability • Be able draw and interpret tree diagrams • Be able draw and interpret Venn diagrams Multiplicative reasoning • Be able to work out percentages using a multiplier • Be able to solve problems involving simple and compound interest • Be able to solve growth and decay problems

Year 10 Media Studies

Exam Board: Eduqas

The Media Studies curriculum is designed to cover a wide range of media texts and platforms and the skills and careers that underpin their production and distribution. The curriculum exposes learners to range of traditional and contemporary media, giving them an insight into the wide range of media products and careers. Many learners will gain access and understanding to new texts and professions. This caters for students that will go on to further academic study, apprenticeships, professional and creative roles in the media sector.

Head of Faculty –
Lessons per 2 week cycle : 4
How is the course taught? The course is divided into three components. Components 1 and 3 are taught in year 10, component 2 is taught in Year 11. Component 1 covers Media Language and Representation. Component 3 is the Non-exam assessment (coursework) part of the course. Component 2 covers Television and Music Videos in depth and allows time for revision and catch-up before GCSE exams.
How are students grouped? Students are in a mixed ability group.
How are students assessed? • Quizzes in class • Homework • End of term assessments • Grade Indicator exams • Practice essays
Homework: Homework will be available on Satchel:One. Homework will comprise a mix of key word vocabulary tests, written work, research tasks or coursework.
Textbooks and Materials provided and needed: Eduqas resources will be provided. Filming and photography equipment is lent to students for coursework. Students will be provided with revision packs.

Year 10 Media Studies Course Description

Autumn Term 1

Component 1: Exploring the Media

Section A: Exploring Media Language

The various forms of media language used to create and communicate meanings in media products:

- how choice (selection, combination and exclusion) of elements of media language influences meaning in media products, including to create narratives, to portray aspects of reality, to construct points of view, and to represent the world in ways that convey messages and values
- the relationship between technology and media products
- the codes and conventions of media language, how they develop and become established as 'styles' or genres (which are common across different media products) and how they may also vary over time
- intertextuality, including how inter-relationships between media products can influence meaning
- fundamental principles of semiotic analysis, including denotation and connotation
- theoretical perspectives on genre, including principles of repetition and variation; the dynamic nature of genre; hybridity and intertextuality
- theories of narrative, including those derived from Propp

Autumn Term 2

Component 1: Exploring the Media

Section A: Exploring Representation

The ways in which the media re-present (rather than simply present) the world, and construct versions of reality

- the choices media producers make about how to represent particular events, social groups and ideas
- the ways aspects of reality may be represented differently depending on the purposes of the producers
- the different functions and uses of stereotypes, including an understanding of how stereotypes become established, how they may vary over time, and how stereotypes enable audiences to interpret media quickly
- how and why particular social groups may be under-represented or misrepresented
- how representations (including self representations) convey particular viewpoints, messages, values and beliefs, which may be reinforced across a wide range of media products
- the social, cultural and political significance of particular representations in terms of the themes and issues that they address
- how representations reflect the social, historical and cultural contexts in which they were produced
- the factors affecting audience interpretations of representations, including their own experiences and beliefs
- theoretical perspectives on representation, including processes of selection, construction and mediation
- theoretical perspectives on gender and representation, including feminist approaches

Spring Term 1

Component 1: Exploring the Media

Section B: Exploring Media Industries

The nature of media production, including by large organisations, who own the products they produce, and by individuals and groups

- the impact of production processes, personnel and technologies on the final product, including similarities and differences between media products in terms of when and where they are produced
- the effect of ownership and control of media organisations, including conglomerate ownership, diversification and vertical integration
- the impact of the increasingly convergent nature of media industries across different platforms and different national settings
- the importance of different funding models, including government funded, not-for-profit and commercial models
- how the media operate as commercial industries on a global scale and reach both large and specialised audiences
- the functions and types of regulation of the media
- the challenges for media regulation presented by 'new' digital technologies

Spring Term 2

Component 1: Exploring the Media

Section B: Exploring Media Audiences

How and why media products are aimed at a range of audiences, from small, specialised audiences to large, mass audiences

- the ways in which media organisations target audiences through marketing, including an understanding of the assumptions organisations make about their target audience(s)
- how media organisations categorise audiences
- the role of media technologies in reaching and identifying audiences, and in audience consumption and usage
- the ways in which audiences may interpret the same media products very differently and how these differences may reflect both social and individual differences
- the ways in which people's media practices are connected to their identity, including their sense of actual and desired self
- the social, cultural and political significance of media products, including the themes or issues they address, the fulfilment of needs and desires and the functions they serve in everyday life and society
- how audiences may respond to and interpret media products and why these interpretations may change over time
- theoretical perspectives on audiences, including active and passive audiences; audience response and audience interpretation
- Blumler and Katz's Uses and Gratifications theory

Summer Term 1**Component 3: Controlled Assessment**

Responding to the requirements of the brief and completing all tasks detailed in the chosen set brief

- appealing to, and engaging, the intended target audience detailed in the brief through the use of, for example, genre conventions and representations to communicate meanings to the intended audience
- applying knowledge and understanding of media language by using appropriate codes and conventions of the genre/style/form
- applying knowledge and understanding of representations of particular events/issues/groups and individuals appropriate to the brief, by using appropriate representational devices, showing understanding of how meanings are created.

Summer Term 2**Component 3: Controlled Assessment**

Learners must complete a brief outline of their aims for the media production that must be submitted with the production. This will be assessed with the production and will enable learners to explain the ways in which they will apply knowledge and understanding of media language and representation to the production and target the intended audience. This is a compulsory element of the non-exam assessment and learners must complete the statement of aims in Section B of the cover sheet using approximately 250 words.

Year 10 Music

Exam Board: Eduqas

https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments

The Music Department ensures that all pupils are included in musical learning regardless of prior learning. All schemes of work within the Music Department are skills based. These are centred on a specific sequence that encourage pupils' development of Performance, Composition and Appraisal of Music. The Music Department runs with the saying 'Practice Makes Perfect'. This phrase builds resilience in learning and ensures pupils understand the benefit of working towards achievement. Each unit of work requires pupils to learn a new skill and to practice it to make it better. Modelling this behaviour allows pupils to not only grow through the curriculum but spiritually, morally and socially.

Head of Department: Fiona Donaldson
Lessons per 2 week cycle: 4 Lessons, twice a week.
How is the course taught? GCSE Music is taught through the three assessment areas; 1. Performing Music 2. Composing Music 3. Appraising Music A Modular approach is continued from Key Stage 3 and pupils build on previous knowledge and understanding.
How are students grouped? GCSE Music falls within the option block and pupils choose to take music. When Pupils are competing group tasks, they are grouped by the classroom teacher.
How are students assessed? Students are assessed at the end of each module (each half term) based on the three assessment areas. <u>Performing Music – 30%</u> Pupils must perform 4 -6 minutes of music at a Grade 3 standard. <u>Composing Music – 30%</u> Pupils must complete a compositional portfolio of two compositions and a detailed commentary of the compositions. One Free composition of the candidates own choosing and one brief composition set by the exam board in the year of their examination. <u>Appraising Music – 40%</u>

Pupils learn about 4 different areas of music and learn about two specific set works.

Areas of Study:

Area of Study 1 – Musical Forms and Devices

Area of Study 2 – Musical for Ensemble

Area of Study 3 – Film Music

Area of Study 4 – Popular Music

Pupils will complete a listening examination consisting of 8 questions (96 marks), two questions from each area of study.

Set Works

Area of Study 1 – Musical Forms and Devices – Badinerie – Bach

Area of Study 4 – Popular Music – Africa - Toto

Homework:

As per school policy.

Independent work is needed for compositions and performances. Pupils may be asked to come into the music department to work on their composition or their performance by their teacher for their homework.

Textbooks and Materials provided and needed:

Pupils are provided with free instrumental lessons within the Music Department with an instrumental teacher.

Pupils are directed to our GCSE Music Google Classroom for all resources.

Revision books are available to buy – <https://www.amazon.co.uk/WJEC-Eduqas-Music-Revision-Guide/dp/1912820781>

Year 10 Music Course Description

Autumn Term 1

AoS 4 – Popular Music (Prepared Extract)

Popular music is a wide-ranging and diverse art form encompassing several distinct genres. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music. Pupils analyse set work, which is set by the examination board.

Autumn Term 2

AoS3 – Film Music, Composing to a Brief & Christmas Performance

The film industry is of considerable commercial and cultural interest in both the UK and abroad. Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film

Spring Term 1

AoS 1 – Musical Forms and Devices & Devices (Prepared Extract)

Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms. Learners are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices

Spring Term 2

Revision / Free Composition

Pupils will learn how to revise for music and how to use the musical elements to revise. Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs. Learners will compose a piece of music in a style of their own choice. Learners will set their own brief for this composition. The brief itself is not assessed; however, learners are assessed on their musical response to the brief.

Summer Term 1

Free Composition / Performing Music

Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.

Learners will compose a piece of music in a style of their own choice. Learners will set their own brief for this composition. The brief itself is not assessed; however, learners are assessed on their musical response to the brief.

Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform a minimum of two pieces of which at least one must be as part of an ensemble performance lasting at least one minute. The other piece(s) may be performed either solo and/or as part of an ensemble. One piece must be linked to one of the four areas of study. The use of music technology and improvisation is accepted within both solo and ensemble performances.

Summer Term 2

AoS2 – Music for Ensemble / Performing Music

Music for ensemble forms the basis for a study of texture and sonority. Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, learners will consider how music is composed for small groups of instruments and voices. Learners will also consider how texture is manipulated, and they are encouraged to use small instrumental/vocal groupings in their own music. Learners are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience.

Y10 Physical Education (PE)

Exam Board: Edexcel

Head of Faculty –
Lessons per 2 week cycle : 4
How is the course taught? The course is taught across two academic years. Students build upon theoretical knowledge and practical sports covered in KS3 and are introduced to some new content. Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and exam technique strategies to help them remember how to structure answers.
How are students grouped? Students are in mixed ability classes
How are students assessed? • Through low stakes quizzes in class • Homework • End of topic tests at the end of each unit • Grade Indicator exams • Practical assessment • Coursework • Two external examinations at the end of the course
Homework: Homework is set once every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel one.
Textbooks and Materials provided and needed: Revision guide and work book will be provided Access to online learning platforms will be provided (theeverlearner) Various text books will be used throughout the course (Edexcel GCSE PE 9-1)

Year 10 GCSE Physical Education (PE) Course Description

Our Pearson Edexcel GCSE (9-1) in Physical Education has been designed to provide a smooth progression from GCSE to A level. It builds on the understanding developed at Key Stage 3, supporting a smooth transition to the next level of study. It encourages learners to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. It helps students develop important transferable skills for progression to the next level, including numeracy, communication and an understanding of practical performances. The blend of scientific and social knowledge positions candidates to access a range of qualifications.

Autumn Term 1

Physical training

2.2 The use of goal setting and SMART targets to improve and/or optimise performance

3.1 The relationship between health and fitness and the role that exercise plays in both

3.6 Effective use of warm up and cool down

3.2 The components of fitness, benefits for sport and how fitness is measured and improved

Autumn Term 2

Physical training

3.3 The principles of training and their application to personal exercise/ training programmes

3.5 How to optimise training and prevent injury

Spring Term 1

Applied anatomy and physiology – skeletal system

1.1 The structure and functions of the skeletal system

1.4.5 The long-term effects of exercise on the skeletal system

3.4 The long-term effects of exercise

Spring Term 2

Applied anatomy and physiology – muscular system

1.1 The structure and functions of the muscular system

1.1.11 How the skeletal and muscular systems work together to allow participation in physical activity and sport

1.4 The short- and long-term effects of exercise on the muscular system

3.4 The long-term effects of exercise

Summer Term 1

Sport psychology and Socio-cultural influences

2.1 Classification of Skills (basic/ complex, open/closed)

2.3 Guidance and feedback on performance

2.4 Mental preparation for performance

3.1 Engagement patterns of different social groups in physical activity and sport

3.2 Commercialisation of physical activity and sport

3.3 Ethical and socio-cultural issues in physical activity and sport cultural influences

Summer Term 2

Applied anatomy and physiology – cardiovascular system

1.2 The structure and functions of the cardiovascular system

1.4 The short- and long-term effects of exercise on the cardiovascular system

3.4 The long-term effects of exercise

Exam technique, Revision, End of year exam

Y10 BTEC Tech Award in Sport

Exam Board: Pearson

Head of Faculty –
Lessons per 2 week cycle : 4
How is the course taught? The course is taught across two academic years. Students build upon theoretical knowledge and practical sports covered in KS3 and are introduced to new content. Students will be equipped to complete two internally assessed coursework units and one externally assessed synoptic assessment examination. Coursework content and exam questions are broken down and students are given clear strategies for completing them through sentence starters, model answers and exam technique strategies to help them remember how to structure answers.
How are students grouped? Students are in mixed ability classes
How are students assessed? • Through low stakes quizzes in class • Homework • Grade Indicator exams • Practical assessment • Coursework • One external synoptic assessment in Y11
Homework: Homework is set once every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel one.
Textbooks and Materials provided and needed: Revision guides will be provided Access to online learning platforms will be provided (theeverlearner) Various text books will be used throughout the course

BTEC Teach Award in Sport Course Description

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. They will explore the different types and providers of sport and physical activity, as well as the equipment and technology available. Building on this, they will look at individuals' differing needs, to gain an understanding of how to increase participation in sport while further developing their knowledge and understanding of anatomy and physiology in a contextualised way. They will then apply their knowledge and skills to planning and delivering sports activity sessions for participants in practical sessions. In addition, this qualification enables learners to develop sector-specific skills such as sport analysis and sports leadership, and personal skills such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment.

Autumn Term 1

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

A Explore types and provision of sport and physical activity for different types of participant

B Examine equipment and technology required for participants to use when taking part in sport and physical activity

Autumn Term 2

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

C Be able to prepare participants to take part in sport and physical activity.

Spring Term 1

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Complete the Pearson-set assignment – released in December

Component 2: Taking Part and Improving Other Participants Sporting Performance

A Understand how different components of fitness are used in different physical activities

B Be able to participate in sport and understand the roles and responsibilities of officials

Spring Term 2

Component 2: Taking Part and Improving Other Participants Sporting Performance

C Demonstrate ways to improve participants sporting techniques.

Summer Term 1

Component 2: Taking Part and Improving Other Participants Sporting Performance

Complete the Pearson-set assignment – released in May

Summer Term 2

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

A Explore the importance of fitness for sports performance

A1 The importance of fitness for successful participation in sport

A2 Fitness training principles

A3 Exercise intensity and how it can be determined

Year 10 Religious Education (RE)

Exam Board: AQA

As a Catholic School, Religious Education is a core subject and central to our school ethos. We complete AQA Religious Studies B and in Year 10 we cover the content laid down by DfE for study of religions: Catholic Christianity: beliefs and teachings; practices; sources of wisdom and authority, and forms of expression. The subject also encourages students to develop their critical thinking and evaluative skills as they form their own arguments around common and divergent views within Catholic Christianity.

Head of Faculty – Mrs E Englefield eeinglefield@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 5
How is the course taught? The course is taught across two academic years. The students have been introduced to the course curriculum and given an introduction to Catholic Christianity in KS3 so are able to enter Y10 ready to engage with the GCSE curriculum. Students work through key themes in Christianity and the beliefs, practices and sources of wisdom that accompany these such as Creation, Redemption and Eschatology. Exam questions are utilised and broken down through sentence starters and a focus on PEEL to enable them to structure answers effectively.
How are students grouped? Students are grouped according to ability in flexible setting from Set 1-5
How are students assessed? RE uses a range of methods to assess students including: • Quizzes in class and on Edulink • Exam Questions at the end of lessons • Homework including 12 mark questions • End of Unit assessments • Grade indicator exams
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources are given in class and can also be found on Google Classroom.
Textbooks and Materials provided and needed: All students are given an AQA Revision Guide at the end of Y10 to support their learning which contains all content needed for their exam.

Year 10 Religious Education Course Description

Autumn Term 1

Creation

- Different sources of authority for Catholics today
- Understand how the Bible is formed and its significance
- Know Catholic teachings about God and creation
- Understand how God is creator, transcendent and omnipotent
- Explain how Genesis influences Catholic beliefs about free will and stewardship
- Know different ways Genesis is interpreted today
- Understand different beliefs expressed in Michelangelo's 'Creation of Adam'
- Know different beliefs within Christianity about religion and science
- understand the term Natural Law and relate Natural Law to how it applies to the Sanctity of Life

Autumn Term 2

Incarnation

- Understand Catholic belief in Incarnation
- explore beliefs about Jesus
- examine different titles of Jesus including 'Son of Man' and 'Son of God'
- Explore Jesus' moral teachings including the Beatitudes and the Parable of the Sheep and the Goats
- Understand the writings of Irenaeus about the nature of Jesus
- Compare and contrast the presentations of the Incarnation in Dei Verbum 4 and Verbum Domini 12
- Analyse how belief in the Incarnation influences use of religious art and imagery

Spring Term 1

Triune God

- Catholic understanding of the glory of God and the mystery of the Trinity
- Expressions of the Trinity in music, scripture and tradition
- The authority and influence of the magisterium

The practice of prayer.

Spring Term 2

Redemption

- **The Paschal mystery of salvation and its celebration in Catholic worship**
- The Church as the 'Body of Christ' and a redeemed 'People of God'
- Different metaphors used to express the mystery of salvation
- The shape, contents and meaning of Church buildings and decoration
- The parts of a Church which speak directly about the mystery of salvation as celebrated and made present in the sacrament of the Eucharist
- The wonder of redemption as highlighted by Anselm and Irenaeus

Summer Term 1**Church and the Kingdom of God**

- The nature of the Church
- The Church's mission to bring about the Kingdom of God as expressed in the Lord's Prayer
- The Church as the pilgrim people of God
- Dramatized prayer
- Pilgrimage
- The meaning of mission through vocation and service.

Summer Term 2**Euthanasia**

- Catholic beliefs about life after death and how that impacts their lives today.
- The Paschal candle as an expression of the risen Christ
- Michelangelo's Last Judgement
- The funeral rites
- Catholic views about euthanasia

Year 10 Science

Exam Board: AQA

In science, we want our students to be resilient, life-long learners with an inquisitive mind-set and curiosity about the world around them.

As pupils' journey through the science curriculum, we want them to develop an understanding of the nature, processes and methods scientific enquiries and be able to apply these to real life scenarios.

By the end of the journey, we want all pupils to be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. As well as a firm conceptual knowledge, that will prepare them for further education in science disciplines.

Head of Faculty – Mr M Larkin mlarkin@bishop.towerhamlets.sch.uk
Lessons per 2-week cycle: 9 lessons for Combined Sci and 14 lessons for Triple Sci
How is the course taught? The course is taught across two academic years, and it is divided into Triple Science and Combined Science. There is more depth in Triple Science compared to Combined. However, pupils are taught Physics, Chemistry and Biology in both sciences.
How are students grouped? Pupils have the choice to choose either Triple Science or Combined Science during their options in year 9, however, they need to achieve high grades in Maths and Science at the end of year 9 before they could be allowed to do Triple Science.
How are students assessed? Students are assessed: • Through low stakes quizzes in class • Homework • End of topic tests at the end of each unit • Mid –year exam in March • End of year exam in July
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via EduLink, and resources can be found on Google Classroom and paper copy provided in lessons.
Textbooks and Materials provided and needed: Pupils are provided exercise books for their classwork which they can take home for revision. Textbooks are provided in classroom for extra support with literacy and independent learning. Practical equipment is available for pupils to use during practical lessons. Pupils have access to TASSOMAI and SENECA websites which can be used for revision and quizzes.

Year 10 Combined Science and Triple Science Course Description

Autumn Term 1 Year 10

Combined Science: P1 Energy, B2 Organisation

Triple Science: C1 Revision and Transition metals, P1 Energy and B2 Organisation

Autumn Term 2

Combined Science: B2 continues, B3 Infections and response, C2 Structure, bonding and properties of matter.

Triple Science: B2 continues, B3 Infections and response, C2 Structure, bonding and properties of matter.

Spring Term 1

Combined Science: C4 Chemical reactions, P3 Particle model of matter

Triple Science: C4 Chemical reactions, P3 Particle model of matter

Spring Term 2

Combined Science: P3 continues, P4 Atomic structures, B4 Bioenergetics

Triple Science: P4 Atomic structures, B4 Bioenergetics

Summer Term 1

Combined Science: B4 Bioenergetics continues, C5 Energy changes, C3 Quantitative chemistry

Triple Science: B4 Bioenergetics continues, C5 Energy changes, C3 Quantitative chemistry

Summer Term 2

Combined Science: P2 Electricity, C10 Using resources, End of year exams

Triple Science: P2 Electricity, C10 Using resources, P8 Space, B7 Ecology, End of year exams

Year 10 Sociology

Exam Board: AQA

Sociology is a subject that asks the big questions in our society. It explores the reasons for change in our society and attempts to explain the role and purpose of different institutions in our society and how individuals fit in. It is a subject that encourages students to develop their capacity for critical thinking and tap into the personal resistances we have towards examining controversial or uncomfortable topics.

Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 5
How is the course taught? The course is taught across two academic years. Students are introduced to what sociology is in the first half term and the key issues and debates. Students then learn how sociologists conduct research which they then apply to different areas of sociology (families, education, crime & social stratification). Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL and PEERC to help them remember how to structure answers.
How are students grouped? Students are groups in mixed ability classes.
How are students assessed? Students are assessed: • Through low stakes quizzes in class • Homework • End of topic tests at the end of each unit • Grade Indicator exams
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources can be found on Google Classroom.
Textbooks and Materials provided and needed: The department has produced its own revision guide which will be provided to students, however students may wish to purchase a revision guide to aid their learning. Students are given extracts from the textbook to support class work.

Year 10 Sociology – Course Description

Autumn Term 1

Introduction to Sociology

- Explore sociological concepts of culture, socialisation, norms and values.
- Explore the key debates over acquisition of identity through nature vs nurture.
- Understand the process of socialisation.
- Explore the agents of socialisation including family, education, media and peer groups.
-

Autumn Term 2

Research Methods

- How do sociologists use research?
- Sampling techniques
- Factors that affect research (practical, ethical theoretical)

Spring Term 1

Research Methods

- Explore a range of a range research methods and evaluate their strengths and limitations
- Knowledge of primary and secondary data
- Knowledge of qualitative and quantitative data

Families and Households

- Explore the different types of families
- Explore conflict theories and how to apply Marxist and Feminist view to the family.
- Explore social norms and values of the family including divorce and family diversity.
 - Develop understandings of key sociologists and their views of the family.

Spring Term 2

Families and Households

- Explore the changing roles within the family and how economics, technology and changing attitudes have influenced this.
- Explore some of the criticisms of the family including loss of traditional functions, status and role of women and the 'dark side' of family life.
- Explore the impact of globalisation on family life and family structures around the world.

Summer 1

Education

- Develop understandings of the sociological theories of the role of education.
- Explore the conflict theories and how to apply Marxism and Feminism to education.
- Explore the key processes within schools that affect achievement
- School diversity

Summer 2

Education

- Explore the patterns of educational achievement and how gender, social class and ethnicity impacts this.
- Explore the factors that affect educational achievement.
- Education policy

Year 10 Spanish

Exam Board: Edexcel

Spanish is the second most spoken language spoken by native speakers in the world, equating to more than 400 million people in 21 countries. It is also considered one of the easiest languages to learn as it is mostly phonetic, and its pronunciation is relatively straightforward. According to the British Council, Spanish speaking countries are having an ever-increasing presence in the global market, and therefore work and business opportunities deriving from Spanish language knowledge is becoming more prevalent than ever.

We believe languages should be accessible for all students and this course has been developed to help students of all abilities progress and develop a passion for languages, thorough culturally engaging content.

The content has been structured across five thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

By the end of the course, our students should be able to manipulate and use the target language effectively, independently, and creatively, so that they have a solid basis from which to progress to A Level or employment.

Head of Faculty – Mrs S Cuino scuino@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 5
How is the course taught? The course is taught across two academic years. In year 10, students first revisit the grammar and vocabulary knowledge covered in KS3. Subsequently, higher pupils will be taught more complex tenses and vocabulary which will enable them to access more sophisticated texts in new contexts, and foundation students will go on to strengthen their command of verbs in the present, past, and future in a range of new vocabulary related themes and topics. Exam strategies are embedded in lessons through informal exam practice, formal assessment, and opportunities to improve their work following teacher feedback. Personalised Learners' Checklists are used to enable students to become more independent in their learning and to track their own learning and set new learning targets.
How are students grouped? Students are grouped in mixed ability.

How are students assessed?

Students are assessed through:

- Low- stake assessment tasks
- Homework
- Mid-term diagnostic assessments
- End of module assessments
- Grade Indicator exams

Homework:

Homework is set following the school homework calendar (fortnightly) and based on retrieval of content in lesson or practice exam questions. Homework is set via GO4 schools with accompanying resources.

Textbooks and Materials provided and needed:

The MFL department uses the *Pearson Edexcel Spanish GCSE* (higher/foundation) textbooks and has also produced bespoke teaching and homework resources. Vocabulary and support booklets are provided to students, however, in addition students may wish to purchase a revision guide to aid their learning.

Year 10 Spanish Course Description

Autumn Term 1- Theme: My personal world and media and technology

- Talking about life online
- Talking about sports and free-time activities
- Arranging to go out
- Saying what you did at the weekend
- Talking about days that went wrong
- Revisit the present tense of regular and irregular verbs, the near future and the preterite tense
- Using direct object pronouns
- Phonics

Autumn Term 2- Theme: Travel and tourism

- Discussing travel plans
- talking about festivals in Spanish-speaking world
- Saying what you did on holiday
- Describing where you stayed
- Talking about holidays using different tenses
- Using superlatives and comparatives
- Using complex structures with *if* and *acabar de*
- Revisit *suelo+* infinitive and the preterite tense
- Using the imperfect tense
- Phonics
- Revision

Spring Term 1- Theme: Media and technology and my personal world

- Describing people
- Talking about who they admire
- Saying how long they have been doing something
- Talking about friendships and relationships
- Talking about their identity and what matters to them
- Talking about problems and giving advice
- Using the present continuous, the verb *ser* and *estar*, *para*+ infinitive and conditional
- Revisit reflexive verbs, pronouns *me* and *te* before a verb
- Phonics

Spring Term 2-Theme: Lifestyle and wellbeing

- Learning about typical foods in Spanish-speaking countries
- Describing healthy daily routines
- Talking about mealtimes and food trends
- Comparing old and new habits
- Talking about illnesses and injuries
- Talking about future plans for health and wellbeing
- Revisit indefinite adjectives, direct object pronouns, *si* clauses and the imperfect tense
- Using *ya no*+ verb, reflexive verbs in the preterite, *tener* + noun
- Phonics
- Revision

Summer Term 1 -Studying and my future

- Learning about schools in Spain
- Talking about a typical day at school
- Talking about your studies and the opinions of others
- Talking about how they would change their school
- Revisit the conditional tense, the preterite tense, superlatives and negatives
- Using *lo que* and impersonal verbs with an infinitive
- Phonics

Summer Term 2- Theme: Studying and my future

- Talking and giving opinions about students and teachers
- Describing a school trip in the past
- Forming questions
- Phonics
- General revision for grade indicator exams