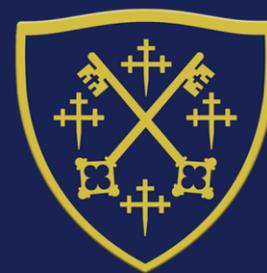


Bishop Stopford School

faith | justice | responsibility | truth | compassion

Headteacher: Miss Jill Silverthorne MA



CURRICULUM OUTLINE

YEAR 10

2025 - 2026



Bishop Stopford School, Headlands, Kettering, Northants, NN15 6BJ | www.bishopstopford.com | office@bishopstopford.com | 01536 503503

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VAT Registration Number 118 2272 33

Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is ambitious, academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, though development of a rich language base and challenge in every lesson.

Dear Students and Parents

Year 10 is a critical stage in education – the start of the two year GCSE programme. In order to build on our home-school partnership, we are providing you with this outline of the Year 10 curriculum. It gives the framework to the formal teaching programme, which should lead to enjoyable and meaningful learning. Students, of course, learn more than can ever be listed in a booklet. Social skills and positive attitudes to life-long learning form an important part of what we aim to develop at Bishop Stopford. A wide range of extra-curricular activities also complements the planned timetable of lessons.

Given the challenges of the curriculum, students will be expected to revise and consolidate their learning throughout their courses. Year 10 mock examinations in all subjects are very important in reviewing the progress of students in all aspects of their learning. These take place immediately before the GCSE exam period.

We will be pleased to respond to any concerns that you may have about teaching, learning and life in Year 10. In this way we hope to work in partnership to ensure that all students fulfil their unique potential.

Yours sincerely

Miss J Silverthorne
Headteacher

Bishop Stopford School: Homework

As a school we place enormous value on homework and believe its purpose is to:

- Engender a love of learning and pique interest.
- Enable students to develop good habits; independence, responsibility, organisation and commitment.
- Support students to increase knowledge and develop skills.
- Strengthen the home-school relationship by providing parents an opportunity to engage with the curriculum studied by their child.

Minimum entitlement (what every student will receive)

| | How long should homework take? | Typical tasks |
|--------------------------------|---------------------------------------|---|
| Key Stage 4 (Years 10 & 11) | Approximately 5 hours per week | Past exam question(s) Research-based task Reading Revision and preparation for assessments/coursework Consolidation of knowledge Use of digital platforms for any of the above |

Key Information

- Homework will be set on **Edulink**. Both you and your child will be able to see what has been set.
- Teachers will, wherever possible, spend time explaining the homework set in lessons.
- How subjects set homework will differ, as one model is not the optimal learning approach for all. So, for example, some subjects will set homework weekly; others may adopt a different approach. This will be shared in the Curriculum Booklets.
- Students will receive feedback on their homework. There will be *written* feedback on the tasks in red, above, either taking the form of peer, self or teacher marking. Other feedback provided will vary depending on task.
- To support students with homework:
 - 1) The school library is open at lunchtimes and students can complete homework there.
 - 2) There is an after-school Homework Club, available every day.

Who can I contact at school to discuss homework?

- Your child's form tutor
- Your child's Head of Year (Mr Darker)
- Your child's Key Stage Leader (Ms Lowdon)

Year 10 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 10. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

Subject where the topic is taught

| | Art | Computer Science | Design | Drama | English | Food | Geography | HSC |
|------------------|--------------------------------|---------------------------------|-------------------------------------|---------------------------------|-----------------------|----------------|------------------------------------|------------------------|
| Art | | | Planning, presentation and research | | Disciplinary Vocab | | | |
| Computer Science | | | | | | | Environment issues with technology | Digital wellbeing |
| Design | | Optional Programming Activities | | | | | | Inclusivity |
| Drama | Drama stimuli | Lighting and Sound design | Costume and Set design | | The Crucible | | | |
| English | Visual representation of texts | | | An Inspector Calls - stagecraft | | | | |
| Food | | | | | | | | |
| Geography | | | | | | | | |
| HSC | | | | Role Plays | | Cultural Diets | | |
| History | | | | | | | | |
| Maths | Enlargement | | | | | | Maps, Scales & Bearings | |
| MFL | | | | Role Play Scenarios | | | Spanish/French speaking countries | Healthy Living |
| Music | | | | | | | | |
| PE | | | | | Disciplinary Literacy | | | Anatomy and Physiology |
| PSHE | | Sexting and Pornography | | | Topic Vocabulary | | | Domestic Abuse |
| RE | | | | | | | | |
| Science | | | | | | | | |

Year 10 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 10. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

Subject where the topic is taught

| | History | Maths | MFL | Music | PE | PSHE | RE | Science |
|-------------------------|-----------------------------------|-------------------------------|-----|-------|---------------------------------|------|--|---------------------------------------|
| Art | | | | | | | | |
| Computer Science | | | | | | | Ethical & cultural issues in Computing | |
| Design | | Geometry & Trigonometry | | | | | | |
| Drama | The Salem witch trials | | | | | | Puritanism | |
| English | Capitalism & Socialism Edwardians | | | | | | | |
| Food | | | | | Nutrition for health | | | Conducting a scientific investigation |
| Geography | | Map Skills Graphical analysis | | | Rio Olympics | | | Physical Landscapes of the UK Hazards |
| HSC | History of the NHS | Infancy Growth Charts | | | Diet and Exercise | | | Human Lifespan & Development |
| History | | | | | | | Holocaust | Medicine Through Time |
| Maths | | | | | | | | Metric Measures |
| MFL | | | | | | | | |
| Music | | | | | | | | |
| PE | | Interpreting Data | | | | | | Respiration, levers, blood vessels |
| PSHE | | | | | Promoting Functional Well-being | | Honour based violence | |
| RE | | | | | | | | |
| Science | History of the Periodic Table | | | | Breathing | | | |

Year 10: Important Dates

| Month | Item | Date |
|--------------|-------------------------------|---|
| September | School opens School photos | 3 rd September 2025 17 th September 2025 |
| October | | |
| November | | |
| December | Reports issued | 5 th December 2025 |
| January | | |
| February | | |
| March | Reports issued | 27 th March 2026 |
| April | Mock Examinations | Monday 13 th April 2026 to Friday 17 th April 2026 |
| May | | |
| June | Reports issued | 12 th June 2026 |
| July | Progress Review | 14 th July 2026 |

Faculty: Expressive Arts

Subject: Art

Faculty Introduction:

Students are encouraged to become independent learners. At GCSE, students will build upon the skills developed at Key Stage 3 by initially focusing on increasing the accuracy and control of their drawing through direct observational studies, before exploring a wide range of media and techniques. Students are encouraged to explore and develop ideas, annotating and evaluating the process towards a final outcome.

Topics/Modules covered:

From September – March, students will complete their first coursework unit. This will focus on a variety of skills and be based on a given theme. Students will be expected to meet all of the assessment criteria as below:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Assessment:

- AQA specification
- Coursework - controlled assessment period
- Attainment descriptors in accordance with GCSE guidelines.
- Regular verbal feedback & targets for progression identified throughout the two year course.

Homework:

A minimum of 60 minutes homework is set each week. Homework involves finishing and improving GCSE coursework and is essential to the successful completion of course. Independent learning is encouraged with students setting their own learning objectives in consultation with the teacher.

Enhancement Activities:

- Gallery visit/artist workshop
- Open access to the art rooms at lunchtime
- The opportunity to have work displayed around the school and in local exhibitions

Equipment required:

We recommend the purchase of the GCSE guidebook, and all students will need to purchase an A3 sketch book and folder to store work. Art packs with essential equipment enclosed are available to purchase from the Art department.

| |
|---|
| <p style="text-align: center;">Faculty: Technologies Subject: GCSE Computer Science</p> |
|---|

Faculty Introduction:

Computer Science GCSE is an incredible mix of maths, science and engineering. It explores the principles on which the digital technology of the modern world (computers/mobile phones/the internet) is based, with computer programming at the heart of the course.

Topics/Modules to be covered in the year:

- Computer Systems (exam)
- Computational thinking, algorithms and programming (exam)

Assessment:

- The two exam units will be sat in the summer of Year 11. Both exams are 1½ hours and are each worth 50% of the final mark.

Homework:

50 – 60 minutes homework is set per fortnight. Due to the nature of the course, this may vary from week to week. Students will have access to the Computer suites at school to help them complete any homework tasks that need the use of computers.

Enhancement Activities:

- Internet Safety week
- Lunchtime computer and Internet access.
- Outside speakers
- Raspberry pi projects
- Offsite Visit

Texts to be issued:

Students will be able to buy textbooks at a reduced cost from the school. All other resources can be accessed online and from home via OneNote.

| |
|--|
| <p style="text-align: center;">Faculty: Technologies Subject: Design Technology (Product Design, Fashion and Textiles)</p> |
|--|

Faculty Introduction:

The course follows a full 'design and make' exercise based on a theme and is assessed through a controlled assessment task. There is also written examination which covers all aspects of the course including material specific knowledge and understanding and core design principles.

Topics covered:

- Core Design Theory
- Introductory projects prepare students for the controlled assessment task.
- Non-Examined Assessment design portfolio.
- Realisation of product(s) and evaluation completed to deadline.
- Exam preparation and revision exercises

Assessment

- AQA specification
- Non-Examined Assessment – 50% of the final subject grade.
- Written examination – 50% of the final subject grade.
- Group feedback is provided following Non-Examined Assessment rules.

Homework:

The equivalent of 30 minutes of homework is set each week. The nature and style of homework is largely dependent on the class activity being undertaken but will generally focus on design skills and / or theoretical knowledge. During the Non-Examined Assessment, homework will focus on preparation, research and product testing.

Enhancement Activities:

- London Visit

Texts to be issued:

Textbooks are loaned to students where necessary for theory work and/or revision purposes.

Faculty: Expressive Arts

Subject: Drama

Faculty Introduction:

Students follow the Edexcel GCSE Drama Course, which looks at a range of theatre practitioners, styles and approaches. Students perform and design scripted pieces as well as using what they have learnt to devise their own performance work.

GCSE Drama students practically explore the play *The Crucible* for the written examination. They then respond to a series of questions in which they outline their approach to the play as a performer, director and designer. Students also experience, analyse and evaluate live theatre. They are taught to be critical thinkers as they evaluate and analyse both their own work and the work of others.

Topics/Modules to be covered:

- Component 1: Devising
- Component 2: Performance from text
- Component 3: Theatre makers in practice

In year 10 students focus upon Component 1 and Component 3.

Assessment:

- Component 1: Devising 40% - students create and develop a devised performance from a stimulus. Students also submit responses to a series of questions in which they reflect upon the devising and performing process.
- Component 2: Performance from text 20% - students take part in the performance or design of two scripted extracts.
- Component 3: Theatre Makers in Practice 40% — students answer a series of examination questions in response to their practical exploration of a performance text and evaluation of a live theatrical performance.

Homework:

Students will receive 45-60 minutes of homework per week. This will comprise of a weekly spelling and knowledge test of key drama terms. Other tasks will include research, practise exam questions and written coursework preparation. Students are also encouraged to rehearse at lunchtime and after school for their practical assessments.

Enhancement:

- Involvement in Drama Club and School Production
- Theatre visits

Texts to be issued:

Plays are available for students to borrow in preparation for their scripted performance and to broaden their knowledge of theatre. Students are required to purchase their own copy of the Component 3 text (*The Crucible*)

Faculty: English

Subjects: GCSE English Language and GCSE Literature

Faculty Introduction:

Students follow the AQA Specification courses in English Language (8700) and English Literature (8702). The courses are designed to be studied together but lead to certification in two separate GCSEs.

Topics/Modules to be covered in Year 10:

All of the GCSE English and English Literature courses are examined at the end of Year 11. Units undertaken in Year 10 are in preparation for these examinations:

- Modern texts: JB Priestley's *An Inspector Calls* (Literature Paper 2)
- Reading responses to fiction (Language Paper 1 Section A)
- Writing to describe and narrate (Language Paper 1 Section B)
- Poetry anthology (Literature Paper 2)
- Shakespeare - Macbeth (Literature Paper 1)
- Spoken Language Endorsement qualification

AQA Specification details:

The GCSE courses are examined as follows:

- **English Language Paper 1:** 1 hour 45 mins – Reading (fiction) and Writing (narrative/descriptive)
- **English Language Paper 2:** 1 hour 45 mins – Reading (non-fiction) and Writing (viewpoint).
- **English Literature Paper 1:** 1 hour 45 mins – Shakespeare and the 19th Century novel.
- **English Literature Paper 2:** 2 hours 15 mins – Modern Texts, Poetry Anthology and Unseen Poetry

Assessment:

All elements of the course have a summative assessment point with testing usually taking place under timed conditions to support students' preparation for GCSE final examinations. All assessments receive formative comments to support students' progress. They require a 'MRI' response from the student. Assessments are graded according to GCSE mark schemes/criteria. A GCSE level will be awarded to a majority of summative assessments to enable students to benchmark their progress. A 'mock' examination, held during the Spring Term, provides a valuable experience indicative of the GCSE experience at the end of Year 11.

Spoken Language is also assessed and awarded a separate endorsement qualification. Though mandatory, this does not form part of the final GCSE English grade.

Homework:

An average of one hour per week will be set. Typical homework tasks include reading and annotation, essay planning and writing, and preparation towards final assessment.

Enhancement Activities: Theatre visits, where appropriate

Texts to be issued:

We recommend students buy their own copy of the set text *An Inspector Calls* to allow for annotation.

The AQA Poetry Anthology will be issued free of charge to students. The Shakespeare play will also be issued to students. Reading material will be provided to support aspects of both course

Faculty: Technologies

Subject: Food Preparation and Nutrition

Faculty Introduction:

The course is accredited by OCR. It is assessed by two pieces of non-examined assessment; one a scientific investigation and one a food preparation task. There is also a terminal exam which covers nutrition and health, food science, food safety, food choice and provenance.

Topics covered:

- Food preparation, cooking and presentation
- Food provenance
- Food safety
- Food choice
- Cultural origins of food
- Food Science

Assessment:

- 15% - Non examined assessment – scientific exploration
- 35% - Non examined assessment – plan, prepare and present 3 dishes
- 50% - Written examination

Homework:

One homework of approximately 30 minutes will be set each week. Due to the practical nature of the subject students will be expected to bring their own ingredients and some homework time should be spent preparing for or evaluating practical work.

Texts to be issued:

Textbooks will be issued to students for classroom work. A list of suitable revision booklets will also be issued to students during the course.

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| <p style="text-align: center;">Faculty: Modern Languages Subject: GCSE French (Core)</p> |
|--|

Faculty Introduction:

The course is accredited by AQA and aims for students to become confident communicating effectively in written and spoken form, as well as responding to authentic material in the target language. Students study 5 GCSE topic areas. Modules cover language for communication, combined with associated vocabulary and grammatical structures.

Topics/Modules to be covered:

- Identity and relationships
- Free time
- Healthy living and lifestyle
- Media, technology and celebrity culture
- Customs and festivals

Assessment:

- Students will sit mock exams during the summer term on each of the four skills of listening, reading, writing and speaking. Each skill accounts for 25% of the final grade.
- Students will also be assessed at the end of each module on one or two of the four exam skills.

Homework:

45 minutes homework is set once per week.

Texts to be issued:

“Studio GCSE” used in lessons, where appropriate to do so. Students will be issued with a vocabulary guide and have access to online resources (languagenut)

Students are also encouraged to bring their own bilingual dictionary to class.

Faculty: Humanities

Subject: Geography

Faculty Introduction:

“Geography provokes and answers questions about the natural and human worlds, and views issues from different perspectives. Geography makes us aware that we must think globally.”

Students follow the AQA GCSE syllabus, these are the topics to be covered in Year 10:

Unit 1: Living with the physical environment.

- The Challenge of Natural Hazards
- Physical Landscapes of the UK

Unit 2: Challenges in the human environment.

- Urban Challenges
- The Challenge of Resource Management

Unit 3: Geographical applications:

- Fieldwork – Physical - Carding Mill Valley, Shropshire

Assessment:

- Retrieval tasks at the beginning of each lesson and Knowledge tests on a regular basis
- End of topic tests
- Exam questions in class
- Mock exam in Year 10

Three exam papers at end of Year 11:

- Unit 1 worth 35% of GCSE
- Unit 2 worth 35% of GCSE
- Unit 3 worth 30% of GCSE

Enhancement Activities:

- One day physical fieldwork in Carding Mill Valley, Shropshire
- Geography Society – fortnightly lunchtime meeting co-ordinated by A level Geographers.
- Humanities House Challenge Competition
- Trip to Naples and Sorrento

Textbooks:

AQA GCSE (9-1) Geography (Hodder Education) ISBN: 9781471859922 & AQA GCSE Geography (Oxford University Press) ISBN 9780198366614. These books are stored and utilised whilst in school. There is an electronic copy both textbooks on the school shared area for use at home.

The following revision guide is recommended: for our course GCSE AQA Geography Complete Revision & Practice (CGP) ISBN: 9781782946137

Faculty: Physical Education
Subject: Health & Social Care
(Pearson BTEC Level 2 Award)

Faculty Introduction:

This course has been developed to provide an engaging introduction to the health and social care sector. It will give students:

- The opportunity to gain a broad understanding and knowledge of the sector.
- The chance to develop a range of personal skills and techniques that are essential for successful performance in working life.
- The chance to achieve a nationally recognised Level 2 health and social care qualification.
- Progression opportunities into a specialised Level 3 vocational or academic course, or apprenticeship.

Topics/Modules to be covered:

- Component 1: Human lifespan development. Aims to understand how we grow and develop throughout our lives.
- Component 2: Health and Social Care Services and Values. Aims to get to know how the Health and Social Care sector works and the care values that underpin it.
- Component 3: Health and Wellbeing. Aims to help improve someone's health and wellbeing.

Assessment:

- Component 1: Internally assessed assignments.
- Component 2: Internally assessed assignments.
- Component 3: External supervised task in which students have to complete a 60 mark paper.

Homework:

The nature and style of homework that is set is dependent on the class activity being undertaken but will generally focus on research or consolidation of the taught content of the lesson. This will ensure all deadlines are met for the internal assessed pieces of work.

Enhancement Activities:

- External speakers with Q and A opportunities.
- First Aid at work qualification
- Workshops such as interactive baby sessions and sensory practicals.

Texts to be issued:

Textbooks are loaned to students when necessary for theory work and/or revision purposes. They are also provided with work booklets and guides for all classwork and their internal assessments.

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| <p style="text-align: center;">Faculty: Humanities Subject: History</p> |
|---|

Faculty Introduction:

The course followed is the Edexcel GCSE (9-1). It covers a range of topics from the history of medicine in Britain and life in early Elizabethan England, through to more modern topics focusing on Weimar and Nazi Germany and the Cold War in the twentieth century. History classes are mixed-ability and all students sit the same final examinations – there are no tiered papers.

Modules covered:

- Medicine Through Time, c.1250-present (Year 10)
- Early Elizabethan England, 1558-1588 (Year 10)
- Weimar and Nazi Germany, 1918-39 (Year 11)
- Superpower Relations and the Cold War, 1941-91 (Year 11)

Assessment:

- Based on new 9-1 GCSE assessment system.
- Targets for improvement identified.
- Mock examination at the end of Year 10.
- 3 exams at the end of Year 11 – no coursework.

Homework:

- Activities include note making, essay planning, essay writing, revision for tests and completion of exam questions.

Texts to be issued:

Relevant textbooks will be distributed to all students. Books to be returned to the library at the end of the course.

Faculty: Mathematics GCSE

Subject: Mathematics – *Foundation Tier*

Faculty Introduction:

Year 10 and 11 students will follow the KS4 framework for Maths, with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge

Students must be fully equipped with Maths equipment such as a protractor and compass. These can be bought from the library. Scientific calculators must be bought by all students and brought to lessons. They may be purchased from the Finance Office for approximately £8.50.

Students will follow different pathways to help them achieve the best possible result.

Students will follow different pathways to help them achieve the best possible results.

Foundation Groups

Students take a Foundation GCSE in Year 11.

Specification: Edexcel

One third will be assessed by a non-calculator paper
Two thirds will be assessed by the calculator papers

Assessment:

Students will take their Foundation GCSE in Year 11. Some students may move groups and sit the Higher exam at the end of Year 11 as an alternative pathway if their progress indicates a grade 6 will be achievable.

Grades available 5 - 1

Students will sit up to 3 class tests and an end of year exam to assess their ongoing progress.

Topics/Modules to be covered:

Number work with and without a calculator
Ratio, Proportion and Rates of Change
Algebra
Statistics and Probability
Geometry and Measures

There is no coursework

Homework:

- 45 minutes' homework is set up to twice a week. This may be consolidation work or assessment / mock revision
- MathsWatch is an online programme which may be used for consolidation.
- Maths Help is available once a week for extra assistance with homework or classwork.

Enhancement Activities:

- An online textbook through Kerboodle
- MathsWatch, JustMaths, Maths Help and Dr Frost
- Some students will be given a textbook to use at home – this must be returned at the end of the course.
- Termly literacy and cultural challenges

Faculty: Mathematics GCSE

Subject: Mathematics – *Higher Tier*

Faculty Introduction:

Year 10 and 11 students will follow the KS4 framework for Maths, with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge

Students must be fully equipped with Maths equipment such as a protractor and compass. These can be bought from the library. Scientific calculators must be bought by all students and brought to lessons. They may be purchased from the Finance Office for approximately £8.50.

Students will sit exams at the end of Year 11

One third will be assessed by a non-calculator paper
Two thirds will be assessed by the calculator papers

Grades available 9-3

Most students will follow a higher tier scheme of work.

Some will follow a “crossover” scheme of work to consolidate grade 5 material and then move onto grade 6 and 7 content.

Topics/Modules to be covered:

Number work with and without a calculator
Ratio, Proportion and Rates of Change
Algebra
Statistics and Probability
Geometry and Measures

Homework:

45 minutes' homework is set up to twice a week. 45 minutes' homework is set up to twice a week. This may be consolidation work or assessment / mock revision.

Maths Help is available once a week for extra assistance with homework or classwork.

Enhancement Activities:

- An online textbook through Kerboodle
- MathsWatch, JustMaths, Maths Help and Dr Frost
- Termly literacy and cultural challenges
- The most able mathematicians are given a book of higher order questions to aid their problem solving skills.
- The most able Year 10 students are entered into the Intermediate Maths Challenge

Faculty: Expressive Arts

Subject: Music

Faculty Introduction:

The emphasis at GCSE is on listening and analysis of set works. Students submit coursework in composition and performance.

Topics/Modules to be covered:

- Composition: students undertake a variety of composition exercises and complete one for coursework., worth 15%
- Performance: two performances are to be prepared for coursework; one to be a solo performance and one to be an ensemble performance. At least 1 minute each, Four minutes in total, Grade 4 standard.
- Ensemble prepared for performance at a concert by May y10.
- Understanding: development of aural, dictation and analysis skills through listening and study of specific areas of music and musical examples called "set works". These include world music, classical music, popular music and music for film and stage.
- Applying knowledge to unfamiliar extracts.

Assessment:

Actual listening examination in summer of Year 11 assessed by Edexcel.

- Compositions and performances assessed using GCSE criteria from Edexcel.
- Listening and vocabulary tests throughout the year.
- Composition tasks throughout the year in preparation for the timed-coursework assessment.
- Mock Listening Exam.
- Practice solo
- Ensemble mock exam

Homework:

Homework includes performance rehearsal of chosen instruments, work on composition and revision for appraisal questions.

Enhancement Activities

- A wide variety of choirs and instrumental ensembles rehearse weekly.
- Worship group – open to all
- Carol Service
- Ukulele magic – open to all
- Senior Choir - open to all
- Bishop Rocks - open to all
- End of term concerts
- NMPAT Recital teams
- Professional workshops

- A visit to a musical event may be organised during the course of the year subject to availability.

Faculty: Physical Education

Subject: Core Physical Education

Faculty Introduction:

All students will experience an ambitious PE curriculum, which challenges them every lesson, nurtures their talents and enables them to learn about and through physical activity.

We aim to:

- equip them with the fundamental and advanced skills to participate in a range of activities with competence and confidence;
- develop their understanding of rules, conventions and key knowledge related to health and well-being to enable them to participate in physical activities in a safe and beneficial way;
- give them the opportunity to foster desirable personal qualities, leaving them socially equipped to become valued members of their community, both in and outside of physical activity;
- to challenge them cognitively, giving them opportunities to develop creativity, solve problems and acquire critical evaluation skills;
- prepare them for the next stage of their physical activity journey; whether they choose to study examination PE, participate in competitive sport or become recreationally physically active

We want all students to develop a positive association with being physically active, so that they choose to include physical activity in their future lives. They can then experience the life-enhancing benefits it brings, continuing to be healthy and happy individuals.

Activities to be covered:

Winter

- Hockey, football, rugby, netball
- Badminton, basketball, volleyball, health-related fitness, table tennis, dodgeball and handball
- Cheerleading and dance

Summer

- Rounders, cricket, athletics, tennis and softball

Assessment:

- End of half-term assessment across three strands: Physical (Body), Cognitive (Brain), Personal (Behaviours)
- Short and long-term reports
- On-going self, peer and teacher assessment in lessons
- GCSE PE students will also be assessed in line with AQA guidelines

Extra-Curricular Opportunities:

- Inter-house competitions – various activities and Sports Day
- Level 3 School Games (winter and summer) in some activities.
- School teams are organised in all the major games and activities, with practices at lunchtimes and matches after school where required.
- Talented students are put forward for selection at district/county level.
- The school enters teams in the district cross country and athletic championships.

Faculty: Physical Education

Subject: GCSE Physical Education

Faculty Introduction:

Students follow the AQA 9-1 Syllabus. GCSE PE helps students to develop deeper knowledge about physical activity, including Anatomy and Physiology, Physical Training, Health and Well Being, Sport Psychology and Socio-cultural issues.

They also have the opportunity to develop their skills and application of skills in certain sports.

Activities to be covered:

Paper 1; The Human Body and Movement in Physical Activity and Sport (30%)

Paper 2; Socio-cultural Influences and Well-Being in Physical Activity and Sport (30%)

Practical Performance in Physical Activity and Sport (three practical activities offered, must be a combination of individual and team activities) plus written 'Analysis and Evaluation' coursework (40%)

Assessment:

- Shorter knowledge tests, self or peer assessed as part of formative assessment
- End of Unit tests and mocks assessed by teacher with feedback
- Practical activities assessed in line with AQA practical criteria guidelines
- Written coursework assessed by teacher

Homework:

Consolidation of classwork, revision of key concepts and students are expected to spend time outside of practical lessons on their likely practical activity submissions.

Extra-Curricular Opportunities:

- Inter-house competitions Level 3 School Games (Winter and Summer) in some activities.
- School teams are organised in all the major games and activities, with practices at lunchtimes and matches after school
- Talented students are nominated for selection at District/County level.
- The school enters teams in the District cross-country and athletics championships
- The school enters teams in the District cross-country and athletics championships, students will need to nominate themselves at KS4.

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| <p style="text-align: center;">Faculty: Humanities Subject: GCSE Religious Studies</p> |
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Faculty Introduction:

Students undertake the AQA Religious Studies Syllabus A (8062) which examines philosophical questions about the nature of God as well as religious teachings and practices.

Topics/Modules to be covered:

GCSE Content:

Paper 1

- Buddhism – Beliefs and Teachings
- Buddhism – Practices
- Christianity (Covered in Year 9)

Paper 2

- Theme A: Relationships and Families
- Theme B: Religion and life

Assessment:

After every topic, students will complete a GCSE style assessment.

Each questions tests:

- Knowledge
- Understanding
- Evaluation

Homework:

The majority of homework will be consolidation and exam practice. Students will be set homework through Edulink and Seneca.

Enhancement Activities:

- Documentaries
- Holocaust Day
- Online resources – e.g Seneca
- Souster Youth

Texts to be issued:

A range of textbooks are available for use in lessons but are not taken home.
Main textbooks available through Kerboodle.

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|---|
| <p>Faculty: Science</p> <p>Subject: Separate Sciences</p> |
|---|

Students are taught Biology, Chemistry and Physics as separate GCSEs, by three subject specialists. They will cover topics to a greater depth than students following the Trilogy course. This qualification is equivalent to three GCSEs. Foundation and Higher tier papers are available. Specification: Biology 8461, Chemistry 8462 and Physics 8463

| Biology | Chemistry: | Physics: | Assessment: |
|--|--|--|---|
| Cell Biology (B1-2) | Atomic structure and the periodic table (C1-2) | Energy (P1-3) | AQA specification |
| Organisation (B3-4) | Bonding, structure, and the properties (C3) | Electricity (P4-5) | Terminal examination in Year 11 |
| Disease (B5-7) | Chemical calculations (C4) | Particle model of matter (P6) | |
| Bioenergetics (B8-9) | Chemical changes and electrolysis (C5-6) | Radioactivity (P7) | Six papers (two each for Biology, Chemistry and Physics) will be taken at the end of Y11. Each paper is 1 hour 45 minutes duration. |
| Completion of 8 required practical activities | Energy changes (C7) | Completion of 8 required practical activities | A minimum of 10% of marks will test maths. |
| | Completion of 8 required practical activities | | 15% of marks will assess practical skills. |

Homework:

In line with Bishop Stopford School Homework guidelines. Homework will include examination questions, worksheets, research topics and learning for tests. Work will also be given to develop key ideas (subject specific). A key aspect of any assessment/homework is the use of formative assessment (www/ebi/mri) to improve learning and examination outcomes.

Enhancement activities:

- Enhancement activities will be available on the Science VLE.
- Science, Technology, Engineering and Maths (STEM) Activities

Texts to be issued:

Students will receive a digital copy of their science text books along with resource bank through Kerboodle. Revision guides and workbooks (including level 8-9) will be available for the students to purchase.

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|---|
| <p>Faculty: Science</p> <p>Subject: Trilogy Science</p> |
|---|

Faculty Introduction:

Students will study the GCSE Combined Science course (Trilogy); this will be a combination of Biology, Chemistry and Physics topics. This qualification is equivalent to two GCSEs (Double Science) and will be taught by two subject specialist teachers. Two tiers are available, Foundation and Higher.

| Biology: | Chemistry: | Physics: | Assessment: |
|--|--|--|---|
| Cell Biology (B1-2) | Atomic structure and the periodic table (C1-2) | Energy (P1-3) | AQA specification 8464 |
| Organisation (B3-4) | Bonding, structure, and the properties (C3) | Electricity (P4-5) | Terminal examination in Year 11 |
| Disease (B5-7) | Chemical calculations (C4) | Particle model of matter (P6) | |
| Bioenergetics (B8-9) | Chemical changes and electrolysis (C5-6) | Radioactivity (P7) | Six papers (two each for Biology, Chemistry and Physics) will be taken at the end of Y11. Each paper is 1 hour 15 minutes duration. |
| Completion of <u>7</u> required practical activities | Energy changes (C7) | Completion of <u>7</u> required practical activities | A minimum of 10% of marks will test maths. |
| | Completion of <u>6</u> required practical activities | | 15% of marks will assess practical skills. |

Homework:

In line with Bishop Stopford School Homework guidelines. Homework will include examination questions, worksheets, research topics and learning for tests. Work will also be given to develop key ideas (subject specific). A key aspect of any assessment/homework is the use of formative assessment (www/ebi/mri) to improve learning and examination outcomes.

Enhancement Activities:

- Enhancement activities will be available on the Science VLE and delivered in class
- Science, Technology, Engineering and Maths (STEM) Activities

Texts to be issued:

Students receive syllabuses; have access to an online log in to 'Kerboodle' a virtual text book and resource bank (VLE). Revision guides and workbooks (including grades 8-9) are available to purchase.

Faculty: Modern Languages

Subject: GCSE Spanish (Option)

Faculty Introduction:

The course is accredited by AQA and aims for students to become confident communicating effectively in written and spoken form, as well as responding to authentic material in the target language. Students study 5 GCSE topic areas. Modules cover language for communication, combined with associated vocabulary and grammatical structures.

Topics/Modules to be covered:

- Identity and relationships
- Free time
- Healthy living and lifestyle
- Media, technology and celebrity culture
- Customs and festivals

Assessment:

- Students will sit mock exams during the summer term on each of the four skills of listening, reading, writing and speaking. Each skill accounts for 25% of the final grade.
- Students will also be assessed at the end of each module on one or two of the four exam skills.

Homework:

45 minutes homework is set once per week.

Texts to be issued:

“Viva GCSE” used in lessons, where appropriate to do so. Students will be issued with a vocabulary guide and have access to online resources (languagenut)

Students are also encouraged to bring their own bilingual dictionary to class.

PSHE Introduction

(Personal, Social, Health and Economic)

We live in a society where the pace of change is more rapid than at any point in history. Changes in society, including the use of technology have a profound effect on the lives of our young people that can impact their personal development, health and wellbeing and have implications for employment. To meet these challenges, the PSHE programme helps our students to develop the knowledge, confidence, and skills they need to make well informed, considered choices and which enable them to progress smoothly into adult life.

PSHE helps students to develop inter-personal, communication and social skills.

Topics:

- **Sex and Relationship Education:** Sexting. Pornography. Domestic abuse. Relationships and sexual abuse. Sexualisation and media.
- **Staying Safe Online and Offline:** Honour based violence. Forced Marriage. Online gambling. Social media validation. Keeping data safe. Modern day slavery. Causes of knife crime.
- **Health and Wellbeing:** Child abuse and Child Sexual Exploitation. Screen time and mobile devices. Common types of mental health. Negative thoughts and feelings. Promoting emotional wellbeing.
- **Life Beyond School:** Instagram generation. What is marriage? Consumer rights. Employment rights.
- **Rights, Responsibilities and British Values:** Fake news. Exploring British Values. LGBTQ+ rights. Human rights.
- **Celebrating Diversity and Equality:** International organisations. Brexit. Aid and supporting other countries.

Homework:

There is no homework set in PSHE.

Enrichment activities:

Anti-bullying Week activities
Children's Mental Health Awareness Week activities

Withdrawal:

Parents have the right to withdraw their child from lessons on contraception as part of the RSE programme of study.

The request for withdrawal from these lessons should be made in writing to pwilson@bishopstopford.com at the start of the academic year.

Careers Education, Information, Advice and Guidance (CEIAG)

Introduction:

The CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG year 10 programme is mapped to the learning outcomes of the Career Development Institute's (CDI) Career Development framework. The programme is delivered in a blended way through PSHE, form time and integrated or part of the subject curriculum.

Topics:

The programme in Year 10 is designed to provide students with information, advice and guidance on the options open to them after Year 11, progression routes and career opportunities from these options.

Enrichment activities:

- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: careers@bishopstopford.com

Students who are looked after, attract Pupil Premium funding or have an Education Health Care Plan (EHCP) have an interview automatically arranged with the Careers Adviser.

- **Careers Talks and Societies** – Year 10 students are welcome to attend any of the lunchtime Careers Café, career talks and school societies arranged at lunchtimes across the school year.
- **A day in Industry** – a work shadowing day aimed at providing meaningful experiences of the workplace.
- **Year 10 Enterprise Day** - Students spend a full school day working with Employer Ambassadors developing skills across core employability competencies through a range of entrepreneurial and group activities. This activity is delivered by the Young Enterprise Company

Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards.

The school currently holds a national Quality in Careers Standard.

Enhancement Activities

Trips and Visits: Voluntary Contributions

The viability of trips and visits is entirely dependent on parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution. However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead. Consideration for students facing financial hardship will be detailed in any information issued.

Notes